Smart Growth Schools
Resource List

Prepared by
AIA Pennsylvania
For the Pennsylvania Historical & Museum Commission
2007
Introduction

In the summer of 2006, the Pennsylvania Historical and Museum Commission (PHMC) approached AIA Pennsylvania about establishing a list of architects with demonstrated experience in rehabilitating existing older buildings for use as schools. To assist the PHMC, and as part of the celebration of the 150th anniversary of the founding of the American Institute of Architects, AIA Pennsylvania compiled the following resource list based on a survey of AIA Pennsylvania members undertaken in the latter half of 2006.

The survey asked participating architects to provide information on their firms and one of their school projects. Information included:

**Area of Design Expertise:**
- Rehabilitation of historic/existing school buildings
- Adaptive reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non-school uses
- Green design for historic/existing school buildings

**Service Area(s) in Pennsylvania**

**Information on their sample Project:**
- physical characteristics
- cost efficiency
- educational quality
- community character
- relevant policies and/or legislation

As noted in the booklet *Renovate or Replace? The case for restoring and reusing older school buildings*, the rehabilitation, adaptive reuse and green design of schools complies with the Keystone Principles and Criteria for Growth, Investment and Resource Conservation developed by Governor Ed Rendell’s Economic Development Cabinet.

- **PRINCIPLE:** Redevelop first.
  CRITERIA: Project is located in a core community; Project supports the rehabilitation and use of existing buildings, including schools and historic buildings.

- **PRINCIPLE:** Use existing infrastructure—roads, water and sewer lines.
  CRITERIA: Project is located within ½ mile of existing or planned public transit. Project uses/improves existing water and sewer service. Renovation and reuse of neighborhood schools frequently meeting these objectives.

- **PRINCIPLE:** Concentrate development. Foster creation of well-designed development and walkable, bikeable neighborhoods that offer healthy lifestyle opportunities.
  CRITERIA: Project serves mixed use development; project takes advantage of sidewalks or connected walkways, bikeways and greenways that make walking or biking to school a healthy and safe choice.
PRINCIPLE: Increase job opportunities.
CRITERIA: Renovating schools and historic buildings creates local jobs in urban communities.

PRINCIPLE: Foster sustainable businesses.
CRITERIA: Construct and promote green buildings and infrastructure that use land, energy, water and materials efficiently. Existing buildings are often excellent candidates for renovation as “green” buildings. Using an existing building avoids the need to consume energy and natural resources to fabricate new materials and put them in place.

PRINCIPLE: Plan regionally and implement locally. Locating schools in or close to population centers contributes to the health of core communities, reduces the need for busing, and conserves rural lands for rural uses.

AIA Pennsylvania is pleased to make this resource list available. Additional help in finding a qualified architect can also be found by going to www.aiapa.org and clicking on “Find an Architect”. Any AIA Architect who wishes to be added to this list should contact AIA Pennsylvania at info@aiapa.org.

John R. Hill, AIA Michael Prifti, FAIA
2007 President, AIA Pennsylvania AIA 150 Champion, AIA Pennsylvania

AIA Pennsylvania
www.aiapa.org
208 North Third Street, Suite 400
Harrisburg, PA 17101
Telephone: (717) 236-4055
Fax: (717) 236-5407
Company Index

AGOOS/LOVERA ARCHITECTS
260 South Broad Street, Suite 1300
Philadelphia, PA 19102
Phone: (215) 735-0100
Fax: (215) 735-2333
www.agooslovera.com

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Malvern, PA 19355
Phone: (610) 640-9000
www.archalli.com

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Philadelphia, PA 19107
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www.aol-b.com

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Fax: (717) 852-1619
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Camp Hill, PA 17011
Phone: (717) 737-0402
Fax: (717) 737-0442
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361 Main Street
New Kensington, PA 15068
Phone: (724) 339-0511
Fax: (724) 339-1492
www.cjaarchitects.com

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Zelienople, PA  16063
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Bedminster, PA  18910
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Fax: (215) 795-2900
www.gidonovan.com

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Phone: (717) 845-8383
Fax: (717) 852-0916
www.lscdesign.com
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408 Boulevard of the Allies
Pittsburgh, PA 15219
Phone: (412) 391-2884
Fax: (412) 391-1657
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Pittsburgh, PA 15222
Phone: (412) 894-8341
Fax: (412) 456-0906
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230 Market Street
Lewisburg, PA 17837
Phone: (570) 524-2300
Fax: (570) 523-6140
www.ralad.com

RADELET MCCARTHY INCORPORATED
300 First & Market Building
100 First Avenue
Pittsburgh, PA 15222
Phone: (412) 471-4445
Fax: (412) 471-2881
www.radeletmccarthy.com

RAPHAEL ARCHITECTS
169 North Main Street
Doylestown, PA 18901
Phone: (215) 348-5501
Fax: (215) 348-8102
www.raphaelarchitects.com

THE SHEWARD PARTNERSHIP
2300 Chestnut Street
Philadelphia, PA 19103
Phone: (215) 751-9301
Fax: (215) 751-9302
www.theshewardpartnership.com

SPILLMAN FARMER ARCHITECTS
One Bethlehem Plaza, Suite 1000
Bethlehem, PA 18018
Phone: (610) 865-2621
Fax: (610) 865-3236
www.spillmanfarmer.com
STRADA ARCHITECTURE, LLC
925 Liberty Avenue, 9th Floor
Pittsburgh, PA 15222
Phone: (412) 263-3800
Fax: (412) 471-5704
www.stradallc.com

UJMN ARCHITECTS + DESIGNERS
718 Arch Street, Suite 5N
Philadelphia, PA 19106
Phone: (215) 440-0190
Fax: (215) 440-0197
www.ujmn.com

WILLIAM J. LUTHER, AIA ARCHITECT
306 Irish Road
Berwyn, PA 19312
Phone: (610) 246-9054
Fax: (610) 993-9167
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non school uses
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern

Sample Project:
Name of historic school: Penn Wynne Elementary School
Location of school building: 250 Haverford Road, Wynnewood, PA
Year the school was constructed: 1930
Year the school was renovated: 1999-2001
Is the school designated historic? No

Physical Characteristics of this project:
The phased expansion and renovation of an existing 76,000 SF K-5 public school include a cafetorium, a gymnasium, an information center, and classrooms for 600 students, as well as, a 30-student learning support program.
Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

The existing building was well-built and still suitable for educational use. Utilizing the existing space efficiently and the judicious reuse of the school’s original materials resulted in a building more cost effective and durable than new construction.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

The renovation was able to build on the basic, time-tested strengths of the existing building while updating the structure to meet current educational and technical standards.

Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

The school was a very important contributor to the character and life of the surrounding community. The renewal and enhancement of the building was a meaningful act that made a connection to the past, while helping ensure the future strength of the community.

