



Haldane Central School District Campus Master Plan Study

Presentation to the Board of Education

04.19.2022

CSARCH



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CSArch's value for long-term relationships is centered around our commitment to education and the districts we serve. We recognize our role as **a trusted advisor on all educational and facility needs** and their ability to provide a safe, healthy, and meaningful learning experience for all students.

By the Numbers

30

YEARS IN
BUSINESS

60

NUMBER OF
EMPLOYEES

85%

FIRM'S WORKLOAD
DEDICATED TO PK-12

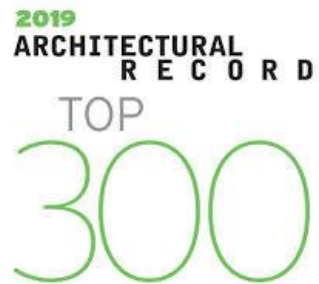
135

NUMBER OF NYS PUBLIC
SCHOOLS SERVED SINCE 1991

93%

SUCCESS RATE PASSING
CAPITAL PROJECTS

Awards and Recognitions



**BUILDING DESIGN
+ CONSTRUCTION**

#24 Top K-12 School
Architecture + AE Firm
Nationwide



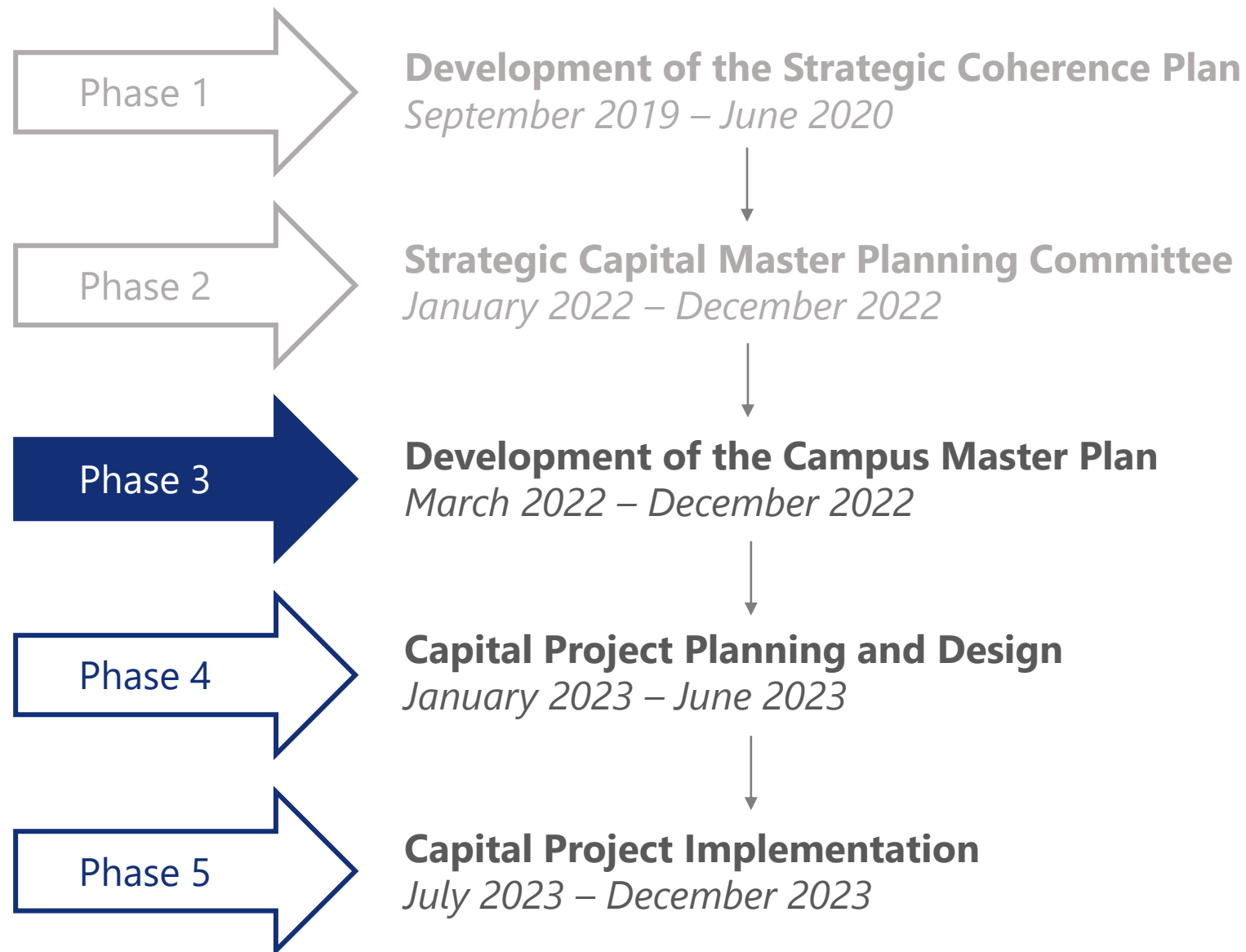
Ranked #24 out of
Top 50 Firms in Business



