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# Weighing the Options: Navigating What's Next for Ageing Campuses

APRIL 8<sup>TH</sup>, 2025

Weighing the Options: Navigating What's Next for Ageing Campuses

# Introductions



**Josh Minor**

Executive Director of Facilities &  
Construction Services  
*HEB ISD*



**Keith Cummins**

Vice President  
*Corgan*

1

**KEY INDICATORS**

Gain an understanding of **key indicators that an aged campus needs replacement**

2

**EFFECTIVE STRATEGIES**

Take away **effective strategies for planning and passing large bonds**, including effective communication and engagement with school communities

3

**COMPLEXITIES**

Understand the **complexities of designing and building a replacement campus** on an active school site

4

**APPROACH**

Utilize a **collaborative approach to decision-making** to navigate the complexities of planning, design, and phasing while maintaining a focus on community goals

# Learning Objectives

**Understanding of  
Key Indicators**

**Effective  
Strategies**

**Understanding the  
Complexities**

**Approach**

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# Challenges Posed by Aged Buildings



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# Challenges Posed by Aged Buildings



## **Building Assessment Studies**

*Needs to be done before deciding on a campus revitalization approach*

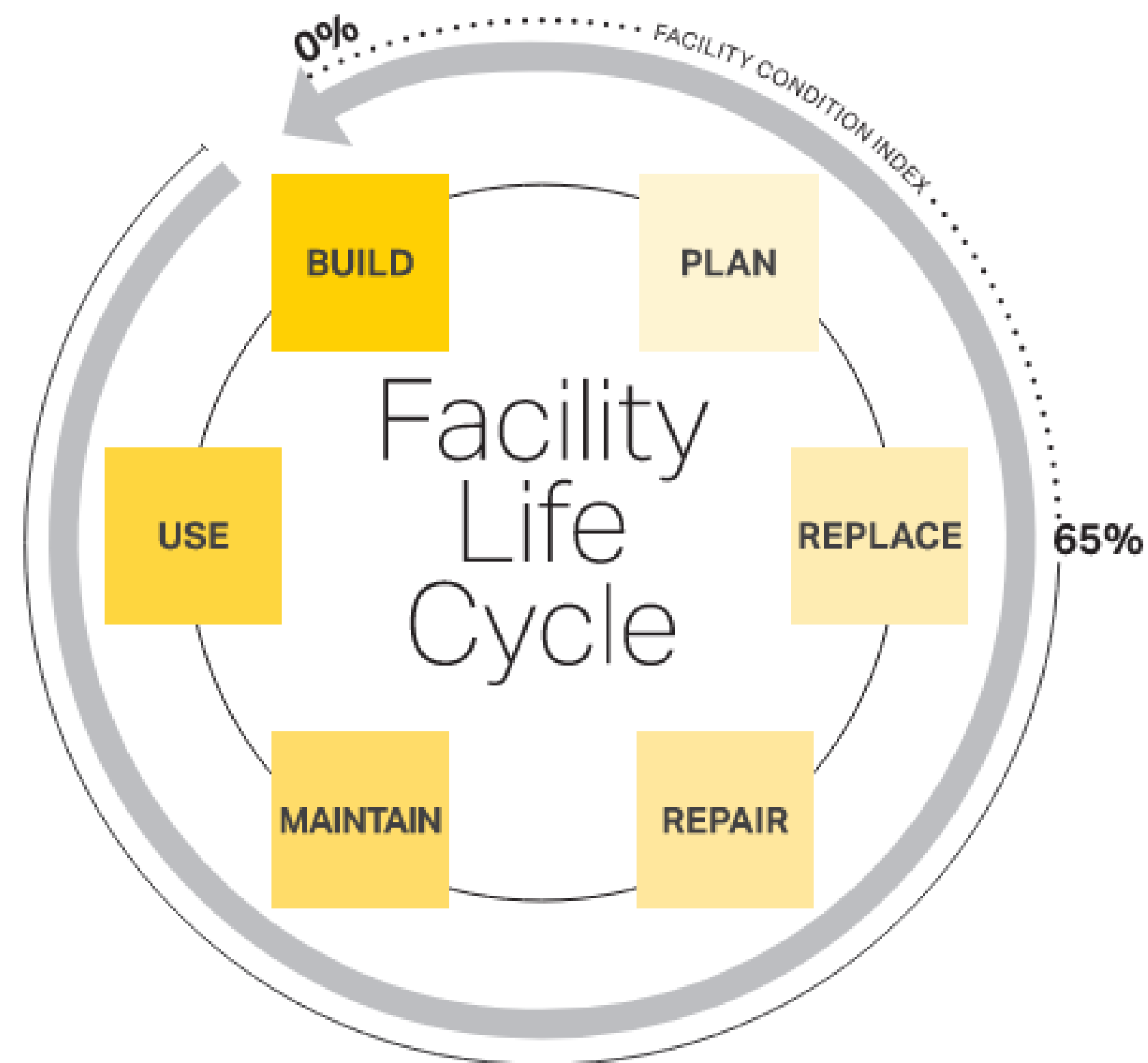
**Facilities Condition  
Assessment  
(FCA)**

**Education  
Adequacy Analysis  
(EAA)**

**Technical Design  
Guidelines  
(TDG)**

## Facilities Condition Assessment

- Evaluation of the **existing conditions** in terms of suitability and functionality
- Analysis of **building envelope, systems and site**
- **Assess ROI** of renovation costs vs replacement value



## Education Adequacy Analysis

- **Benchmarking exercise**, a crucial step
- Understanding the **“why”** for each district
- Driven by **district vision, curriculum and technology**



## Technical Design Guidelines



- Definition of **district standards and specifications**
- Construction type, materials and details are **standardized**
- **M & O considerations**, overlaid with scope and building code minimums

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## **You Have Three Options:**

**Renovate**

**Replace**

**Repurpose**

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## Option 2

**Renovate**

**Replace**

**Repurpose**

# Key Considerations for Replacement

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**1** DISTRICT VISION  
AND GOALS

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**2** DESIRED  
EDUCATIONAL  
APPROACH

