

**“Roles, Goals, and Controls”**  
*Managing Expectations - Review and Update*

■ ■ ■ Board of Education Presentation  
Park Ridge-Niles Community Consolidated School District 64


creating places to *learn*  
June 10, 2013

Park Ridge-Niles Community Consolidated School District 64

### Summary - Board Facility Goals

#### Why have Board Facility Goals and Criteria?

- Usually not addressed or discovered until a major decision needs to be made or has been made
- By then it is too late to implement rational and agreed upon parameters
- Emotions and politics can cloud the issue, and the best decision for students is not reached
- Micromanagement of results
- The Law of Unintended Results is activated




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### Why do we use this process?

- Potential Conflicts
  - Staff, Board of Education, Administrators, and Community Groups have differing agendas
  - Board & Stakeholders have unspoken expectations
  - Promises are made to the public and must be kept
- Allows for maximum input from stakeholders
- Maintains final authority at Board of Education level; where it belongs
- Assists Board of Education Members in clearly defining their expectations for success
- Goals used in the deciding factor in decision-making and conflict resolution
- Goals cannot be violated, except by the Board of Education



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### Summary - District Facility Goals

#### District Facility Goals

- Students come first in all decisions!
- The Project Budget will not be exceeded.
- The process will involve the community and staff members.
- Finishes and building systems will be evaluated based on lifecycle costing.
- Design schools to support the District's educational philosophy and curriculum, aligning with the District's Strategic Plan.
- Develop a realistic schedule and adhere to it. Complete the Facility Master Plan by June 2013.
- Designs will be sensitive to their setting and reflect the community's architectural style.



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## Summary - District Facility Goals

### District Facility Goals

- Designs will be energy-efficient and work to maximize natural lighting.
- Site utilization will be carefully evaluated and developed; "Green Space" will be maximized, as much as possible.
- Any new construction will meet LEED Silver criteria.
- New building improvements will have Energy Star ratings.
- Designs will reflect the community's desire for a non-institutional look.
- Designs will have functional efficiency.



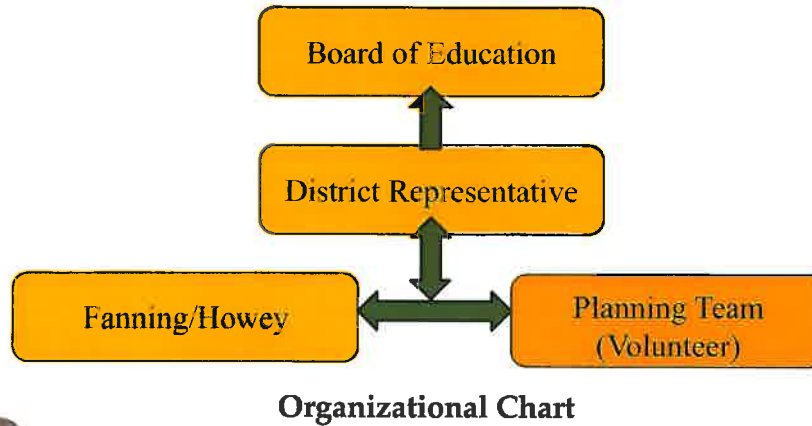
## Summary - Designated Contact Points

### Input Process

- Designated contact points for project communications:
  - Scott Mackall – Park Ridge-Niles CCSD 64
  - Keri VanSant – Fanning/Howey
- Provide for input and review from stakeholder groups
- Develop and review potential solutions
- Board approves final solution



### Summary - Designated Contact Points





### Three Levels of Input

1. Board of Education
  - Provides approvals based on recommendations
2. Administrative Review Team (District Representative)
  - Reviews input given by Building-level Design Team against Board goals and criteria
  - Gives recommendation to Board of Education for approval
  - Review team may include Superintendent, Facility Director, Architect, and 2 Board of Education members
3. Building-level Design Team (Planning Team – Volunteer)
  - Comprised of approximately 10-15 people to provide input
  - Team may include Principal and key staff
  - Meet with Architect through development of Schematic Design
  - Adhere to goals and criteria set by Board of Education

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### Approval Process Schedule

- Board of Education approval required at end of each design phase
- Architect of Record (AOR) will provide cost estimates at end of Schematic Design (SD), Design Development (DD), and Construction Documents (CD) phases
- AOR will provide detailed constructability review of each phase
- AOR to make presentations at Board of Education meetings