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

The Lower Merion School District, Lower Merion Township and the community were all in support of the renovation of Penn Wynne Elementary School and all policy decisions made concerning the building resulted from this consensus.
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non school uses
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern

Sample Project:
Name of historic school: Rosemont College, Rathalla Hall
Location of school building: Rosemont, PA
Year the school was constructed: 1892
Year the school was renovated: 2000
Is the school designated historic? Yes

Physical Characteristics of this project:
Gross and Net Areas: 24,000 gross SF, 16,800 net SF
Construction Costs: $3.1 million

Restoration and adaptive reuse of this lavish 1892 whiskey baron mansion sensitively transformed it into an administrative center for Rosemont College’s admission, alumni and public relations center.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

The $129/SF cost of work saved the school a direct cost of $720,000 if they had replaced the facility with an ordinary administration building. Other indirect costs this does not include are two additional years of site utility and land development costs saved.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

Caring for and minimal disruption of the carved limestone and brick architectural elements maintains a sense of place for the students. The transition into the college environment for the student is eased by such a comfortable fit into this older and upscale Philadelphia suburb. Artistic and craftsmanship excellence in its towers, porches and gargoyles inspires most in this liberal arts curriculum. Rathalla Hall provides a strong case for sustainability of resources both physically and emotionally.
**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*Recycling this French Chateau Revival structure provided this National Register for Historic Places structure recognition with students as the hallmark of this Main Line campus. This local landmark is the connective tissue of the present adapted use and needs to the emerging wealth of the late 19th century.*

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*The sensitive and beautiful hand colored renderings of the mansion was evocative enough to lure sufficient alumni gifts to make this project possible. The identification and association with this local landmark and educational community by the alumni created a strong catalyst for giving.*
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- Northeastern

Sample Project:
Name of historic school: Garret S. Morgan Transportation Academy
Location of school building: 16-32 Spruce St., Paterson, NJ
Year the school was constructed: 1890 +/-, The building was originally the Rogers Locomotive Frame Fitting Shop, part of a large industrial complex of buildings in the District.
Year the school was renovated: 2003-2004
Is the school designated historic? Yes – National, Local and in the Great Falls Historic District

Physical Characteristics of this project:
Three stories plus mezzanine: total building is 35,000 SF gross
The school occupies the 2nd Floor: 10,000 +/- SF gross

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

*Heavy timber / steel industrial construction needed virtually no upgrades. Similarly the 12” thick brick walls had held up well despite years of water infiltration. This building will have a long and continued life.*

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

*We believe that open, industrial loft buildings with steel and timber connections left exposed and spiral ductwork evident throughout allows students to better understand the nature of buildings and built construction – the building itself serves as a “teaching tool.”*
Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*Often, historic buildings that have long anchored a prominent site within a neighborhood have become an integral symbol of that neighborhood. Our client, The New Jersey Community Development Corporation, was committed to preserving the historic building and providing a school for the community.*

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

- *Federal transportation dollars secured by Senator Lautenberg since this is a transportation – related charter school*
- *NJ State historic preservation grants from SHPO*
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive reuse of historic/existing school buildings for non school uses
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- Northeastern
- South central
- North central
- Southwestern
- Northwestern

Sample Project:
Name of historic school: West York Area High School
Location of school building: 1800 Banister St., York, PA
Year the school was constructed: 1958
Year the school was renovated: 2000-2003
Is the school designated historic? No

Physical Characteristics of this project:
AREAS: Renovated 146,999 gross SF
- New Addition 29,343 gross SF, 21,900 net SF
CONSTRUCTION COSTS:
- Estimate: $15,518,000
- Final Cost: $14,570,743
PROGRAM DESCRIPTION: The objective was to create an information age learning environment within a community respected, physically sound, fifty year old facility using sustainable design principles.
Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

**Question 1:** How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

In 1998, a district wide feasibility study was prepared and presented to the school board. The study analyzed the condition of the district’s buildings and presented options for improvement. In the case of the high school, the board considered options for renovating/upgrading the high school and a new high school. The board elected to renovate/upgrade the high school as the best option to deliver the educational program. Major factors for opting to renovate rather than build a new school were: less cost, more space, excellent condition of the building making it highly suitable for renovation, community sentiment for reusing the existing building and commitment to a best use of resources. The latter aspect included implementing, as part of the design process, a systems/product analysis in order to include the most appropriate elements into the design. This process incorporated relevant “green” considerations in practical applications. The final result was a project which was completed $948,000 under the pre-bid construction estimate, a 6% savings.

**Question 2:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

The West York Community is a conservative one which values their institutions and the buildings they represent. There is a particularly strong tie to the educational fabric, especially the high school as the flagship education facility. It is an extremely well designed and constructed facility with a concrete framing structure. Two examples of the renovation contributing to the educational quality are the size of the classrooms and the quality of lighting. The classrooms are larger than today’s standard for classrooms. This provided the opportunity for the educational program to be more flexible in how it is delivered, i.e., interchangeability and adaptability of use for continuously changing programs. Being a 1950’s school, the ceilings were higher than those currently being designed, which allowed for the latest in direct/indirect lighting to be incorporated. The higher quality of lighting has been documented as a factor in students’ ability to learn.
Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

The high school sits on a campus which originally also contained a junior high school that was determined to be educationally and physically inefficient, particularly with regards to energy use and high maintenance costs. As part of a $50 million district-wide facilities improvement program which upgraded all schools, the junior high school was razed and the new middle school was constructed. The design of the middle school and the upgrade to the high school was coordinated so that each building was complimentary of the other. The new middle was designed to incorporate similar materials and colors that appeared in the high school and the high school incorporated design elements of the middle school on the upgraded portions of the high school, such as the monumental entrance. Thus the overall campus of school buildings and athletic fields now has an improved harmonious aesthetic appearance to which the community now points with pride.

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

The board and administration determined to involve the community as much as possible in the decision making process. The result was that the process took far longer than is normal. In addition to the legal requirements, there were numerous meetings with the public, teachers and interested groups including tours of the buildings. The result was considerable community input and the final decision was based on this input. During the design phase, there were teacher and citizen committees intimately involved in the process so that the final design was a true incorporation of the educational and communities hopes and aspirations.
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non-school uses
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- South central
- North central
- Southwestern

Sample Project:
Name of historic school: Lincoln K-8 School, Harrisburg School District
Location of school building: 1601 State St., Harrisburg, PA
Year the school was constructed: 1904 with additions in 1958
Year the school was renovated: 2000-2002
Is the school designated historic? No, but the massive brick building with Romanesque arches in the H.H. Richardson style, was designed by a noted Harrisburg Architect who designed City Hall.
Physical Characteristics of this project: 83,000 SF Gross, 60,000 SF Net -- $6,700,000

For this 2-story city school, we retained the brick shell, resurfaced all floors, replaced all windows & hardware, provided new interiors and installed all new mechanical, plumbing and electrical, infrastructure. It is a Pre K-8 school with 2 classes per grade, Separate Gym and Cafeteria.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

Even with a complete retrofit of architecture and engineering systems, the project bid at $80/ SF, where new construction in 2000 would have bid at $120/ SF.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

We established a primary, elementary & Middle School wing. The principle reported that 10 years of vandalism stopped with the new facility.
**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*The Lincoln K-8 school was expanded as a neighborhood school and destination. It has a 100 year heritage.*

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*The school project qualified for the standard PA Department of Education School Facility Reimbursement.*
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive reuse of historic/existing school buildings for non school uses

Service Areas in Pennsylvania:
- South central
- North central
- Southwestern
- Northwestern

Sample Project:
Name of historic school: HD Berkey Elementary School – New Kensington-Arnold School District
Location of school building: Arnold, PA
Year the school was constructed: 1914
Year the school was renovated: 1995
Is the school designated historic? No

Physical Characteristics of this project:
The 56,304 SF school houses 4th and 5th graders. The renovation, at a cost of $3,317,499, was completed while the building was occupied. Three classrooms and a kitchen were added. Data cabling with internet connection, as well as new plumbing, mechanical and electrical systems were installed throughout the facility.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

As part of the project, CJA first conducted a District-Wide Feasibility Study to determine a cost-effective solution to solve the District’s predicament of older buildings in need of attention. The study compared the cost of constructing new building(s) to that of bringing new life into historic buildings. It was advantageous to the District to renovate HD Berkey Elementary School.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