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**3** HEALTH AND  
SAFETY

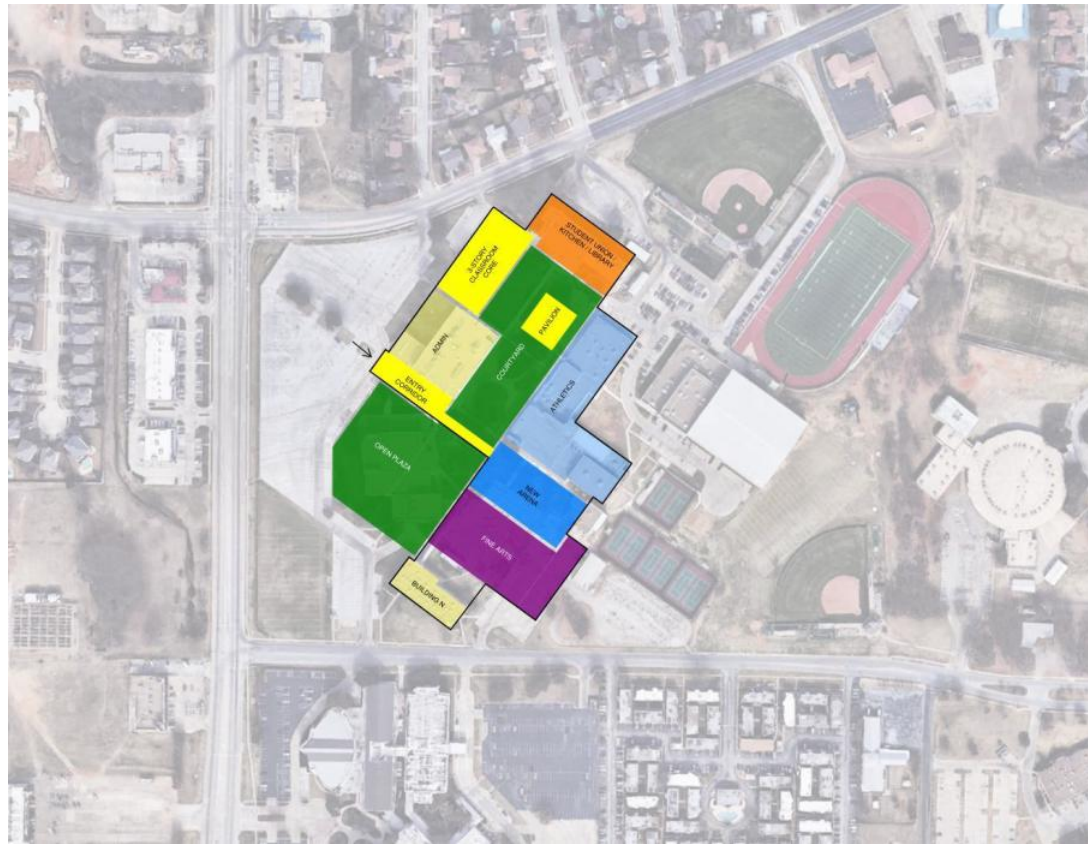
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**4** COST OF  
CONTINUED  
MAINTENANCE

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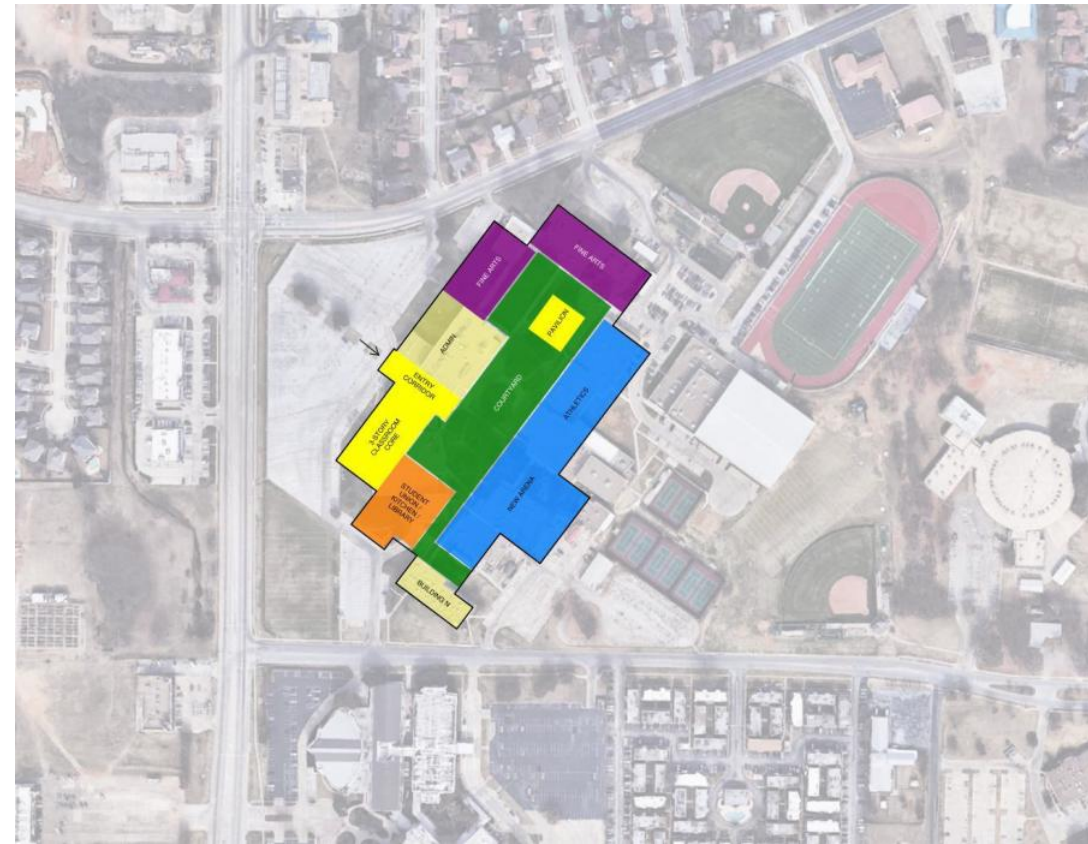
**5** COMMUNITY  
SENTIMENT

# Case Study: Trinity High School Replacement



## Scenario A

- Renovate - Remodel Athletic Areas
- Renovate - Remodel Classroom Bldg A
- Renovate - Remodel Classroom Bldg N
- Replace classrooms Bldg S with new
- Replace fine arts with new
- Replace café / library with student union
- Arena gym addition



## Scenario B

- Renovate - Remodel Classroom Bldg A
- Renovate - Remodel Classroom Bldg N
- Replace classrooms Bldg S with new
- Replace Athletic Areas
- Replace fine arts with new
- Replace café / library with student union
- Arena gym addition

## Scenario C

- Full Replacement at assumed program of spaces

# Case Study: Trinity High School Replacement

Summary		May-24	
CONCEPTUAL COSTS		Trinity	Total
Scenario A		\$ 330,024,334	\$ 639,883,981
Scenario B		\$ 342,005,169	\$ 680,531,665
Scenario C		\$ 367,848,495	\$ 724,992,337
D - Existing equal replace value		\$ 221,089,045	\$ 508,659,412

# Learning Objectives

**Understanding of  
Key Indicators**

**Effective Strategies**

**Understanding the  
Complexities**

**Approach**

## Capturing the Visioning Process

**Well-informed design begins with developing a deep understanding of a community's unique needs, challenges, aspirations, and goals for their project**

Corgan conducted 7 visioning sessions with district stakeholder groups

- District leadership
- L D Bell: Students, Faculty, and Community
- Trinity: Students, Faculty, and Community

Groups participated in tailored visioning activities that were all designed to yield relevant, high-level insights



# Visioning Process

## Experience

*Aspirations, goals,  
and opportunities*

## Aesthetics

*Look and feel*

## Function

*Learning activities  
and affordances*

# Visioning Process

## Experience

*Aspirations, goals,  
and opportunities*

## Aesthetics

*Look and feel*

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*Learning activities  
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## Experience

Defining aspirations, goals, and desired opportunities for the new LD Bell High School. How will students and staff feel in the new facility and how will the new school support their growth?