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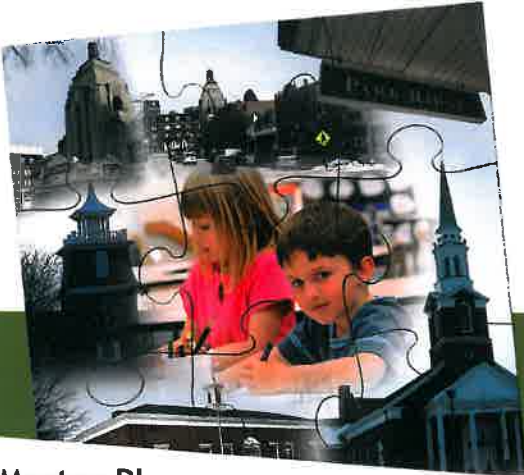
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### Change Orders - Action on Change Orders

- Proposal Request issued to obtain costs
- Receive proposal from Contractor
- Cost evaluated by Architect
- Recommendation made to Board of Education
- Superintendent or Facility Director's authority to sign Change Orders up to **\$12,500**. If possible, the Superintendent will consult individual board members concerning any change order that arises, prior to any authorization.
- Superintendent will notify Board of Education immediately after execution of all change orders
- All parties, including Contractor must sign each Change Order for full execution



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## Facility Master Plan

*Review and Update*

■ ■ ■ Board of Education Presentation  
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### Master Plan Focus

- Provide a “blueprint” for future improvements
  - Physical and Educational needs
  - Maintenance issues
  - Life Safety Study issues
- “Right-size” facilities
  - Match facility spaces with enrollment trends and capacities
- Improve and create a more efficient and cost effective operation
  - Academically
  - Building Life
  - Building Operations



**listen**

*understand*

**create**

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## Master Plan Process

### listen

- Organizational Workshop
- Data Collection
- Community Engagement

### create

- Determine Solutions
- Cost Estimates
- Development of Options
- Research Funding Sources Including Grants
- Develop Master Plan

### understand

- Benchmark District Facilities
  - Physical and Educational Adequacy
- Incorporate Academic Program
  - Educational Specifications
- Analyze Distribution of Resources
- Examine Capital Budgets

## Master Plan Timeline

### Part 1 (2011-12)

- Physical Assessment
  - "Bricks and mortar"
  - Maintenance issues
  - Life Safety issues
- Maintenance Plan
- Demographic Projection Review
- Capacity Analysis

### Part 2 (2013-14)

- Technology Audit/Plan
- Educational Assessment
  - Educational Plan/Specifications
  - Facility needs
- Options Development
- Implementation Plan

# Physical Assessment

(Completed Fall 2011)



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## Student-Centered Sustainable Design™

The 6 key components of student-centered sustainable design are:

**Indoor Air Quality** - Air quality has been shown to have a direct effect on attendance and performance. The temperature range most conducive to learning is 68 to 74 degrees Fahrenheit, while the ideal humidity range is 40% to 70% relative humidity.

**Thermal Comfort** - Research suggests that student achievement, performance, and attention span decrease as room temperature increases. Physical working conditions can affect teacher morale and effectiveness, making a teacher's ability to control temperature crucial to increasing student performance.

**Lighting** - Optimal lighting levels within the classroom can improve test scores and reduce discipline problems. Specifically, adequate daylighting can foster higher student achievement.

**Building Quality** - Studies show that disciplinary incidents decrease as building quality increases. A strong link has been established between capital outlay and leadership/teaching.



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## Student-Centered Sustainable Design™

**Acoustics** - Excessive noise has a negative effect on student performance and can cause decreased efficiency for teachers. With research showing that many classrooms have acoustics that impede listening and learning, special attention must be given to optimal noise levels.

**School Size** - Smaller schools achieve benefits ranging from higher test scores to greater parental involvement. Elementary schools of 300 to 400 students can achieve small school benefits.