Educational quality is conceived from more than just good educators. The building and student environment is an incalculable aspect of learning. Existing historic schools have large classrooms with massive windows which allow for an influx of natural light. The District gets the best of two worlds by integrating 21st century technologies and instructional philosophies into historic buildings.
**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*HD Berkey Elementary School was a landmark building that had been compromised by previously completed, poorly done renovations. This renovation brought the building back close to its original nature and restored a neighborhood gymnasium back to its original glory. The building once again stands as a foundation for the community.*

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*n/a*
Areas of Design Expertise:
• Rehabilitation of historic/existing school buildings
• Adaptive Reuse of historic/existing buildings as schools
• Adaptive reuse of historic/existing school buildings for non school uses
• Green design for historic/existing school buildings

Service Areas in Pennsylvania:
• Southeastern
• Northeastern
• South central

Sample Project:
Name of historic school: John Bartram High School
Location of school building: 2401 South 67th Street, Philadelphia, PA
Year the school was constructed: Construction started in 1937 and School opened in 1939.
Year the school was renovated: Partial renovation designed and documented by CDA&I occurred in 2006.
Is the school designated historic? National Register of Historic Places in PA

Physical characteristics of this project:
Project included $1.5 million interior renovations to 13,000 SF including four science labs, adjacent classrooms, support spaces and corridors with exterior renovations including roof remediation after removal of an abandoned rooftop greenhouse.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

Construction cost for renovations totaled approximately $100/SF while new construction would be approximately $225/SF not including land acquisition or demolition costs.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

Many of the school buildings designed and constructed at the turn of the century in Philadelphia consist of durable and long lasting materials that would be expensive to replicate in today’s budget conscience climate. If the buildings are properly maintained the overall capital costs are reduced and money can be spent on education rather than on capital expenditures. The original characteristics of these buildings also are in line with current design standards for “sustainable design” with well proportioned classrooms with abundant daylight, good acoustics and natural
thermal comfort possibilities. These attributes, if maintained and enhanced, can provide quality learning environments.

**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

John Bartram High School is recognized as an anchor for the surrounding neighborhood—physically as a historic structure and culturally as an institution that has educated over 3,500 students annually since 1939.

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

The School District of Philadelphia has initiated an aggressive $1.5 billion 5-year Capital Improvement Program funded primarily through the annual issuance of district general obligation bonds. One of the four priorities of the District is to bring existing facilities to a state of good repair. This includes stabilizing buildings through phased rehab including exterior envelope, MEP systems, interior finishes, and through providing educational enhancements such as upgraded science labs, media centers, and smart classrooms.
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non school uses
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- Northeastern
- South central

Sample Project:
Name of historic school: William Levering Elementary School
Location of school building: 600 Ridge Ave., Philadelphia, PA
Year the school was constructed: 1920
Year the school was renovated: 2006
Is the school designated historic? Yes. The Philadelphia Schools Designed by Irwin Catherine (of which this is one) are on the National Register.

Physical Characteristics of this project:
This Project was a façade restoration to stop persistent water infiltration and to restore masonry to a good state of repair. The area of the façade is 41,000 SF. The construction cost was $1,320,000.
Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

*By this restoration, continued use of this historic school was made possible. The floor area of the school is 58,000 SF. Reconstruction of this at current costs would be $17 million, or more than 10 times the restoration.*

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

*The Renovation allowed continuous use of the school and avoided the disruption that would be caused by a new building project.*

Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*The Levering School is a landmark of the Roxborough neighborhood. Generations of students who still live in the area see this as an important cultural resource.*

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*The establishment of the Philadelphia School Reform Commission and the $1.5 billion capital fund to renovate Existing schools and build new schools.*
Areas of Design Expertise:

- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non school uses
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:

- Southeastern
- Northeastern
- South central
- North central
- Southwestern
- Northwestern

Sample Project:

Name of historic school: Fisher-Bennett Hall, University of Pennsylvania
Location of school building: 3340 Walnut St., Philadelphia, PA
Year the school was constructed: 1925
Year the school was renovated: 2005
Is the school designated historic? UPHD, University of Pennsylvania Historic District

Physical Characteristics of this project:

78,000 GSF, +/- $18 M

Originally built to house the first women’s facility at the University including classrooms, a library, gymnasium and a student union. Bennett Hall is an important landmark at one of the principle entrances to the campus. The building has been generously renovated, upgraded and re-opened as Fisher-Bennett Hall. Currently the English Department, English Language Programs, Music Department and Cinema Studies are the major occupants of this building.
Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

**Question 1:** How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

*No site acquisition cost. No wholesale demolition costs.*

**Question 2:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

*Continuity of tradition and image*

**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*Continuity of urban street fabric*

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non school uses
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- Northeastern
- South central
- North central
- Southwestern
- Northwestern

Sample Project:
Name of historic school: Lebanon Middle School
Location of school building: Lebanon, PA
Year the school was constructed: 1932
Year the school was renovated: 1992
Is the school designated historic? No

Physical Characteristics of this project:
136,368 SF gross, 115,913 SF net
$9,718,222 – Maintain the historic fabric of the community while providing modern educational facilities.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

The project was studied as a renovation project to reuse the existing building as compared to the cost of new construction. There was not an available site and the building was suitable for renovation.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

The renovation of the existing building helped to reinforce the idea of reuse, of maintaining history in this community. The quality of the original construction could not be duplicated today. It has become an example of a historic school with modern components.
**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

_The building was a monumental building, a landmark in the community. It was originally built by the WPA as the high school and by renovating it, this part of history continues in the community, a living example of history._

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

_The project was funded by the PA Department of Education, along with the Lebanon School District._
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non school uses

Service Areas in Pennsylvania:
- Southeastern
- Northeastern

Sample Project:
Name of historic school: Titus Elementary School
Location of school building: Warrington Twp., Bucks County
Year the school was constructed: 1950 +/-
Year the school was renovated: 2004
Is the school designated historic? No

Physical Characteristics of this project:
Gross Area: 78,046 SF
Existing Building Area: 50,710 SF
Addition Area: 27,336 SF
Construction Cost: $6,200,000

The school needed additional classrooms, a multipurpose room and new administrative wing.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

Infrastructure was already in place and existing corridors were retained for use in the new administrative wing.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

Crowded conditions were alleviated, temporary classrooms were eliminated and technology was upgraded.
Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

The addition relocated the parent drop off and pick up area and eliminated an unsafe traffic conflict resulting in a new focal point entrance visible to the neighborhood.

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

The project received reimbursement from the PA Department of Education for both the renovation and additions.
**Gilbert Architects, Inc.**
626 North Charlotte Street
Lancaster, PA 17603
**Phone:** (717) 291-1077
**Fax:** (717) 392-3923
www.gilbertarchitects.com

**Areas of Design Expertise:**
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools

**Service Areas in Pennsylvania:**
- Southeastern
- Northeastern
- South central
- North central
- Southwestern

**Sample Project:**
**Name of historic school:** Renovations and Additions to William Penn Senior High School and Renovations to the Alternative School -- City of York School District
**Location of school buildings:** York, PA
**Year the school was constructed:** William Penn SHS – original building was constructed in 1927 with substantial additions in 1941, 1955 and 1970. The Alternative Education School was built in 1868.
**Year the school was renovated:** 2003 - 2006
**Is the school designated historic?** While not on the National Register, the Alternative School is located within the York City HARB District. Both schools have some significant historical features.