### Visioning Activities Captured

- **Leadership:** Vocab Quest, Guiding Principles, and Design Thinking #1
- **Students:** Storyboard
- **Faculty:** Vocab Quest, Design Thinking #1
- **Community:** Vocab Quest

## Experience: Visioning Findings

1

### **FUTURE-READY**

Help students build core competencies to support their success in higher ed and the workforce

2

### **COLLABORATIVE**

Create an inclusive learning community with opportunities for interaction and meaningful connection

3

### **WELLNESS**

Promote a holistic perspective on student growth and success. Integrate strategies to reduce stress and support wellbeing



# Visioning Process

## Experience

*Aspirations, goals,  
and opportunities*

## Aesthetics

*Look and feel*

## Function

*Learning activities  
and affordances*



## Aesthetics

Imagining the look and feel of the new L D Bell High School. How can the new school embody the culture of L D Bell High School and provide an aspirational, high-quality learning environment to support wellbeing and success?

### Visioning Activities Captured

- **Leadership:** Visual Survey
- **Students:** This or That, Inspiration Boards
- **Community:** Visual Survey

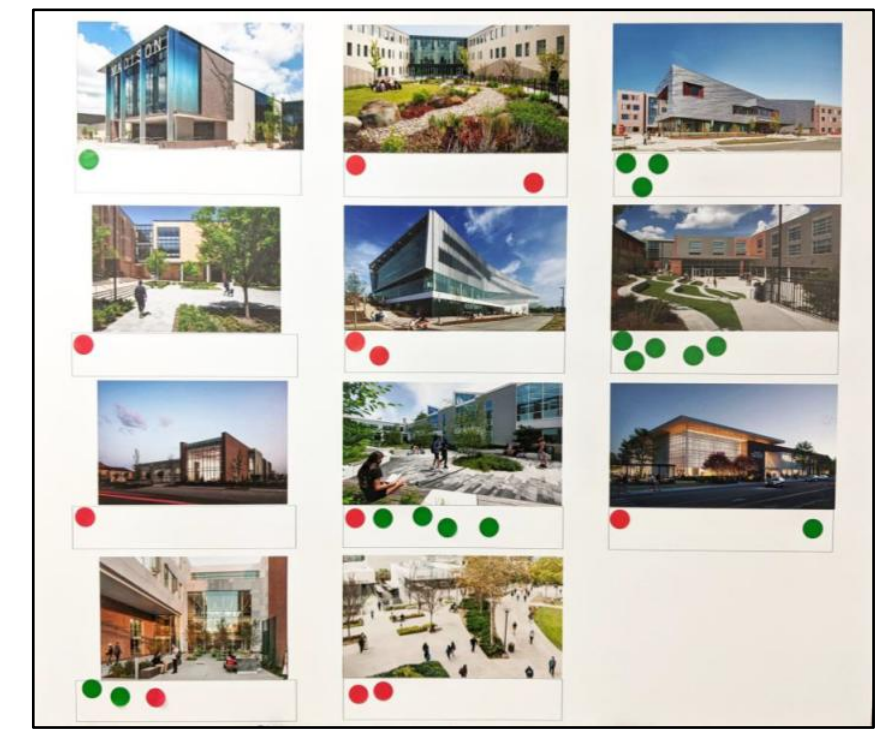
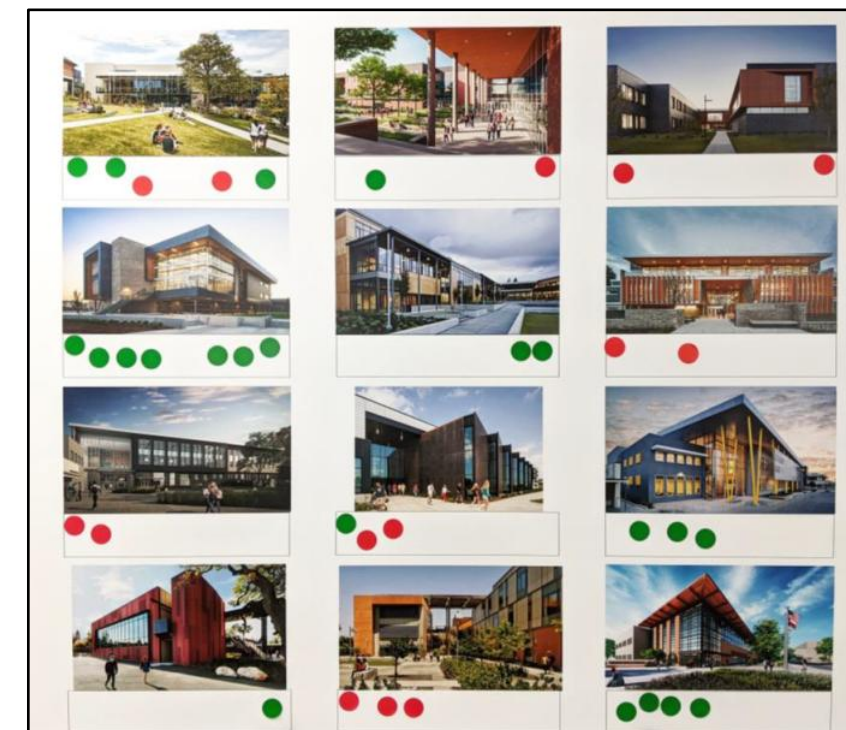
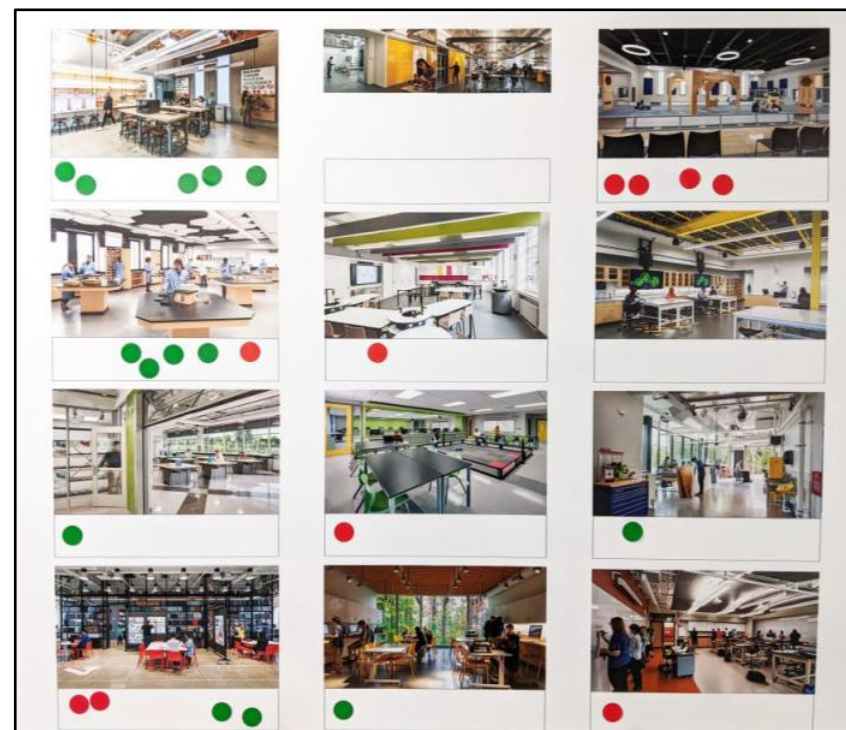
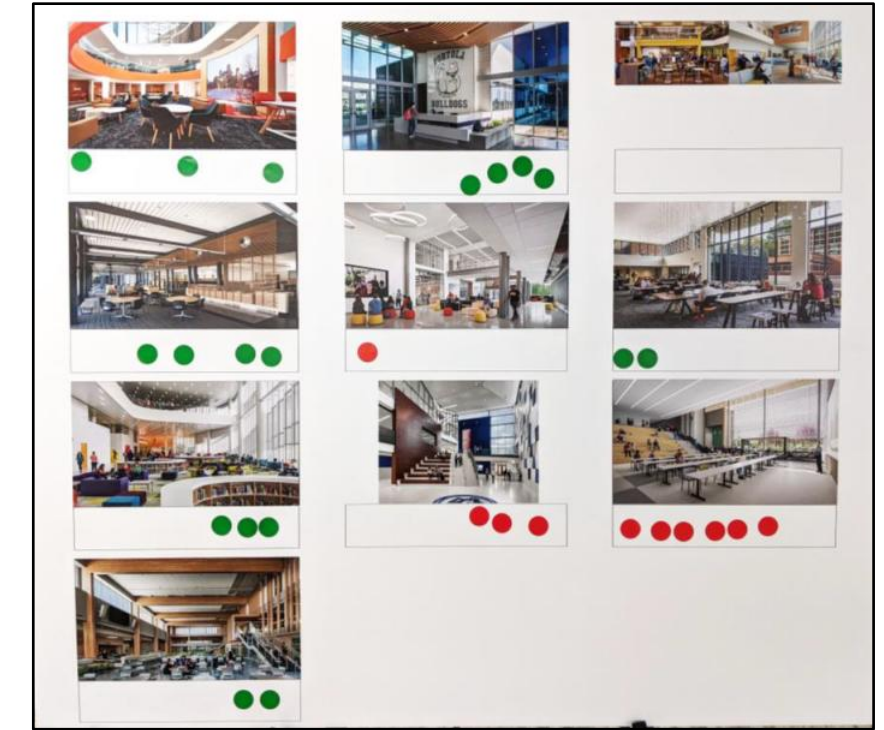
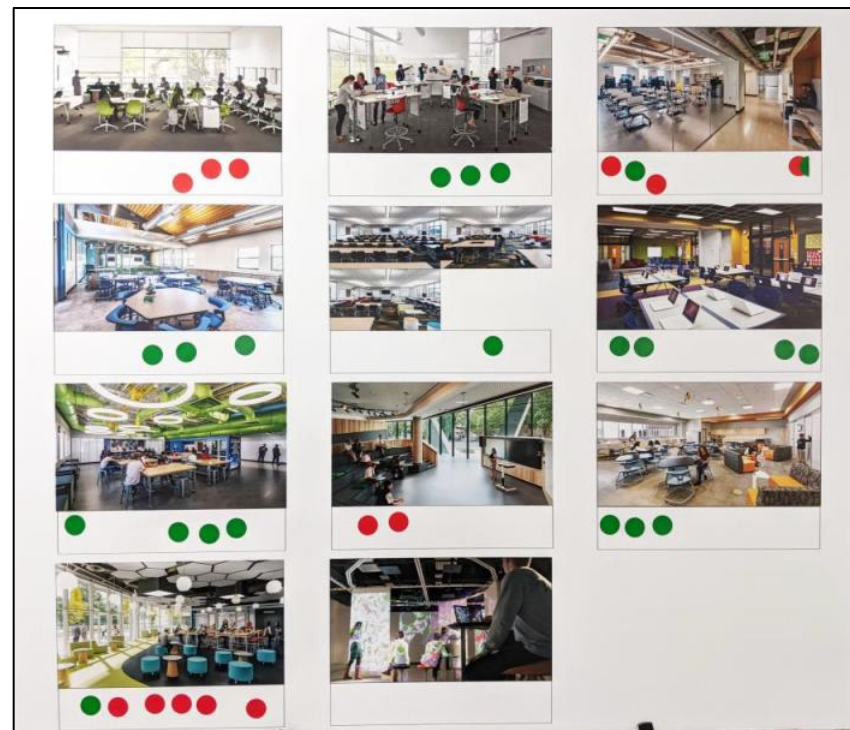
## Visual Surveys

