Health Life Safety Survey and Master Facilities Plan

Community Presentation

Board Meeting

April 27, 2015
Agenda

– Introduction
– Enrollment
– Capacity and Utilization
– Educational Planning
– Program Areas
INTRODUCTION
Master Facilities Plan

– Plan Components
  • Health Life Safety Survey
  • Building Assessment
  • Educational Planning

– Cost Areas
  • Operation Costs
  • Maintenance and Repair Costs
  • Capital Improvements
Capital Improvement Costs

Building Improvements that:

– Extend the useful life of a building or building systems

– Accommodate changes in building or program capacity

– Make modifications to enhance or expand programs
Building Improvement Drivers

– Enrollment changes
  • Growth
  • Decline
  • Sub-Population Changes
Building Improvement Drivers

– Program Changes
  • Addition / elimination of programs
  • Technology changes
  • Enhancement of existing programs
  • Flexibility

How often do you use the computer lab?

- Rarely if ever [11]
- Daily [0]
- Weekly [0]
- Monthly [5]
Facility Analysis

– Capacity (Building and Programs)
– Utilization
– Educational Planning
– Before and After School Use
Facility Analysis Process

– Design Team and Administrative Team discussions
– Building staff meetings
– Review of drawings, reports and other studies
– Architects and Engineers building review
– Architects and Engineers site review
Master Facilities Plan Projects

– Concept Development Level
  • Identify goals and objectives
  • Document area of need
  • Define square foot area to be address
  • Written description of a solution

– Expected results

– Anticipated budget or budget range

– Does not include design solutions
Program Needs - April 27, 2015

Concept

Concept gives meaning and purpose learned from the client’s goals and objectives.
Design Process

**Concept**

Concept gives meaning and purpose learned from the clients goals and objectives.

**Context**

Context gives specificity to the project. The context may be historical, geographical, cultural, political or economic.

**Diagram**

Diagram is a sketch, outline, or plan demonstrating the form of something.

**Parti**

Parti is the basic options of an architectural design.
Demographic Information

– Demographic material reviewed
  • Kasarda Report from September 2013
  • New residential development within the District
  • Monthly enrollment information from District

– Based on a review of the information provided and discussions with the administration, Kasarda B Projection for overall District enrollment will be used for planning purposes
### Kasarda B Projection

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2018) and Both Turnover of Existing Housing Units and Teardowns Occur as Currently Anticipated through 2023–24

Community Consolidated School District 64

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>396</td>
<td>405</td>
<td>411</td>
<td>409</td>
<td>409</td>
<td>410</td>
<td>404</td>
<td>401</td>
<td>402</td>
<td>400</td>
<td>405</td>
</tr>
<tr>
<td>1</td>
<td>487</td>
<td>439</td>
<td>448</td>
<td>454</td>
<td>452</td>
<td>452</td>
<td>451</td>
<td>445</td>
<td>442</td>
<td>443</td>
<td>441</td>
</tr>
<tr>
<td>2</td>
<td>448</td>
<td>506</td>
<td>458</td>
<td>467</td>
<td>473</td>
<td>471</td>
<td>471</td>
<td>470</td>
<td>464</td>
<td>461</td>
<td>462</td>
</tr>
<tr>
<td>3</td>
<td>487</td>
<td>459</td>
<td>517</td>
<td>469</td>
<td>478</td>
<td>484</td>
<td>482</td>
<td>482</td>
<td>481</td>
<td>475</td>
<td>472</td>
</tr>
<tr>
<td>4</td>
<td>473</td>
<td>496</td>
<td>468</td>
<td>526</td>
<td>478</td>
<td>487</td>
<td>493</td>
<td>491</td>
<td>491</td>
<td>489</td>
<td>496</td>
</tr>
<tr>
<td>5</td>
<td>474</td>
<td>479</td>
<td>502</td>
<td>474</td>
<td>532</td>
<td>484</td>
<td>493</td>
<td>499</td>
<td>497</td>
<td>497</td>
<td>496</td>
</tr>
<tr>
<td>6</td>
<td>535</td>
<td>488</td>
<td>493</td>
<td>516</td>
<td>488</td>
<td>546</td>
<td>498</td>
<td>507</td>
<td>513</td>
<td>511</td>
<td>517</td>
</tr>
<tr>
<td>7</td>
<td>539</td>
<td>540</td>
<td>493</td>
<td>498</td>
<td>521</td>
<td>493</td>
<td>552</td>
<td>504</td>
<td>513</td>
<td>519</td>
<td>517</td>
</tr>
<tr>
<td>8</td>
<td>487</td>
<td>547</td>
<td>548</td>
<td>501</td>
<td>506</td>
<td>529</td>
<td>498</td>
<td>557</td>
<td>509</td>
<td>518</td>
<td>524</td>
</tr>
<tr>
<td>Sp. Ed.</td>
<td>65</td>
<td>68</td>
<td>68</td>
<td>67</td>
<td>67</td>
<td>68</td>
<td>68</td>
<td>68</td>
<td>67</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>4,391</td>
<td>4,427</td>
<td>4,406</td>
<td>4,381</td>
<td>4,404</td>
<td>4,424</td>
<td>4,410</td>
<td>4,424</td>
<td>4,379</td>
<td>4,381</td>
<td>4,379</td>
</tr>
</tbody>
</table>
CAPACITY AND UTILIZATION
Capacity Model