**Physical Characteristics of this project:**
William Penn SHS includes 210,664 SF of scheduled program area, renovations of 267,960 gross SF, and a new addition of 168,745 gross SF for a total building area of 436,745 gross SF. Total awarded construction cost was $37,010,183. The Alternative Education School includes 5,425 SF of scheduled program area and renovation of 11,802 gross SF. Total awarded construction cost was $1,287,558. These 2 facilities together, combine to provide a comprehensive High School facility to support the 9-12 curriculums for the 1,900 students of this urban school program.
Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

**Question 1:** How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

*An analysis of the contractor’s breakdown of costs indicates that the renovations were 34% less costly per square foot than the cost of the new additions. The renovations included complete upgrades and replacement of MEP systems, most finishes and all new casework and equipment. In addition, early studies had explored potential options for replacing the school with a new facility and found that within the city limits of this urban School District, there was no available open land for development of a project of this scale. It would have required purchase and demolition of abandoned industrial property with high environmental costs or other property that may have reduced the tax base supporting this School District.*

**Question 2:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

*Prior to the start of this project, the York City School District had been placed on the Educational Empowerment List by the PA Department of Education for low academic performance. After completion of a number of the renovation phases of this project, which included the creation of a 9th grade academy and small learning communities within the school, the schools academic performance improved and eventually the School District was pulled off the Empowerment List.*
**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*William Penn Senior High School is and has always been an integral part of the York City community. The Duke Street School opened in 1868 as the first High School for the City of York. After being abandoned for many years, this facility has now been restored to an effective Alternative Education facility supporting the High School Curriculum. The main High School has been serving the city since the late 1920s. The community voiced their strong support for keeping and upgrading this facility at its current location. Many of the historical features from a portion of the original building that had a major structural failure and could not be salvaged as a whole were salvaged and reused in the new addition. This included most of the original stone work from the main entrance, historical light fixtures, marble, and the original auditorium ticket windows and cast iron seating end panels. Incorporating these elements into the new addition helped the building to maintain its historical heritage and its close ties with the surrounding community.*

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*The decision of the Board of Directors to keep this existing school at its current location helped to maintain its central proximity within the community. Ninety-five percent of the students walk to this building. The Board also supported and encouraged the salvaging and incorporation of as many historical elements from the 1927 building that needed to be replaced into the new addition. The original Duke Street School that was converted into the Alternative School is located within the York HARB District and required review and approval of the proposed renovations.*
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools

Service Areas in Pennsylvania:
- Southeastern
- Northeastern
- South central

Sample Project:
Name of historic school: Merion Elementary School
Location of school building: 549 South Bowman Avenue, Merion, PA
Year the school was constructed: 1925; additions in 1928 and 1973; renovation in 1992
Year the school was renovated: 2005
Is the school designated historic? Yes: designated Class II Historic Resource by Lower Merion Township and eligible for nomination to be placed on the National Register.

Physical Characteristics of this project:
Renovation of 81,000 SF historically significant building and 12,500 SF new addition
Addition to house new gymnasium and after-school space; improved outdoor playground and playing fields, vehicular circulation, and parking. Interior renovations: more generous library in former gym space, new mechanical, lighting and fire alarm systems, improvements including computer wiring to each classroom and a new computer laboratory. New secure and handicapped accessible entrance leads to expanded administrative office.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

The total cost of the Merion Elementary School renovation, addition and site improvements was $11,782,510 ($126.02 per square foot). Renovating and expanding the existing building was cost effective in comparison to new construction. The project preserved a historically significant structure in the community. A new building on the same site would have been significantly more expensive with the cost of demolition added to construction cost.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

The renovated and enlarged facility provides a larger library, new computer center, bigger, modern gymnasium, after-school space and handicapped accessible entrance.
Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

The massing and materials of the addition were selected for compatibility with surrounding Main Line single-family houses with gable roofs and materials of stone, brick, stucco and slate. Stone walls at perimeter are similar in pattern and color to the existing school. Lower Merion Township awarded the project a 2006 Historic Preservation Award for an addition that is compatible with the surrounding historic environment and that preserves and revitalizes the community’s heritage.

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

Due to the building’s designation as a Class II Historic Resource by Lower Merion Township and eligible for placement on the National Register, Kelly/Maiello submitted the project to the Lower Merion Historical Commission where the design direction was deemed appropriate and sensitive to the historic resource. The architect also submitted the project to the Bureau of Historic Preservation of the PA Historical and Museum Commission and received approval of the design direction.
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non school uses
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- Northeastern
- South central
- North central
- Southwestern
- Northwestern

Sample Project:
Name of historic school: Martin Memorial Library
Location of school building: 159 E. Market St., York, PA
Year the school was constructed: 1935
Year the school was renovated: Most recent renovations completed in 2005
Is the school designated historic? No

Physical Characteristics of this project:
Project Type: Downtown Public Library
Size: 70,000 SF
Completion: 2005
Cost: $8.2 million

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

The Martin Library was able to successfully create an expansion in its existing location – something that at first had seemed nearly impossible and hardly advisable. This kept them from using what probably would have been a new, suburban greenfield site. The project was able to reuse and restore much of the existing, affected structures instead of constructing an entirely new facility and leaving vacant buildings on this street corner with a dubious future.
Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

What do kids think is cool these days? That’s a moving target. When York, Pennsylvania needed to expand its main downtown public library, they wanted more than just added space. They wanted to reinvent the library.

Libraries are not just for books – they’re for people too, but how do you afford to make room for both? Careful analysis of circulation patterns showed that only 20% of the library’s books were checked out on a regular basis. We needed to decide what to do with the other 80%. The renovated and expanded Martin Library boasts a large condensed book storage area in the lower level for less frequently circulated collections. This idea paved the way for improved merchandising of popular collections.

Circulating books means getting people into the library. The new library includes a café, a for-profit retail area, teen center, and an animated story-book forest to excite even the youngest readers. Today’s visitor can borrow a book, buy a book, take a gardening class, sip cappuccino or attend a lecture. This is not your average library.

Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

The Martin Library was able to restore and retain stewardship of two historic downtown structures. By creating the new infill, updating and offering expanded services, and creating an attractive visitor-friendly environment that is now also ADA accessible, these resources will be cared for and enjoyed for many years to come. The Martin Library infill design focused special emphasis on the Children’s Library, fostering appreciation for the library in the generations that will be responsible for its future.

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

The benefits of obtaining private funding for this project are twofold. First, the campaign for funding and the investments made by so many York residents, industries and businesses raised the awareness of the value of the downtown library. The people saw keeping and improving their downtown Library as an important investment in the future. Second, by not relying on State Funding for the project, the York County Library System has allowed those much needed resources to be allocated elsewhere – like to the many smaller libraries that service more rural areas in the county.
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non school uses
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- Northeastern
- South central
- North central
- Southwestern
- Northwestern

Sample Project:
Name of historic school: Hazleton Intermediate School, formerly known as Hazleton Senior High School, and affectionately known as “The Castle” or “Castle on the Hill.”
Location of school building: 9th and Wyoming Streets, Hazleton, PA
Year the school was constructed: 1926
Year the school was renovated: ?
Is the school designated historic? It is listed as eligible. (March 3, 1999. #111087)

Physical Characteristics of this project:
Two years of work, at a cost of $23 million, included a comprehensive facilities study and demolition of several newer annexes which allowed for completion of the original 126,500 square foot plan envisioned by the original architect in 1926, creation of off street parking and a playground. Work also included roof replacement, window upgrades, significant masonry and stonework restoration, and the restoration of many original interior and exterior features. Lost artifacts that had been auctioned off in the 1990’s were located, restored and reinstalled. The original footprint of the three story school now houses over 1,100 pupils in two autonomous “schools within a school,” with grades 3-5 to the west and 5-8 to the east – both sharing the central core facilities (cafeteria, library, auditorium, etc.).
Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

The Hazleton Intermediate School cost $3.5 million less to renovate than build a new school of the same size, including rebuilding the missing turrets that were original architectural façade elements. It was completed a year earlier than new construction would have taken.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

Renovations to the old high school alleviated the overcrowding that was occurring within the district’s existing elementary and middle schools. The renovations allowed for larger classrooms, the addition of new computer and technology labs and better equipped physical education facilities. In many instances, former core areas that no longer could support their original function were repurposed for new uses. This use of “found space” included the conversion of the former basement swimming pool for cafeteria use, the former library to art, and the former cafeteria/kitchen to library/technology space.

Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

When concerned citizens discovered that the majestic school building was being considered for razing, they formed a group known as the “Castle Keepers,” maintaining the structure for several years and repairing the roof so that the school did not fall into a state of disrepair. Many of them remained vocal and vigilant about saving this school that had been a large part of the community and their lives for over 80 years. This was best evidenced by the over 1,000 senior citizens, graduates of the HS dating back to the 1930’s, who attended the January 2007 open house.

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

Once listed on Preservation PA’s endangered buildings list, it was the former mayor who denied the demolition permit that was once applied for by the school district. As a result of the community’s compassion and perseverance, a fund was established by the district to receive donations for the rehabilitation of the school.
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- Northeastern
- South central
- North central

Sample Project:
Name of historic school: Thomas Mifflin Elementary School, School District of Philadelphia
Location of school building: 3624 Conrad Street, Philadelphia, PA
Year the school was constructed: 1935
Year the school was renovated:
  - 1970s – Classroom wing added
  - 1980s – Exterior improvements
  - 2006 – MKSD project
Is the school designated historic? No – But the School is considered a significant Depression-Era work of architect Irwin Catherine

Physical Characteristics of this project:
- 68,990 SF total – 62,100 SF renovation; 6,890 SF addition
- Construction cost - $6,660,000
- Description – Gymnasium addition to rear of building and exterior, interior and ME&P upgrades to existing facility
Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

The Thomas Mifflin Elementary School project demonstrates that a well designed and constructed building in a thriving neighborhood can continue to serve its community and current educational use through creatively reusing/relocating key educational functions within existing building spaces and by designing additions, when necessary, that address the original design with similar forms, materials and proportions.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

The Thomas Mifflin Elementary School addition made it possible for a historic building to better serve the community and School’s athletic needs while at the same time minimizing effects on the site. It sensitively preserves the principal facades and features while meeting a physical education goal.

Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

The Thomas Mifflin Elementary School was one of the most luxurious of Irwin Catharine’s productions in the midst of the Depression. The detail is generally Early Republic with motifs from the late eighteenth and early nineteenth centuries – elaborate frames, ornamental pediments and a crowning tower. The building is prominently located within the neighborhood as a gathering place. The addition is located to invite public use in one of few “open spaces” afforded to this tight-knit community.

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

The Thomas Mifflin Elementary School Renovation/Addition project was funded entirely by the School District of Philadelphia Public School Initiative. The final design was crafted with maximum input from the community at regular School Improvement Team meetings in cooperation with the District’s Community Outreach Program.
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non school uses

Service Areas in Pennsylvania:
- Southeastern
- Northeastern
- South central
- North central

Sample Project:
Name of historic school: Gettysburg College – Breidenbaugh Hall
Location of school building: Gettysburg, PA
Year the school was constructed: Breidenbaugh Hall was originally constructed in the 1930’s to house the Sciences at Gettysburg College.
Year the school was renovated: Most recent renovation took place/completed August 2003.
Is the school designated historic? Several buildings on campus are on the National Historic Register.

Physical Characteristics of this project:
32,000 SF

Gross Construction Cost = $3,100,000

Renovations to Breidenbaugh Hall included the conversion of the Chemistry Facility to house the English Department, Asian Studies Department, Foreign Language Center and Writing Center.
Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

**Question 1:** How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

**Question 2:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*Breidenbaugh Hall was originally constructed as a Greek revival building in the 1930’s to house the Sciences at Gettysburg College. In the early 1980’s the building was renovated to house the Chemistry Department. At this time 50% of the exterior windows were closed with EIFS. The attic was dedicated to mechanical ventilation and its interior was stripped of any historical style detailing. The Chemistry Department was relocated to a new facility, opening Breidenbaugh’s 32,000 SF for other expanding programs.*

*The English Department was relocated which allowed their Department Offices to be consolidated on the Third and Fourth Floors. The Asian Studies Department Offices were consolidated on the Second Floor and a new Campus Language Center was developed on the First Floor.*

*The Architects were tied together with a new stair and elevator.*

*The Second and First Floors were tied together with a new (2) story atrium in the center of the building allowing natural light to penetrate to the center of the First Floor. A new ADA entrance was constructed at the exterior of the building providing access at grate and allowing for the development of an exterior classroom and to garden spaces. The building also houses a Film Studies Theater/Lecture Hall.*
MUHLENBERG GREEN ARCHITECTS, LTD.
400 Washington Street, Suite 1000
Reading, PA  19601-3915
Phone: (610) 376-4927
Fax: (610) 376-0720
www.mgarchitects-ltd.com

Areas of Design Expertise:
• Rehabilitation of historic/existing school buildings
• Adaptive Reuse of historic/existing buildings as schools
• Adaptive reuse of historic/existing school buildings for non school uses

Service Areas in Pennsylvania:
• Southeastern
• Northeastern

Sample Project:
Name of historic school: Muhlenberg Middle School Addition and Renovations
Location of school building: 801 Bellevue Avenue – Laureldale, Berks County, PA 19605
Year the school was constructed:
The Muhlenberg Middle School Complex evolved from several additions to the former Muhlenberg High School, circa 1920. In the 1950s a multi-story addition was constructed to the northwest of the existing high school structure. This was followed by another addition in the early 1960s which was a detached and sprawling single-story building. In the 1960s the high school was converted to a Junior High School, which then became the Middle School in the 1980s.

Year the school was renovated: Addition and Renovations completed in 1992.

Is the school designated historic? No

Physical Characteristics of this project:
The building consists of 77,000 SF of existing building that was renovated and expanded with 50,000 SF of new construction.

Total Construction Cost: $8,862,443. The need to expand and unify the existing complex was at the center of the design, and this was accomplished by creating efficient circulation and organization to the various parts which could be linked to form a unified whole.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

The renovation and expansion of the existing school building was selected from several options presented to the School Directors. This option provided the best economics for the District by creating the most effective facility at the lowest cost.
**Question 2:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

*The educational spaces of the existing school building provided effective and efficient classroom areas which were able to be upgraded to include current technology and mechanical accommodations. These spaces, though modernized, maintained the character of the older facility.*

**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*Though the oldest parts of the original high school were demolished and replaced with new construction, the design of the building re-used the classical columns as architectural elements to define the entrance to the renovated facility. The design focused on unifying the school building with a sensitivity to the nostalgia of the community for the original school.*

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*There was not a specific policy that impacted the design approach. The community’s concern for controlling construction cost and maintaining a sense of identity for the facility supported the design direction.*
**Areas of Design Expertise:**
- Adaptive Reuse of historic/existing buildings as schools

**Service Areas in Pennsylvania:**
- Southeastern
- Northeastern
- South central
- North central

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**Sample Project:**
**Name of historic school:** Green Hall, Princeton University, Princeton, NJ

**Location of school building:** Main Campus, On the Corner of Washington and William Street

**Year the school was constructed:** Built in 1927 from the design of Charles Z. Klauder

**Year the school was renovated:** It was the home of the School of Engineering until 1963 when, with the completion of the Engineering Quadrangle, it was redesigned by Francis W. Roudebush for the use of the Department of Psychology and Sociology, previously located in Eno and 1879 Halls. Later, renovations by Nalls Architecture, Inc. took place between 2003 and 2004.