Images from various categories are printed on boards around room.

- Place a **RED** dot sticker next to **NO** images
- Place a **GREEN** dot sticker next to **GO** images



# Leadership: Visual Survey



## Aesthetics: Overall Findings

1

### MODERN

Forward-thinking, 21<sup>st</sup> century learning environments

2

### ELEVATED EDUCATIONAL EXPERIENCE

Collegiate atmosphere to inspire productivity, focus, and success

3

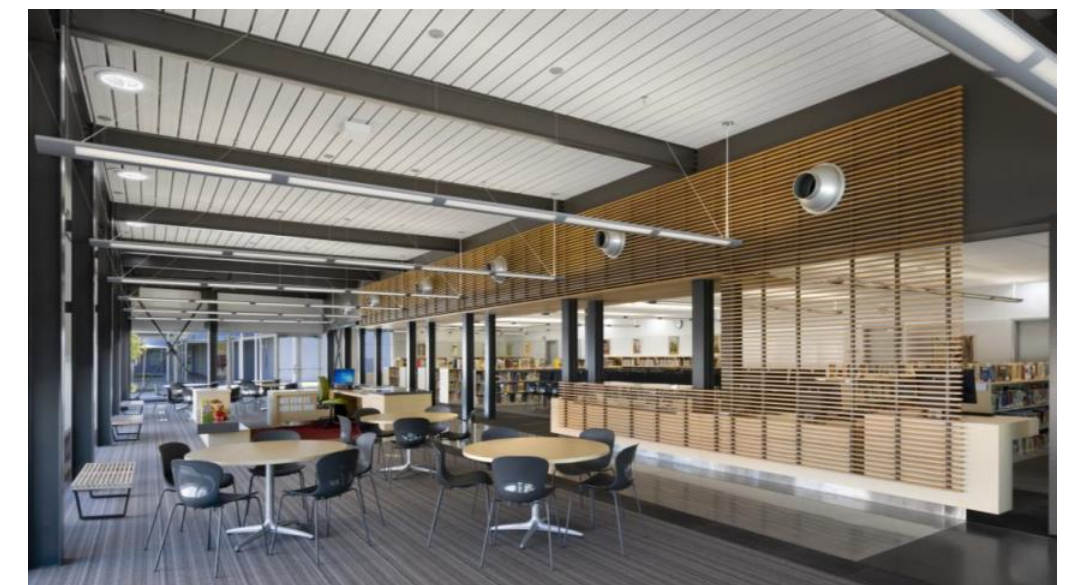
### BALANCED MATERIALITY

Natural materials and a balanced color palate to create a warm, sophisticated, high-quality environment

4

### NATURAL LIGHT

Integrate daylighting and visual access to the outdoors



# Visioning Process

## Experience

*Aspirations, goals,  
and opportunities*

## Aesthetics

*Look and feel*

## Function

*Learning activities  
and affordances*



## Function

Defining learning opportunities and affordances in the new L D Bell High School. How can the new school embody the culture of L D Bell High School and provide an aspirational, high-quality learning environment to support wellbeing and success?