### 8 Benefits of Student-Centered Sustainable Design™

- Increased Student Performance
- Increased Student/Staff Attendance
- Increased Teacher Satisfaction
- Reduced Operations Cost
- Reduced Liability Exposure
- Reduced Impact on the Environment
- Building Used as Teaching Tool
- Supports Community Values

*Test results compiled from National Clearinghouse for Educational Facilities  
Booklet "Do School Facilities Affect Academic Outcomes?" by Mark  
Schneider, November 2002.*



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## Field Elementary School

- School with highest need for facility maintenance improvements by cost
- Items from most recent Health/Life Safety Survey need to be completed (roof repairs, etc.)
- Air quality, including lack of central A/C system  
*Current summer project underway to improve conditions in north gym; additional design considerations in process*
- Recommend updating interior finishes/casework throughout older additions
- Some site drainage issues
- Playground equipment improvements needed
- Parking improvements needed
- Receives good amount of natural daylight



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### Carpenter Elementary School

- School with 2<sup>nd</sup> highest need for facility maintenance improvements by cost
- Air quality, including lack of central A/C system  
*Current summer project underway to improve conditions*
- Recommend updating interior finishes/casework throughout older additions
- Site improvement needs:
  - Site drainage/flooding issues
  - Playground improvements needed
  - Parking improvements needed*Site improvement project completed Summer 2012*
- Roof replacements were completed for majority of building (Summer of 2009)
- Water infiltration remediation project was completed to regain use of the Auditorium (Summer of 2011)



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### Lincoln Middle School

- School with 3<sup>rd</sup> highest need for facility maintenance improvements by cost
- Boiler replacements are recommended  
*Current summer project underway to replace boilers*
- Classroom improvements for Encore class types (Art, Music, Band, etc.) greatly needed
- Recommend that future interior improvements reflect architectural character of the exterior design
- Parking improvements needed
- Recent roof replacements completed over majority of building (Summer of 2010)
- Tuck-pointing of exterior brick and façade restoration completed (Summer of 2009)
- Receives good amount of natural daylight



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### **Jefferson School**

- Air quality, including lack of central A/C system
- Upgrade of heating system is recommended
- Recommend updating interior finishes/casework
- Site drainage/flooding issues
- Inadequate parking provided, improvements needed
- Playground improvements needed
- Roof replacement needed
- Substantial American Recovery and Reinvestment Act (ARRA) expenditures on the central courtyard and multi-purpose room improvements (summer of 2010)



### **Washington Elementary School**

- Recommend updating interior finishes/casework
- Playground improvements needed
- Parking improvements needed
- Domestic water piping replacement needed
- New heating and cooling system installed using Federal Aviation Administration (FAA) funding (Summers of 2009 and 2010)



### Roosevelt Elementary School

- Recommend updating interior finishes/casework
- Playground improvements needed
- Parking improvements needed
- New heating and cooling system installed using Federal Aviation Administration (FAA) funding (2010)
- Receives good amount of natural daylight



### Franklin Elementary School

- Upgrade of heating system is recommended  
*Current summer project underway to upgrade heating system and provide modifications to existing equipment*
- Domestic water piping replacement needed  
*Current summer project underway to replace piping*
- Replacement of roof is recommended
- Site drainage, parking, and playground improvements recently completed (Summer of 2011)



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### Emerson Middle School

- District 64's newest building (completed in 1998)
- Site drainage and parking improvements needed for combined site area with Jefferson School
- Minimal roof repairs recommended
- Recommend determining that the building systems are operating at peak efficiency
- Generally in good physical condition

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### Maintenance Assessment Summary

Completed December, 2011

DISTRICT TOTALS				
System Type	Cost to Correct	Priority 1	Priority 2	Priority 3
Building Factors	\$13,077,301	\$2,690,753	\$1,006,292	\$9,380,256
Electrical	\$3,088,383	\$183,550	\$2,497,429	\$407,404
Mechanical	\$11,849,450	\$9,721,750	\$1,805,700	\$322,000
Roof	\$3,648,049	\$2,260,129	\$634,195	\$753,726
Technology	-	-	-	-
<b>Total</b>	<b>\$31,663,182</b>	<b>\$14,856,182</b>	<b>\$5,943,615</b>	<b>\$10,863,386</b>
Grounds	\$5,911,774	\$2,147,809	\$886,991	\$2,826,974
Campus Total	\$37,088,918	\$17,003,991	\$6,830,606	\$13,690,360
Other Costs	\$9,272,229	\$4,250,998	\$1,707,651	\$3,422,590
<b>Grand Total</b>	<b>\$46,361,147</b>	<b>\$21,254,988</b>	<b>\$8,538,257</b>	<b>\$17,112,950</b>

*The intent is for the Maintenance Plan to be a living document, which can be updated to reflect items that have been resolved, or new items that may arise.*

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### CEFPI Assessment Summary