**Is the school designated historic?** Yes
Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

**Question 1:** How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

*The project cost was approximately 50% of the cost of typical new construction in the area. If built to the same standards as the original construction, a new structure would have cost 3 times to 4 times the cost of the renovation.*

**Question 2:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

*The new design entailed extensive remodeling and modernization, supplying considerably expanded library, classroom, office and laboratory space. In addition, all environmental systems and information technology is now state-of-the-art.*

**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*The project forms part of the University’s larger effort to maintain the existing residential and collegiate fabric of buildings in the area.*

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*Made possible by a National Science Foundation grant of $500,000 and matching University funds.*
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive reuse of historic/existing school buildings for non school uses

Service Areas in Pennsylvania:
- South central
- North central
- Southwestern

Sample Project:
Name of historic school: Southmont School
Location of school building: Southmont Borough, Johnstown, PA
Year the school was constructed: 1924
Year the school was renovated: 1984
Is the school designated historic? No

Physical Characteristics of this project:
Gross Building Area: 66,000 SF
Net Areas: Condominium Residential 42,000 SF; Commercial (Office) 9,000 SF
Construction Cost = $2,500,000

Conversion of a 27 classroom plus auditorium/gym and auxiliary spaces into 42 condo apartments and 10,000 SF office space.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

Cost of this reuse rehab was approximately half the cost of new construction. A similar new building would cost approximately $5,000,000.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

n/a
**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*This project enhances the neighborhood by retaining a historic building for new uses. This was a perfect fit for a landscaped neighborhood. It maintains the relationship with the community and integrates new uses.*

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*Municipal cooperation with zoning variances*
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non school uses
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southwestern

Sample Projects:

Name of historic school:
1) Stewart Elementary, Burrell School District
2) Bon-Air Elementary, Burrell School District
3) Wightman School Community Bldg., Pittsburgh Public School
4) RAPAH – Edison Charter School – YMCA Pittsburgh to School

Location of school buildings:
1) Lower Burrell, PA
2) Lower Burrell, PA
3) Pittsburgh, PA
4) Pittsburgh, PA

Year the schools were constructed:
1) 1930’s era
2) --
3) --
4) --

Year the schools were renovated:
1) --
2) 1997
3) 1998
4) --

Are the schools designated historic?
1) No
2) No
3) Yes
4) No
Physical Characteristics of these projects:

1) 63,105 SF; Construction Cost: $3,043,387. Renovation of a 1930’s era school with multiple levels. ADA Accessibility and computer cabling were prime considerations.

2) 82,621 SF; Construction Cost: $8,225,555. This project involved tripling the size of the existing school and adding a full-sized gymnasium/multi-purpose room. The hipped roof was a design requirement of the School Board.

3) 37,000 SF; Construction Cost: $1,000,000 of work completed to date. This project involves substantial alterations, renovations and additions to a former Pittsburgh public school building in a phased implementation of an adaptive reuse master plan.

4) Information not provided

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How do your projects demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

1) Fit into the PLANCON process through an approved feasibility study.
2) Fit into the PLANCON process through an approved feasibility study.
3) Renovated historic school to a child care center & community center at a fraction of the cost of building a new center with same amenities.
4) Converted the historic YMCA into a school at a fraction of the cost of building a new center with the same amenities.

Question 2: How do your projects demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

Improved Facility to meet PLANCON and current educational standards.

Question 3: How do your projects demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

Multiple generations attending and utilizing the same facility promotes a strong community identity.

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating these historic/existing neighborhood schools.

1) PLANCON school capital improvements program.
2) PLANCON school capital improvements program.
3) Private capital campaign and city of Pittsburgh grants for ADA improvements.
4) Charter School Vouchers
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non school uses
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- South central
- North central
- Southwestern
- Northwestern

Sample Project #1
Name of historic school: Oglebay Hall, West Virginia University
Location of school building: West Virginia University Campus, Morgantown, WV
Year the school was constructed: 1917
Year the school was renovated: 2006
Is the school designated historic? Yes – the building is on the National Register of Historic Places.

Physical Characteristics of this project:
This project includes 55,000 SF of renovation with a 20,000 SF addition and has a construction cost of $17,000,000. PWWG is providing programming, architectural design, contract documents and contract administration. Oglebay Hall will house the Forensic Science Program on the top two levels and general purpose classrooms, labs and support spaces on the lower two levels. A two-story addition will provide two large lecture halls and additional classrooms. The project has applied for a LEED™ Silver rating.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

The restoration and addition allowed an iconic building, WVU’s original School of Agriculture, to remain viable. The cost of renovation was lower than new construction in part because the envelope and foundations were reused. The project also presented an opportunity to improve the access, accessibility and profile of the entire site, not only the building.
**Question 2:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

*The WVU downtown Morgantown campus is a revered institution in the region, and the nation. Students who use the building and experience the original grandeur are given a sense of the history and legacy of the institution that will be their alma mater.*

**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*Saving an older building by respectfully adapting spaces to the current needs, especially an iconic building like a school, displays solidarity to a neighborhood and campus.*

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*Fortunately, WVU recognizes and honors the school’s history and the historic character of the downtown campus, so the Trustees committed funding to make this project happen.*

### Sample Project #2

**Name of historic school:** Hamburg Hall, Carnegie Mellon University  
**Location of school building:** 4400 Forbes Avenue, Pittsburgh, PA  
**Year the school was constructed:** 1916  
**Year the school was renovated:** 1986  
**Is the school designated historic?** Yes – the building is on the National Register of Historic Places.

**Physical Characteristics of this project:**  
The scope of work included a schematic design for the entire 100,000 SF facility and Phase I construction of approximately 60,000 SF of renovated space including the mechanical, electrical, data, and telecommunications services for the balance of the building; plus, the work involved design of extensive site work including new parking, landscaping and a public courtyard between the building and the adjacent Building “B.” The construction cost was $6,200,000.
Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

If a building’s “bones” are solid, it is generally worthwhile to upgrade the infrastructure and restore as many historical details as possible. The restored building nearly always outshines a new building with a similar budget. Creative adaptive re-use, when used in conjunction with renovation, can enhance the building without adding cost.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

This building was the former U.S. Bureau of Mines building in Pittsburgh, where mining was an essential, major industry in the early 1900’s. The materials, style and lighting are from a time when a grand statement was made in government buildings. With Carnegie Mellon University encompassing the site, they acquired it, and it remains an icon of the city’s past. Honoring that past and keeping the best, while updating the infrastructure systems, leaves an enduring image for students – that their school honors the history of the region. Elegant settings, with a rich history, are uplifting features in classrooms, lecture halls and faculty offices.

Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

Saving an older building by respectfully adapting spaces to the current needs, especially an iconic building like a school, displays solidarity to a neighborhood and campus.