### Visioning Activities Captured

- **Leadership:** Space Hunt, Design Thinking #2
- **Students:** This or That, Inspiration Boards
- **Faculty:** Space Hunt, Design Thinking #2
- **Community:** Visual Survey

# The Space Hunt



Place each postcard on one of four boards to answer the following question:

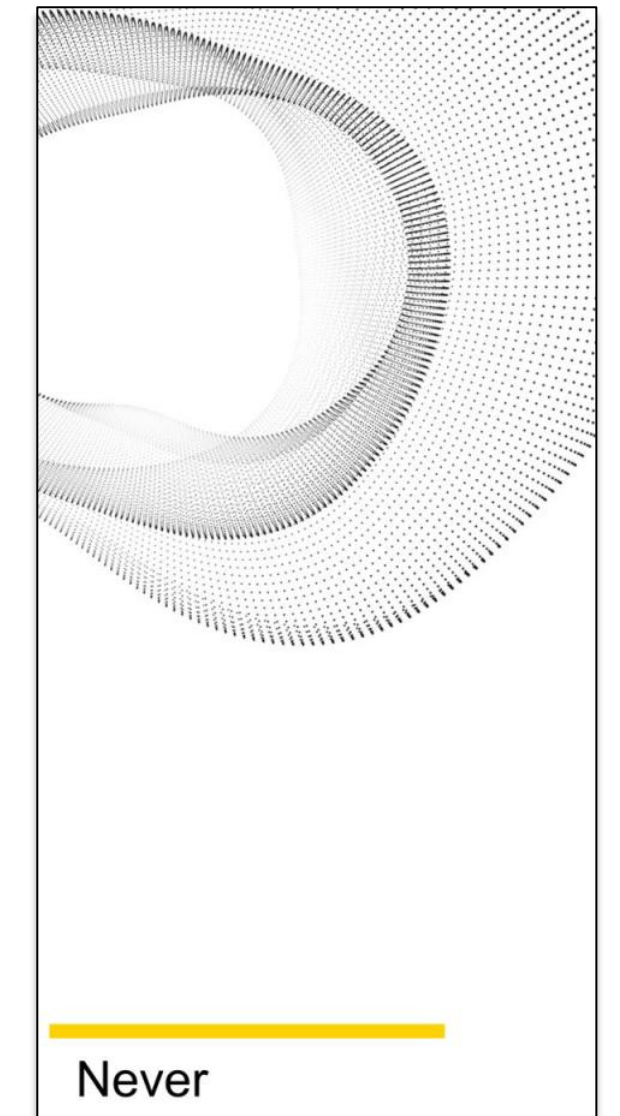
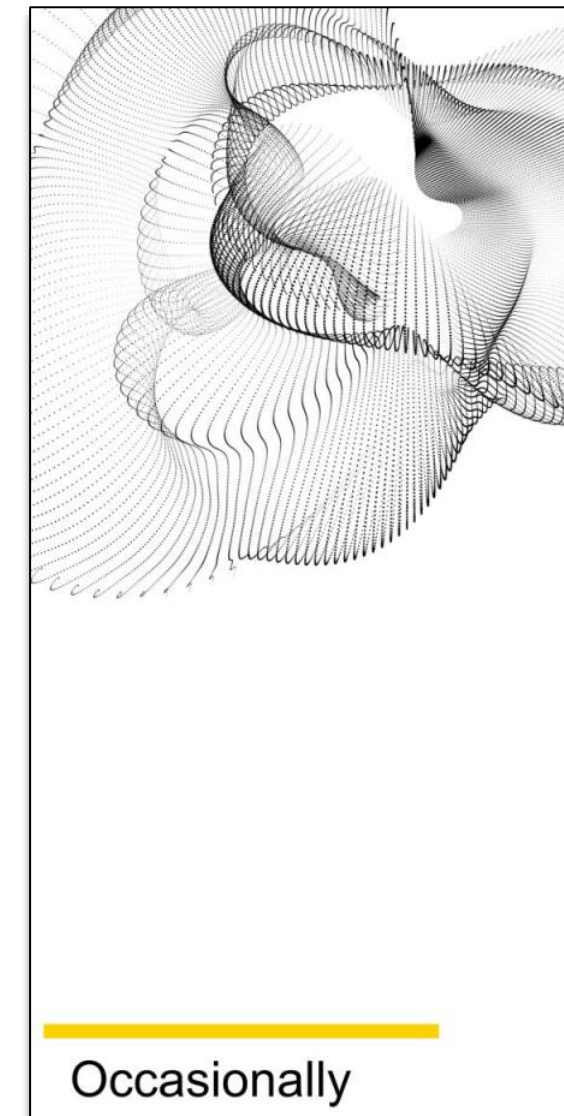
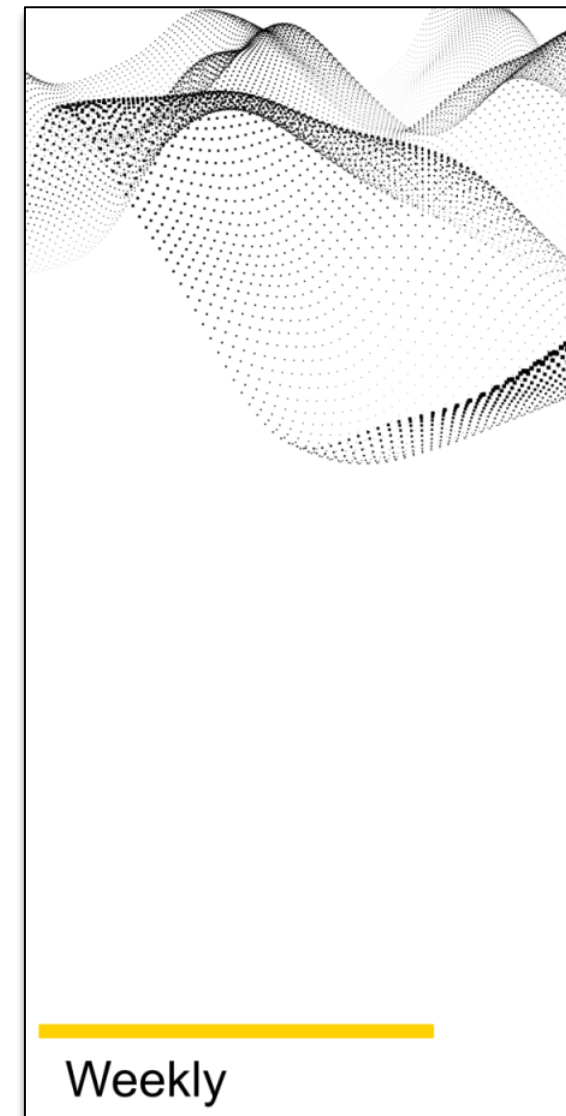
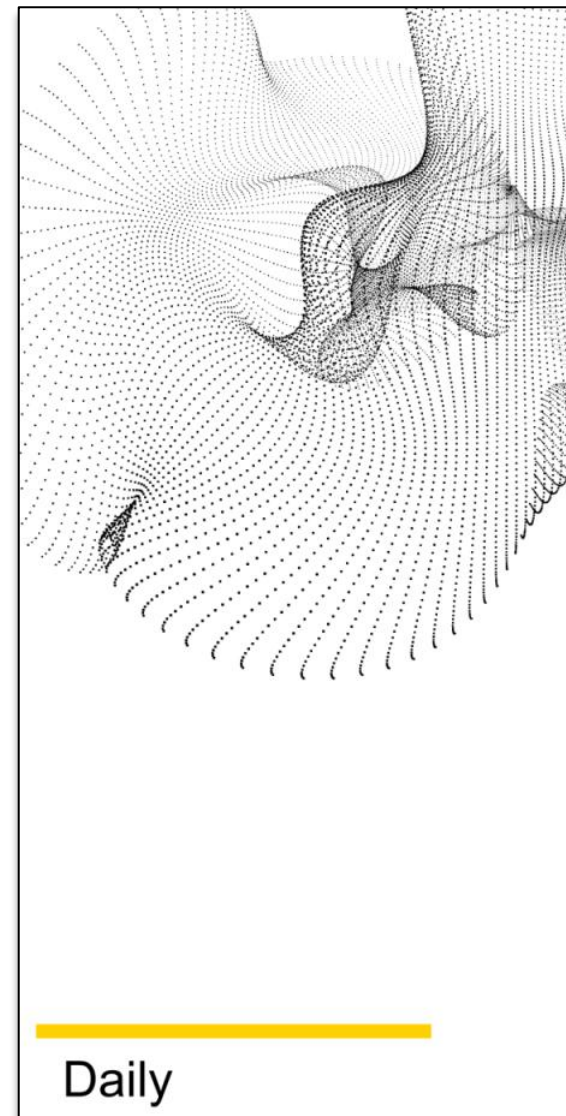
*How often do you envision your students and educators utilizing the spaces shown on the cards:*