Completed Fall 2011

CEFPI Summary By School	1.0 The School Site	2.0 Structural and Mechanical	3.0 Plant Maintainability	4.0 School Building Safety and Security	5.0 Educational Adequacy	6.0 Environment for Education	Total Overall Rating
Carpenter Elementary	Fair (60%)	Fair (63%)	Good (72%)	Good (73%)	Fair (63%)	Fair (62%)	Fair (66%)
Field Elementary	Fair (63%)	Fair (63%)	Good (72%)	Good (73%)	Fair (63%)	Fair (61%)	Fair (67%)
Franklin Elementary	Good (76%)	Fair (67%)	Good (74%)	Good (81%)	Good (71%)	Good (77%)	Good (76%)
Jefferson Elementary	Fair (59%)	Fair (52%)	Fair (55%)	Fair (69%)	Fair (61%)	Fair (61%)	Fair (60%)
Roosevelt Elementary	Fair (61%)	Fair (67%)	Good (72%)	Good (84%)	Good (75%)	Good (75%)	Good (72%)
Washington Elementary	Good (77%)	Fair (64%)	Good (72%)	Good (85%)	Fair (69%)	Good (75%)	Good (73%)
Emerson Middle School	Good (81%)	Good (81%)	Good (85%)	Good (94%)	Good (83%)	Good (80%)	Good (84%)
Lincoln Middle School	Good (72%)	Fair (62%)	Good (73%)	Good (84%)	Good (81%)	Good (81%)	Good (78%)

Percentage Range	Rating Term
70% - 100%	Good
60% - 69%	Fair
50% - 59%	Fair
40% - 49%	Needs Improvement
0%	Non-Existent

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# Demographic Enrollment Projection Review and Capacity Analysis

(Created October 2011, Updated October 2012)

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SCHOOL	Facility Square Feet	Square Feet Per Student	Capacity	2011-12 Enrollment	2011-12 Utilization	2012-13 Enrollment	2012-13 Utilization	Projected 2014-15 Enrollment Scenarios					
								Enrollment Scenario A*	Utilization Scenario A	Enrollment Scenario B**	Utilization Scenario B	Enrollment Scenario C***	Utilization Scenario C
Carpenter Elementary	59,931	155	502	387	68.9%	413	73.5%	318	56.6%	377	67.1%	429	79.2%
Field Elementary	76,101	116	792	656	82.8%	637	80.4%	573	72.3%	647	81.7%	719	96.9%
Franklin Elementary	56,657	121	588	467	79.4%	453	77.0%	364	61.9%	421	71.6%	490	90.1%
Roosevelt Elementary	84,876	131	814	617	79.5%	671	82.4%	548	67.3%	612	75.2%	673	92.1%
Washington Elementary	80,031	131	708	609	86.0%	592	83.6%	568	80.2%	645	91.1%	716	111.2%
Sterson Middle	135,579	177	1,243	765	61.5%	786	63.2%	622	50.0%	787	63.3%	916	91.0%
Lincoln Middle	137,355	201	1,202	683	56.8%	716	59.6%	580	48.3%	711	59.2%	825	85.1%
<b>TOTAL</b>	<b>630,530</b>		<b>5,909</b>	<b>4,214</b>	<b>71.3%</b>	<b>4,268</b>	<b>72.2%</b>	<b>3,573</b>		<b>4,200</b>		<b>4,798</b>	

\* Kaskadia Demographic Projection Scenario A assumes future fertility rates remain constant and both turnover of existing housing units and landbanks are less than currently anticipated through 2014-15.  
 \*\* Kaskadia Demographic Projection Scenario B assumes future fertility rates remain constant and both turnover of existing housing units and landbanks occur as currently anticipated through 2013-15.  
 \*\*\* Kaskadia Demographic Projection Scenario C assumes future fertility rates remain constant and both turnover of existing housing units and landbanks are greater than currently anticipated through 2014-15.

Building Utilization is described as the enrollment divided by the building capacity. A utilization percentage over 95% indicates an overcrowded facility. A utilization percentage between 90% and 95% indicates the need to plan for alternative measures or building additions.