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

This was not a factor in this project.
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non school uses
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- Northeastern
- South central
- North central
- Southwestern
- Northwestern

Sample Project:
Name of historic school: Felician Sisters Convent – Our Lady of the Sacred Heart High School
Location of school building: Coraopolis, PA
Year the school was constructed: 1932
Year the school was renovated: 2003
Is the school designated historic? Yes

Physical Characteristics of this project:
Environmentally and historically responsible renovation of an existing 150,000 SF convent on 75 acres to include 10 households of assisted living for elderly sisters, a 300-student high school with 27 classrooms, an intergenerational library, and an auditorium, all modified to give students and sisters greater access to the outdoors and promote stewardship.

Total Construction Cost: $21 Million
Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

After Perkins Eastman completed a master planning study investigating building new or relocating and selling the site, the decision was made to renovate the mother house and consolidate the community under one roof.

Working through the project and environmental goals, the team soon realized the value in the resources that the building contained. Many materials installed in the 1930s were still in excellent condition. If the Sisters wanted low maintenance and durable materials, they couldn’t buy new materials that would perform as well as the old. A subcontractor was hired to catalog, remove, touch-up, repair and reinstall the doors, flooring, trim, and cabinetry.

More than 300 original hardwood doors and transoms were refinished and re-hung. Over an acre of hardwood flooring was lifted, cleaned and re-laid. Over a mile of trim was removed, preserved and installed. Over 275,000 pounds of ballast for the roof was stockpiled and reused as underlayment for paving and all construction waste was recycled.

The embodied energy inherent in salvaged materials is the main reason the sustainable movement encourages their use. However, there are numerous other benefits they provided for the project. Materials that had the capability of being salvaged were by definition more durable. Durability and its impact on the life cycle cost of materials in the project should be obvious. In addition, durability in the stained finishes ensured lower maintenance costs throughout the life of the building. The materials themselves provided the character for the project and provided the building with a feeling of quality that otherwise would have been cost prohibitive. The Sisters were allowed to retain part of their cultural memory. One sister remarked, “These doors are the doors that I have touched and the doors that sisters before me have touched.”

Due to the involvement of the entire team, the project was delivered well under budget. The renovation design was recognized by the US Green Building Council (USGBC) with a Leed® - NC Gold rating.
Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

Located on a 75 acre campus in Moon Township, about 12 miles west of Pittsburgh, the high school is situated in a superb setting for a vibrant educational community. Convenient to the varied offerings of the surrounding area, the campus location also provides opportunities for solitude and reflection. School curriculum blends history with modern educational technology, traditional values with innovative style, and commitment to high achievement with concern for holistic student development. The school’s small size allows for personal relationships and shared values and concerns. The project is used to educate students, sisters, and staff in issues of the environment including green cleaning, recycling, vermicomposting, renewable energy, and the building itself.

Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

The Felician Sisters are Franciscans and St. Francis is the patron saint of the environment. While the Sisters were not educated about many environmental issues, they view environmental stewardship as a responsibility. As the project evolved and the Sisters became more aware of the building’s potential environmental impacts, they consistently made decisions based on stewardship.

As the project progressed, it became clear to the team that decisions that most benefited the community also benefited the environment. After 18 months of construction, the Felician Sisters moved back into the motherhouse and students now enjoy a new educational environment. The building has preserved the character of the original structure, is energy efficient, better serves an aging and student population, and promotes environmental stewardship. Perkins Eastman achieved over a 30% reduction in energy consumption compared against a baseline model. Systems used to achieve that included heat recovery from air and kitchen exhausts; individual controls in each classroom; landscaped plantings shading the south and west facades; and recycled roof water used in the evaporative cooler.

In addition, green principles extend beyond the building itself to the design of the surrounding landscape. Several acres of lawn are being restored to meadowland in order to promote animal habitats. These changes have encouraged greater use of the property’s walking paths by community walkers.

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

There were no specific policies or legislation utilized in the renovation of Felician Sisters, although Perkins Eastman did receive a grant from the Pennsylvania Department of Environmental Protection to include a Solar Domestic and Photovoltaic system into the building for the direct conversion of solar energy into electricity, a process that does not generate heat like solar domestic hot water.
Areas of Design Expertise:
- Adaptive reuse of historic/existing school buildings for non school uses

Service Areas in Pennsylvania:
- Northeastern
- South central
- North central

Sample Project:
Name of historic school: Transeau School
Location of school building: Williamsport
Year the school was constructed: 1890’s
Year the school was renovated: 1997
Is the school designated historic? Yes

Physical Characteristics of this project:
Approx. 10,000 SF
Cost = $975,000
Ten low to moderate income apartments with basement laundry and community facilities.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

*The combination of low income grant funding and preservation tax credits made the project feasible.*

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

*This project keeps the historic school within an urban neighborhood as a reminder of the past.*

Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*See above*

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*Low Income – Home Funding and Historic Preservation Tax Credits*
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive reuse of historic/existing school buildings for non school uses

Service Areas in Pennsylvania:
- Southwestern

Sample Project
Name of historic school: Vulcan Hall at California University of Pennsylvania
Location of school building: California, PA
Year the school was constructed: 1893-1894
Year the school was renovated: 2006
Is the school designated historic? No

Physical Characteristics of this project:
Gross SF: 10,500
Renovation Cost: $1.4 million

Vulcan hall, an Art Studio classroom building, underwent a total exterior and interior renovation including brick and stone restoration, new slate roof, new wood windows, refinishing of the existing wood floor, new elevator, new gallery space, aesthetic interior upgrades and upgrade of mechanical and electrical systems to more efficiently utilize this iconic stone and brick structure.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

Vulcan Hall was constructed in 1894 with an exterior shell of brick, limestone, slate roof and wood windows. The interior, originally a gymnasium, has hardwood floors and wood vaulted ceilings. The original construction cost was $35,000. In today’s market, to construct a building with those timeless materials would far exceed the anticipated renovation cost of $1.4 million. Additionally, the University can begin using a building in far less time than that required of new construction.
Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

The original architecture of Vulcan Hall, with high ceilings, wood floors and large expansive windows lends itself well to an Art Studio. Our renovation reinforces the existing materials and aesthetic features of the Hall as well as provides a new gallery to display the work of the students. By enhancing the existing elements and integrating new features for better equipped classrooms and studios we have improved both the quality of learning and teaching for the Art Department.

Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

Vulcan Hall is one of a few original buildings that remain on California University’s campus. The hall is situated on the southern corner of the Quad, a large green space and pedestrian corridor. Maintaining Vulcan’s presence on the campus complements the campus’ history and adds to the historical perspective of this small college community.

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

n/a
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern

Sample Project:
Name of historic school: Moravian Academy – Upper Campus Heath House
Location of school building: Bethlehem, PA
Year the school was constructed: 1926
Year the school was renovated: 1996
Is the school designated historic? No

Physical Characteristics of this project:
3,000 GSF
Adaptive reuse of a two story residence into a single story physics lab.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

The project included no site work or demolition costs.
Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

The residential structure was the sole non academic structure in the science quad of the school. Conversion into the physics lab completed the master plan puzzle.

Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

Renovating the structure maintained the genus loci of the science quad while improving the educational environment of the school.