**Daily**

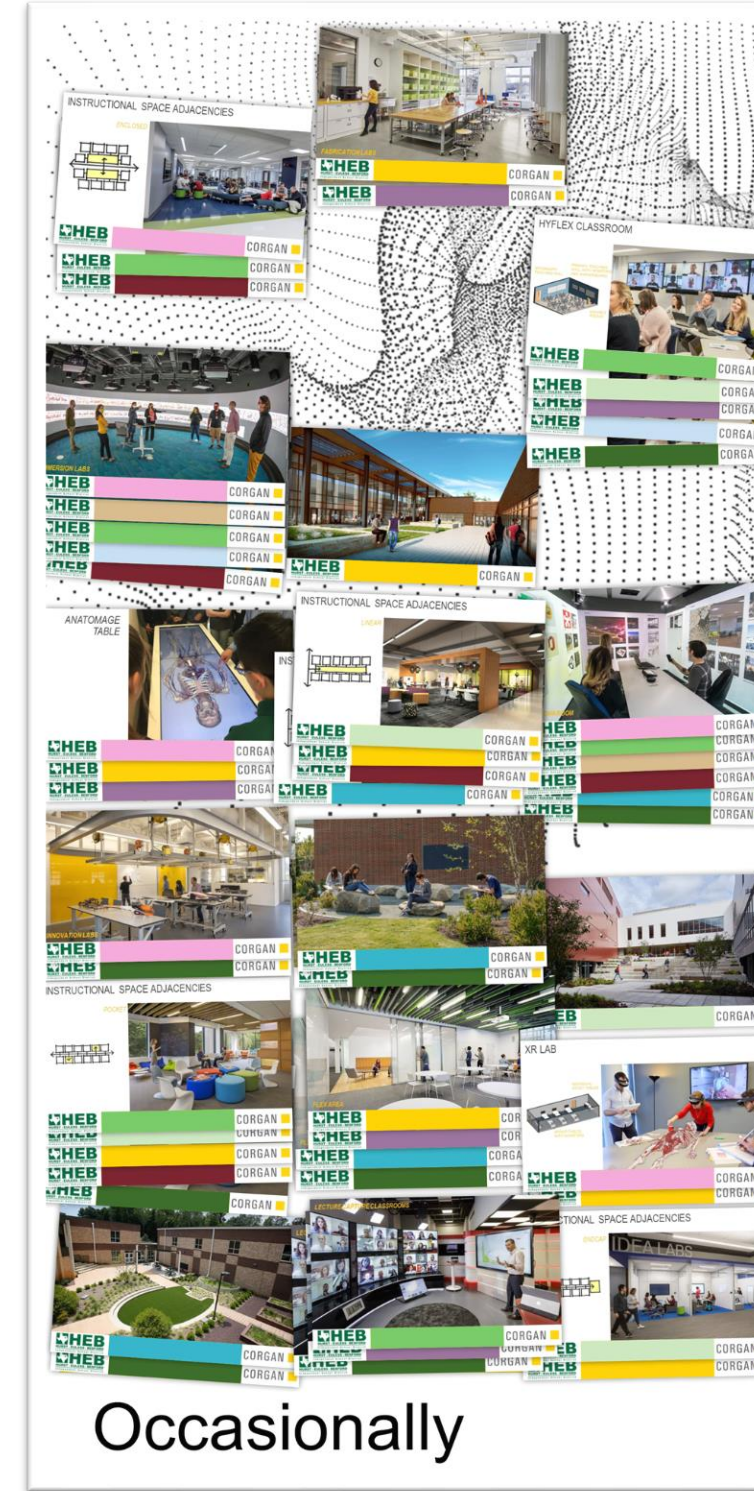
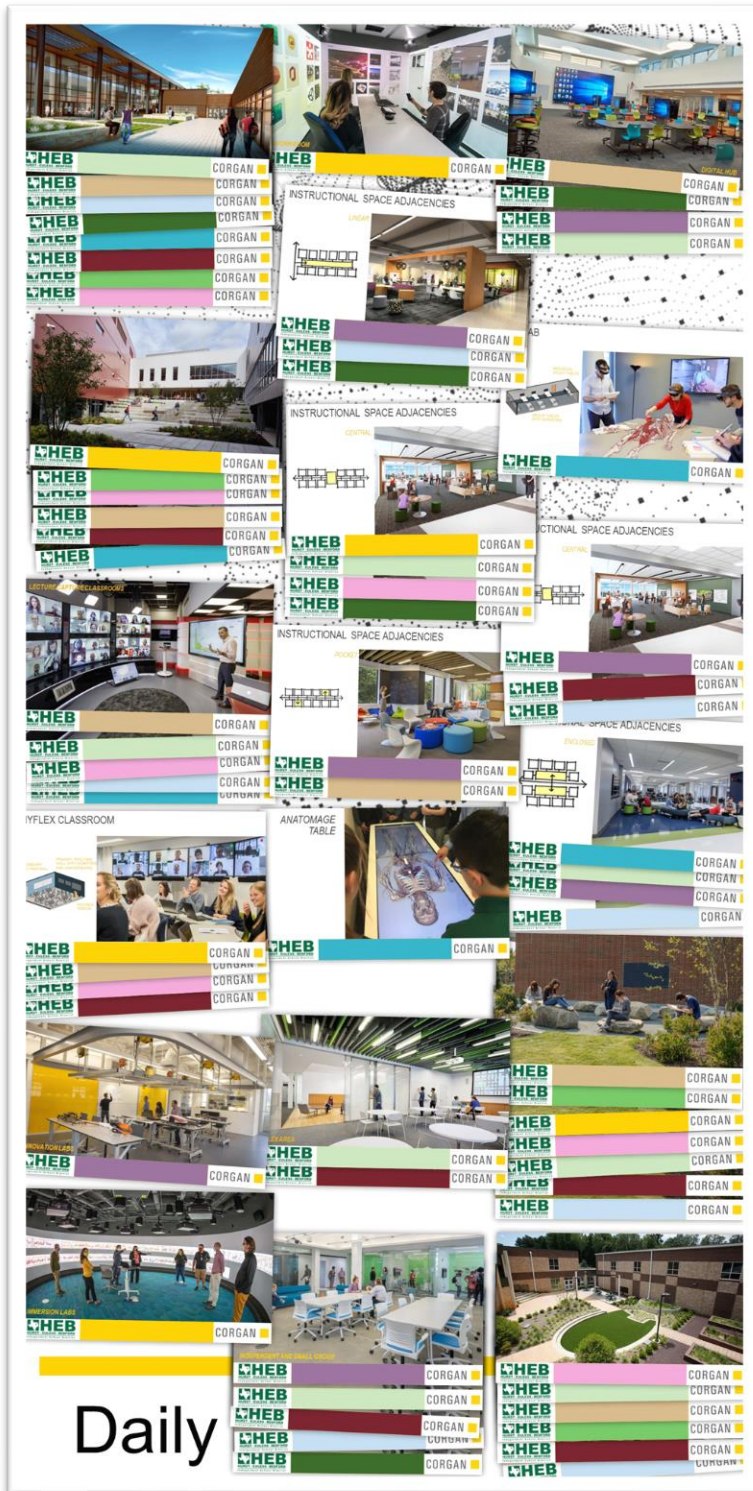
**Weekly**