– Factors affecting capacity
  • Grade levels served
  • Programs
  • Scheduling
  • Policies

– Capacity is best expressed as a range using different sets of assumptions

– Other building components can affect capacity
  • Cafeteria
  • Lockers
  • Other building wide resources
Elementary School Capacity

– Use all classroom size spaces
– Eliminate rooms used for other dedicated uses
  • Self-contained special education
  • Art
  • Music
  • Other special programs
– Multiply number of rooms by grade level class size
Middle School Capacity

- Middle School scheduling impacts capacity
  - High School model
  - Elementary model

- Emerson and Lincoln Middle Schools have a hybrid model
  - Rooms are used for a higher percentage of the day to accommodate extensive exploratory program
  - Schools attempt to create consistent rooms for teams
Utilization

– How are rooms used throughout the day
– Are rooms appropriately sized
  • Planned number of students
  • Activities
Utilization

Program Needs - April 27, 2015
Space Classification

– Core Education
– Specialized Education
– Educational Support
– Large Group Spaces
– Facility Support
EDUCATIONAL PLANNING
Educational Planning

– Arrangement of Spaces
– Size and Variety of Spaces
– Zoning of Spaces and Community Use
– Future Expandability
– Structural Flexibility
– Site Adjacencies
Educational Planning

– Flow of students and staff within the building
– Variations between spaces serving similar functions
  • Within a building
  • Across the District
– Suitability of spaces
  • Natural light
  • Acoustical issues
  • Comfort
– Flexibility of spaces for future changes – Known and Unknown
Educational Areas

– Core Classrooms
– Kindergarten Classrooms
– Early Childhood Program
– Large Group Spaces
  • LRC
  • Auditorium
  • Gymnasium
  • Multi-Purpose
– Educational Support
– Elementary Art and Music
– Other Spaces
Core Classrooms

- **Furniture**
  - Loose furniture
  - Built in casework

- **Finishes**
  - Paint
  - Flooring

- **Fit**
  - Display
  - Wall mounted writing surfaces

- **Technology**
  - Wiring
  - Digital display
  - Printers
  - Other

- **Qualitative**
  - Lighting
  - Acoustics
  - Physical comfort
Kindergarten Classrooms

- Evaluation of current rooms similar to classroom evaluation
- Full day Kindergarten would require additional classrooms
- Facility options include adding on to each building or providing classrooms in a centralized location

As part of the MFP, we will provide the facility costs associated with a full day Kindergarten program. This information may be useful to the administration and board if changes are considered in the future as a result of the strategic planning process.
Early Childhood Program

– Jefferson School physical condition
– Suitable environment for early childhood learning
– Traffic drop-off and pick-up considerations
Large Group Spaces

– Learning Resource Center, Gymnasium / Cafeteria and Auditorium
  • 25% of the usable building area
– These spaces are used for daily activities and also are available to support classroom activities
  • Flexible space
  • Larger groups
– Explore how these spaces best support learning
Educational Support

– Impact of push-in or pull-out special education programs

– Small group spaces
  • Location of spaces near students served
  • Small group spaces inside some classrooms

– Support spaces for staff
# Elementary Art and Music

<table>
<thead>
<tr>
<th>School</th>
<th>Art</th>
<th>Music</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carpenter</strong></td>
<td>1,161 SF</td>
<td>833 SF 306 SF</td>
<td>General music is taught on the ground floor Instrumental music is taught in the lower level</td>
</tr>
<tr>
<td><strong>Field</strong></td>
<td>1,030 SF</td>
<td><strong>Stage / Cart Kitchen</strong></td>
<td>Two teachers use stage and go to classrooms with a cart Instrumental music is taught in the south Kitchen</td>
</tr>
<tr>
<td><strong>Franklin</strong></td>
<td>735 SF</td>
<td>838 SF</td>
<td></td>
</tr>
<tr>
<td><strong>Roosevelt</strong></td>
<td>877 SF</td>
<td><strong>Stage 671 SF</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Washington</strong></td>
<td>1,014 SF</td>
<td><strong>Stage 1,069 SF</strong></td>
<td>Primary grade music is taught on the stage Grades 3-5 music is in a dedicated classroom</td>
</tr>
<tr>
<td><strong>Jefferson</strong></td>
<td>852 SF</td>
<td></td>
<td>Art and Music share a classroom</td>
</tr>
</tbody>
</table>

PARK RIDGE NILES SCHOOL DISTRICT 64

Program Needs - April 27, 2015
Other Spaces

- Science
  - Inquiry based (NGSS)
  - Safety

- Foreign Language

- Middle School Exploratory Programs
  - Specialized space and equipment requirements
  - Other offerings are held in core classrooms

- District Office
Next Steps

– Review analysis with District Design Team
– Define scope for possible projects
– Work with Nicholas & Associates to prepare budgets
– Evaluate possible work in the context of the facility needs
Project Prioritization

- **Priority One**
  Violation of the code or a health / safety concern or significant additional costs if item is not addressed

- **Priority Two**
  Necessary to comply with a recommended standard or increase operating efficiency or extend the useful life of the building or a system

- **Priority Three**
  Improve the quality of materials or systems or reduce the risk of future failures or the enhance performance of a system
Continual Improvement

- Each student has best facilities
- Better fiscal management of resources
- Adapt school to changing pedagogy
- Offset normal deterioration by catching facility problems early

Program Needs - April 27, 2015