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

Historic restoration tax credit.
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- Northeastern
- South central
- North central
- Southwestern
- Northwestern

Sample Project:
Name of historic school: Jules E. Mastbaum Area Vocational Technical School
Location of school building: 3116 Frankford Ave., Philadelphia, PA
Year the school was constructed: 1929
Year the school was renovated: Currently in process of three year renovation, to be completed 11/2008
Is the school designated historic? Yes

Physical Characteristics of this project:
The project includes major renovations to the 221,000 SF existing building. Renovations will take place throughout the facility. These renovations include the expansion of many small classrooms and major upgrades to the building’s infrastructure with a construction budget of $23.7 million.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

The Mastbaum School is a well constructed, solid school building that simply needs specific modifications to meet today’s guidelines and regulations. Constructing a new building of this size would far exceed this renovation budget, not to mention the displacement of 1,400 students and loss of a historic building.
**Question 2:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

*Educational quality is greatly improved as undersized classrooms will be expanded to meet the state department of education guidelines. To expand learning at Mastbaum, new science labs will be constructed and there will be renovations to the existing library. To provide students with strong technical education skill throughout their education, improvements to Career Technical Education spaces will take place.*

**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*The neighborhood school is a center; a grounding element in most communities. The renovation of a major element in the community spurs excitement among parents, students and teachers. The renovation process also improves community pride and encourages others to improve the neighborhood.*

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*n/a*
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- Northeastern
- South central
- North central

Sample Project 1:
Name of historic school: Washington Elementary School, Bangor Area School District
Location of school building: Bangor, PA
Year the school was constructed: 1937
Year the school was renovated: 2006-2007
Is the school designated historic? No

Physical Characteristics of this project:
New: 66,500 SF
Renovated: 15,000 SF
Construction Cost: $20 million

It is part of a larger project, a large addition and renovation.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

By providing one project to handle the increased number of students instead of two locations; reusing the existing space costs less than building.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

By providing a tie to the past, to the history of the community
**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

The community insisted on retaining the historic building. The design provided for a large addition with a gym, cafeteria and classrooms to handle the increased student population while retaining the original structure.

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

As a matter of public relations and community approval, the project was preferred over three other locations. Also, the district saved money by providing space for the students at this one location over two locations.

**Sample Project2:**

**Name of historic school:** Bethlehem Area School District’s Liberty High School  
**Location of school building:** Bethlehem, PA  
**Year the school was constructed:** The original High School was completed and dedicated in 1923. It was designed by architect Verus T. Ritter, of the Philadelphia firm Ritter & Ray, and constructed by Cramp and Co., also of Philadelphia.  
**Year the school was renovated:** Over the years, three additions and/or major renovations have been made to the original building:  
1) Laboratory Center – c. 1953  
2) Memorial Gymnasium – c. 1956  
3) Classroom Center – c. 1971

Spillman Farmer Architects is currently working on a fourth major renovation/addition. This project addresses issues within “The Commons,” with the goal of allowing the High School to be maintained as a functional school and classroom building. This phased project will be completed in 2009.

**Is the school designated historic?**  
No, it is not. The building’s design is an adaptation of the Adams style of architecture. While a graceful example of period revival architecture, this building is not extraordinarily significant in terms of its ownership, construction date or method, architectural design, or relationship to historical events or historic persons. However, it is a treasured landmark in the City of Bethlehem.

**Physical Characteristics of this project:**  
Gross SF: 482,625 SF  
Scheduled SF: 252,469 SF  
Construction Cost: $55,800,000

The current renovation project addresses issues within “The Commons.” The majority of spaces in the Commons Building will remain in their present configuration. However, the connector building that links the Commons Building to Memorial Gymnasium is in extremely poor condition and will be replaced with an addition incorporating a music suite, cafeteria, and two gymnasiums in the space.
Alterations will be made to the rear of the building only and will not affect the prominent front and side facades, which will be restored.

**Cost Efficiency / Educational Quality / Community Character / Policy and Legislation**

**Question 1:** How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

*According to PlanCon documentation, the mean construction cost for new construction of schools is $116 per SF. The cost of alterations to Liberty High School is $102 per SF.*

**Question 2:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

*The renovations allow for curriculum appropriate programming spaces and new technology incorporated into existing classroom space. This of course would be achieved with new construction, but renovating the old school allows students to maintain a historic connection while at the same time receiving the best of new technology.*

**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*Liberty High School is a treasured city landmark at the juncture of two main thoroughfares. Keeping the familiar monumental building not only retains the character of the city, but more importantly, keeps the public engaged in buildings that they relate to. Community members have a personal connection to the school and have more of a personal stake in its ongoing success.*

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*No particular policy, legislation or fundraising was helpful in renovating the school. The district followed the typical PlanCon process for this project.*
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- South central
- Southwestern
- Northwestern

Sample Project:
Name of historic school: Mifflin School, K-8
Location of school building: Pittsburgh, PA
Year the school was constructed: Original Building – 1932, Addition – 1956
Year the school was renovated: Renovation and New Addition – 2004
Is the school designated historic? Yes – State and Local

Physical Characteristics of this project:
78,600 SF – total (17,100 SF addition; 61,500 SF existing)
$7.8 Million – Total renovation cost

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

A new school would have cost $11.8 Million, plus site.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

Students, parents and teachers are very proud of the school. The resulting new spaces support the curriculum of special programs including art, music and physical education. Test scores have also improved since the renovation.

Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

Gave a great sense of pride in the school’s history and community connection. Also, increased surrounding property values in the neighborhood.
Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

n/a
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern

Sample Project:
Name of historic school: Chestnut Hill Academy
Location of school building: 500 West Willow Grove Avenue, Philadelphia, PA
Year the school was constructed: 1895
Year the school was renovated: 1986 and 2000
Is the school designated historic? Yes

Physical Characteristics of this project:
We renovated the 6,000 SF Middle School in 1986, encompassing the design of renovations to classrooms, offices, hallways, and stairs. The construction cost was $400,000. We completed the complete exterior restoration of the building in 2000 for $2 Million. At the same time, we completed the design of a new 10,000 SF Art Center addition that cost $1.3 Million.

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

The cost of replacing the existing building with a new structure built of a similar design was unacceptable to the school.

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

It is a tangible demonstration to students of the value of preserving the community’s cultural heritage, which is the foundation upon which their educational experience is built.
**Question 3:** How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

*When the school purchased and occupied the historic Wissahickon Inn in 1895, it took the same name as its community; i.e. Chestnut hill. So strongly does it participate in the life of the community, it is widely known and admired.*

**Question 4:** Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

*Chestnut Hill Academy is a private independent school for grades Pre-K through 12. All funds were raised from private sources. The building’s status as a certified historic structure was helpful in the fundraising campaign.*
Areas of Design Expertise:
- Rehabilitation of historic/existing school buildings
- Adaptive Reuse of historic/existing buildings as schools
- Adaptive reuse of historic/existing school buildings for non school uses
- Green design for historic/existing school buildings

Service Areas in Pennsylvania:
- Southeastern
- Northeastern
- South central
- Southwestern
- Northwestern

Sample Project:
Name of historic school: West Philadelphia Catholic High School
Location of school building: 4501 Chestnut St., Philadelphia, PA
Year the school was constructed: 1927
Year the school was renovated: 2000-2005 + Current
Is the school designated historic? No

Physical Characteristics of this project:
Construction Cost: $500,000;
Auditorium with Gallery Renovation

Cost Efficiency / Educational Quality / Community Character / Policy and Legislation

Question 1: How does your project demonstrate that renovating historic/existing neighborhood schools is cost effective in comparison to new construction?

A private catholic high school – now with enrollment increasing

Question 2: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve educational quality?

Healthier, cleaner, visually up to date and they describe it as “uplifting.”

Question 3: How does your project demonstrate that renovating historic/existing neighborhood schools helps to maintain or improve community character?

Community will be sharing use of this space in the future.

Question 4: Identify any policy, legislation and/or fundraising that was helpful in renovating the historic/existing neighborhood school.

Alumni Association!!