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# Community Engagement

(Conducted in Spring 2012)

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## Community Engagement

### Process

- 2 Community Open Forums held mid-March, 2012
  - Summary of Part 1 components (Maintenance Plan and Capacity Study) with Q & A
  - Captured attention and received responses from 20 people
- Community Engagement District-wide Survey conducted in March/April, 2012
  - Provided staff, administration, parents, and other residents with the opportunity to share their thoughts and opinions regarding each of the District's schools
  - Demographic/General questions plus 14 questions per school
  - Captured attention and received responses from 864 people



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## Community Engagement – District-wide Survey

### Highlights of Survey Results

- 49% and 66% of those surveyed indicated that Jefferson and Carpenter are in need of major improvements, respectively
- 46% of those surveyed for Roosevelt indicated that it is either too hot or too cold in the building
- 72-78% of those surveyed for Field indicated that they are unhappy with the interior environment and temperature of the building
- 77% of those surveyed for Franklin believe that the playgrounds and field areas are what make the school special
- The top 2 improvement needs for Washington, as indicated by those surveyed, are parking/drop-off and playgrounds/field areas
- 46% of those surveyed for Lincoln indicated that the interior finishes are in poor condition
- 76% of those surveyed indicated that the spaces at Emerson are sufficiently sized



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### Hierarchy of Needs for 21<sup>st</sup> Century School Planning and Design

The distribution of resources regarding scope, schedule and budget should be weighted toward lower order needs. The achievement of higher order needs requires progressively fewer resources and offers a greater return on investment

Humanistic Model  
Lighting the Fire  
Flat World Model  
Filling the Bucket  
Deficit Model

Transcendence  
Facility Actualization  
Community Needs  
Student-Centered Needs  
Program Needs  
Facility Needs

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Humanistic Model  
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Facility Needs

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# Educational Adequacy Study / Educational Specifications

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## Hierarchy of Needs for 21<sup>st</sup> Century School Planning and Design

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**Humanistic Model**

**Lighting the Fire**

**Flat World Model**

**Filling the Bucket**

**Deficit Model**

Program Needs

Facility Needs

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## Components of Educational Adequacy Study/ Educational Specifications *(to be completed)*

- “Right-sizing” of its educational facilities
  - Sizes of the individual spaces reviewed
  - Number of spaces
  - Types of spaces
  - Position of the spaces relative to each other (proper adjacencies)
  - Attributes of each space (arrangement of casework, furniture, technology, etc.)
- Educational Specifications
  - Define the physical spaces necessary to deliver the educational curriculum of today and of the future
  - Once developed, they are compared to the existing facilities to determine where opportunities or challenges lie



### 10 Things Becoming Obsolete (20<sup>th</sup> Century School Planning)

#### *Spaces/Features*

1. Computer Labs
2. Learning in prescribed places
3. Teacher-centered classrooms
4. Isolated classrooms
5. Departmental organization
6. School corridors
7. Traditional school libraries
8. Dark, indoor gyms
9. Institutional food service
10. Large restrooms

### Educational Programming Concepts (21<sup>st</sup> Century School Planning)

#### *Key Features*

1. Small learning group areas
2. Anytime, anywhere learning
3. Individual work space
4. Integrated technology
5. Building as a teaching tool
6. Collaboration space
7. Personal home base and storage
8. Display space
9. Project labs / STEM labs
10. Easy access to food and beverages



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## Master Plan Updated Timeline

### Remaining Proposed Plan Components (2013-14)

- Technology Assessment
  - Technology Audit / 5-Year District-wide Plan
    - August – October 2013
- Educational Assessment
  - Develop Educational Plan/Specifications
    - September – October 2013
  - Finalize and approve Educational Specifications document
    - October 2013
- Options
  - Develop Options and Graphic Layouts
    - October – November 2013
- Implementation Plan
  - Develop and Approve Implementation Plan
    - November 2013 – January 2014

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## Hierarchy of Needs for 21<sup>st</sup> Century School Planning and Design

The distribution of resources regarding scope, schedule and budget should be weighted toward lower order needs. The achievement of higher order needs requires progressively fewer resources and offers a greater return on investment

[Transcendent Schools Visioning Workshop](#)

Schedule Outline of Three Work Sessions:

Work Session One:  
A. Transcendent Schools Seminar  
B. Facility Integration Seminar

Work Session Two:  
A. Community Needs Seminar  
B. Student-Centered Needs Seminar

Work Session Three:  
A. Educational Program Seminar  
B. Facility Needs Seminar

Adapted from Abraham Maslow, 1943, *A Theory of Human Motivation*

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## Benefits of the Transcendent Schools Visioning Workshop

- Provides a clear and achievable vision for the future use of school facilities in the district
- Builds consensus among Community, Staff, Parents and Students
- Informs the participants of what is possible
- Seeks to improve the built environment for optimizing teaching and learning
- Examines alternatives to find the most cost effective remedy to unique challenges in the district
- Ensures a good fit between the built environment and the educational program

## Achieving Consensus and Understanding