**Occasionally**

**or Never?**



# Leadership: Space Hunt



## Function: Overall Findings

1

### FLEXIBILITY

Adaptable, modifiable spaces capable of meeting changing needs

2

### VARIETY

Collaborative and focused spaces for different group sizes, individual needs, and learning activities

3

### IMPROVED FACILITIES

Modernize, reduce crowding, and improve athletics and fine arts facilities

4

### BALANCE

Integrate future-focused technologies thoughtfully to enhance learning. Connect students to the outdoors



# Learning Objectives

**Understanding of  
Key Indicators**

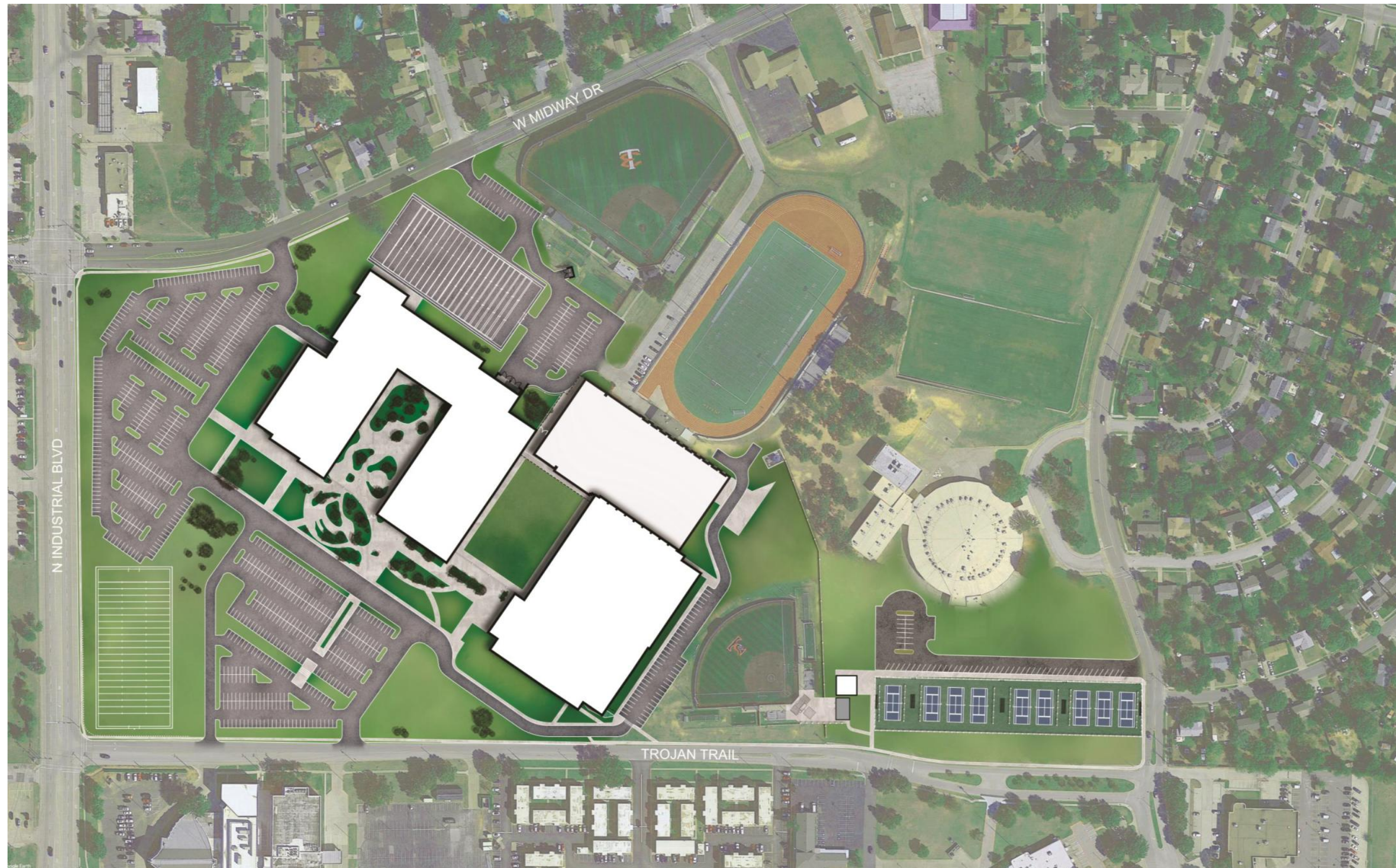
**Effective  
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**Approach**

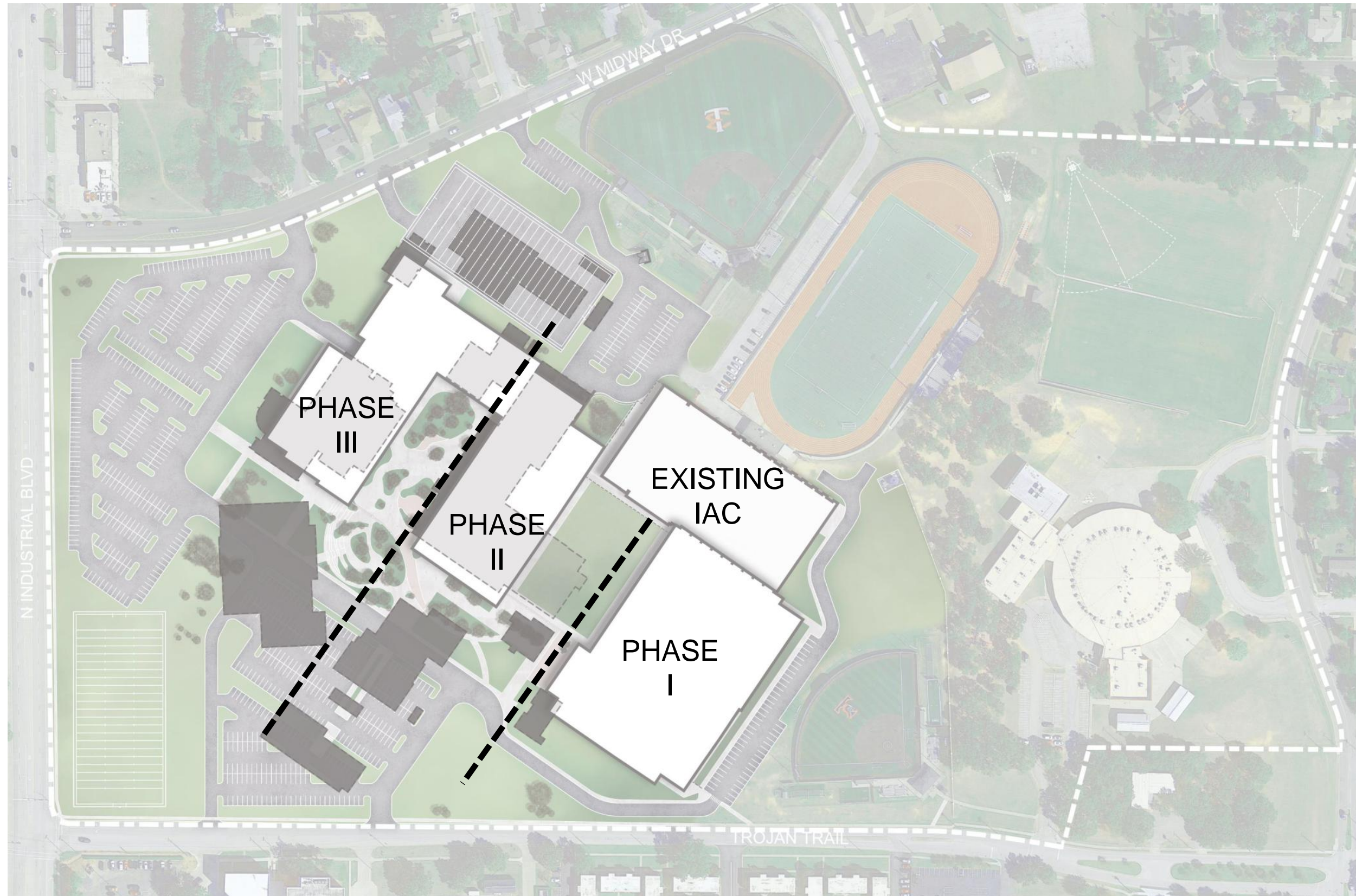
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# Trinity High School Current Concept Design



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# Three Construction Phases



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## Current Site



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## Phase 0: Tennis Courts (Under Construction)



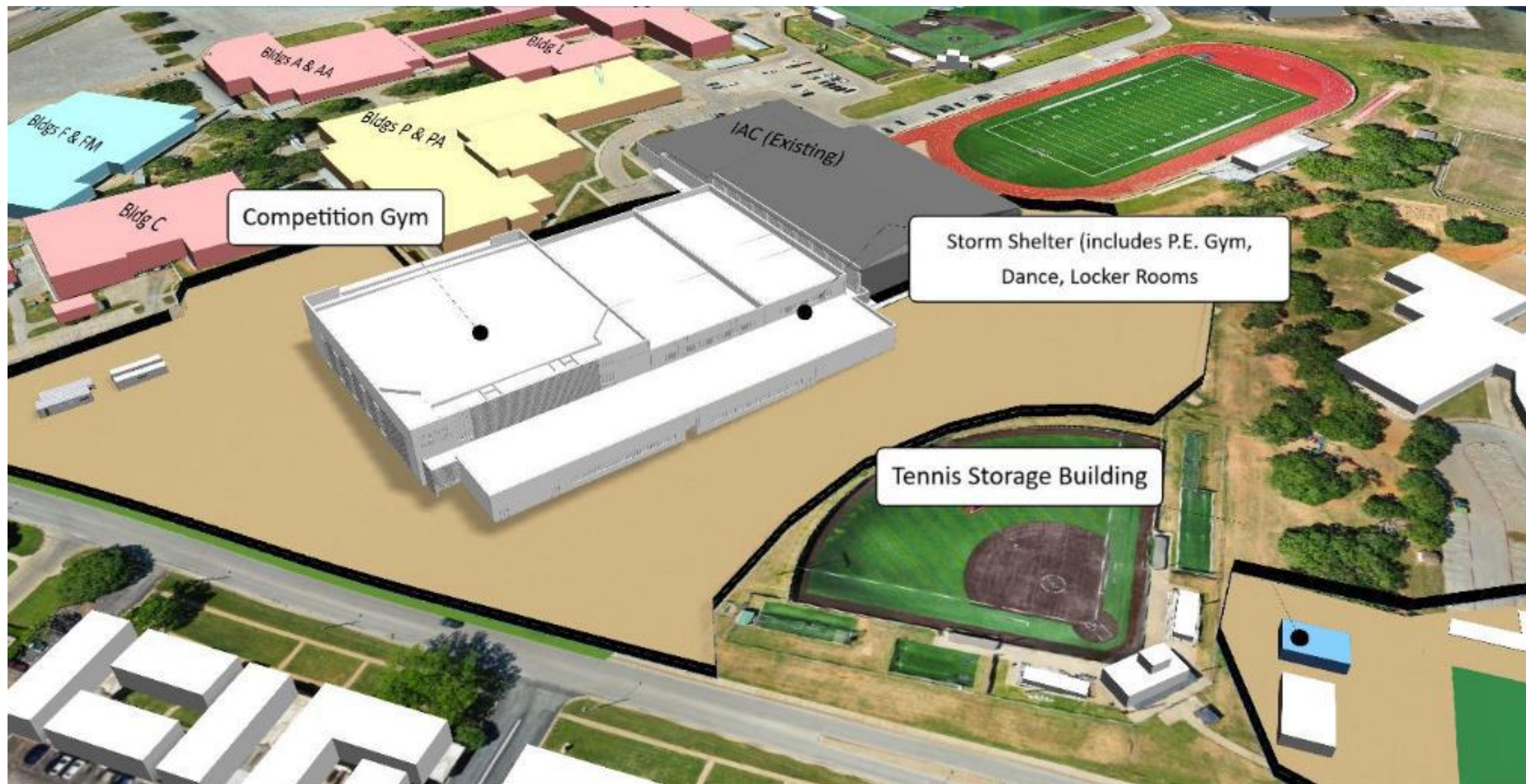
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## Phase 1: Demolition (April 2025)



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## Phase 1: New Construction (May 2025)



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## Phase 2: Demolition (August 2026)



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## Phase 2: New Construction (September 2026)



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## Phase 3: Demolition (September 2028)



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## Phase 3: New Construction (October 2028)



## Phase 4: Demolition (June 2030)



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## Phase 4A: South Parking lot & Sitework (July 2030)



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## Phase 4B: West Parking lot & Sitework (December 2030)



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## Project Completion (May 31)



**BEFORE**



**BEFORE**



# Learning Objectives

**Understanding of  
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Strategies**

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the Complexities**

**Approach**

## Strategies for Successful Campus Revitalization

1. Start with a **thorough building assessment**
2. Clearly **define district goals** and evaluate the building against those goals
3. Consider **community sentiment**
4. Evaluate **ROI** for each applicable option
5. Work as a **collaborative project team** from the beginning



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# Questions?

- **Keith Cummins**  
keith.cummins@corgan.com
- **Josh Minor**  
maintenance@hebisd.edu