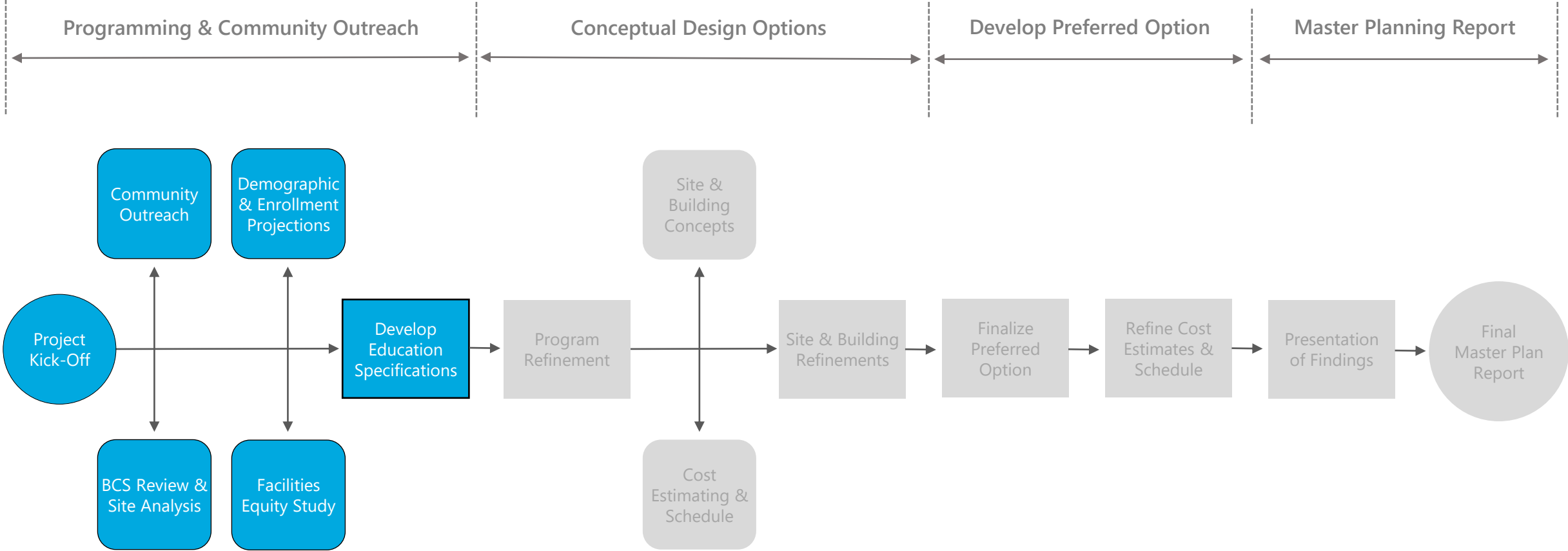


A great campus is more than a collection of buildings. We recognize the importance of placemaking, of **creating a campus identity that unifies your people, history, and community.** The development of smart long-range planning is critical to success reinforcing this identity.

Campus Master Plan Development Process



Phase 3: Development of the Campus Master Plan



EVALUATE EXISTING FACILITIES AND THEIR ABILITY TO **“PREPARE ALL STUDENTS TO SUCCEED IN AN EVER-CHANGING SOCIETY”**

1. Review demographics and enrollment study
2. Conduct facilities equity study
3. Assess current programs and space utilization
4. Visioning sessions with Campus Master Plan Committee and key community stakeholders
5. Gather unique perspectives from recent Haldane graduates
6. Identify programming objectives
7. Refine desired program and identify space needs



Case Study: Menands UFSD

The District:

- Single building, K-8 district
- Small, diverse district with limited resources

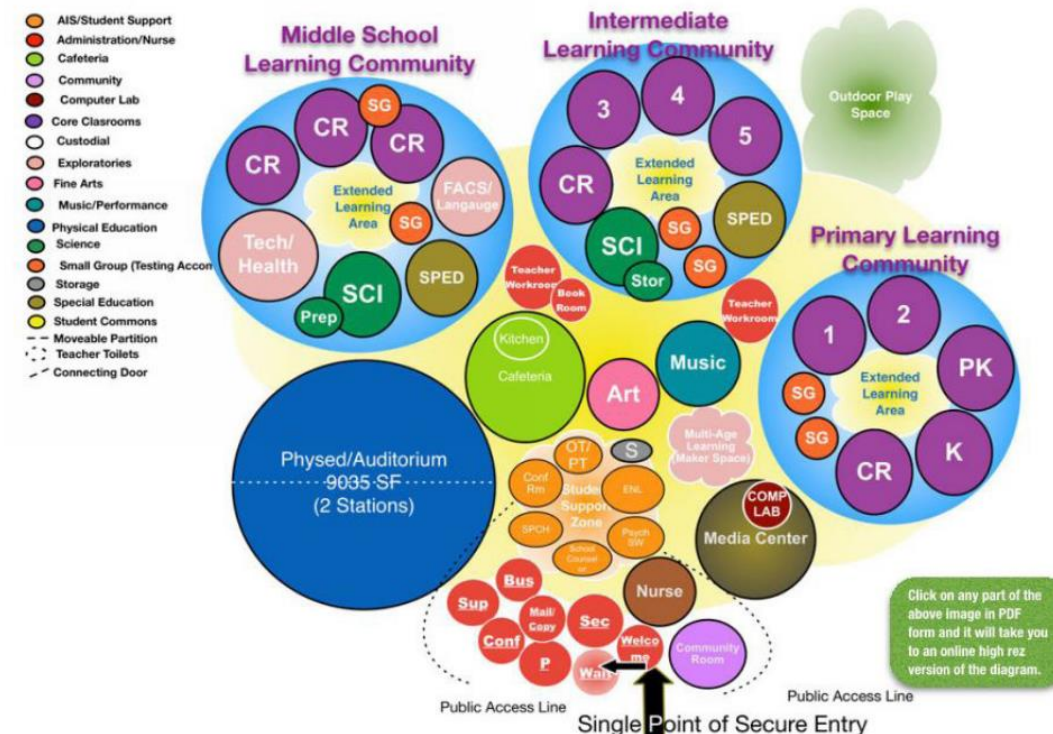
The Project:

- \$8 million
- Complete reorganization to distinguish multiple learning communities separated by age group
- General Classrooms, Science Labs, Art Classroom Renovations, Safety/Security, Food Service, Pre-K Addition, Makerspaces

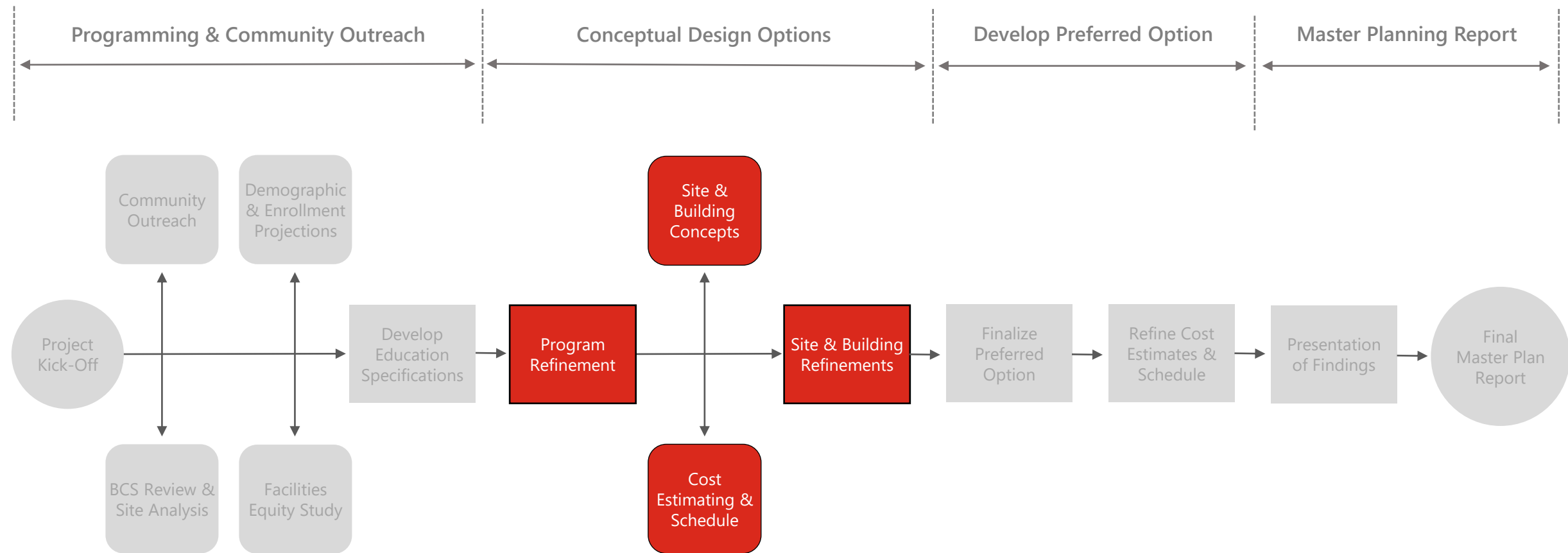


Menands PK-8 Conceptual Planning Diagram

ver. 10.06.15



Phase 3: Development of the Campus Master Plan



PROJECT **OPPORTUNITIES**

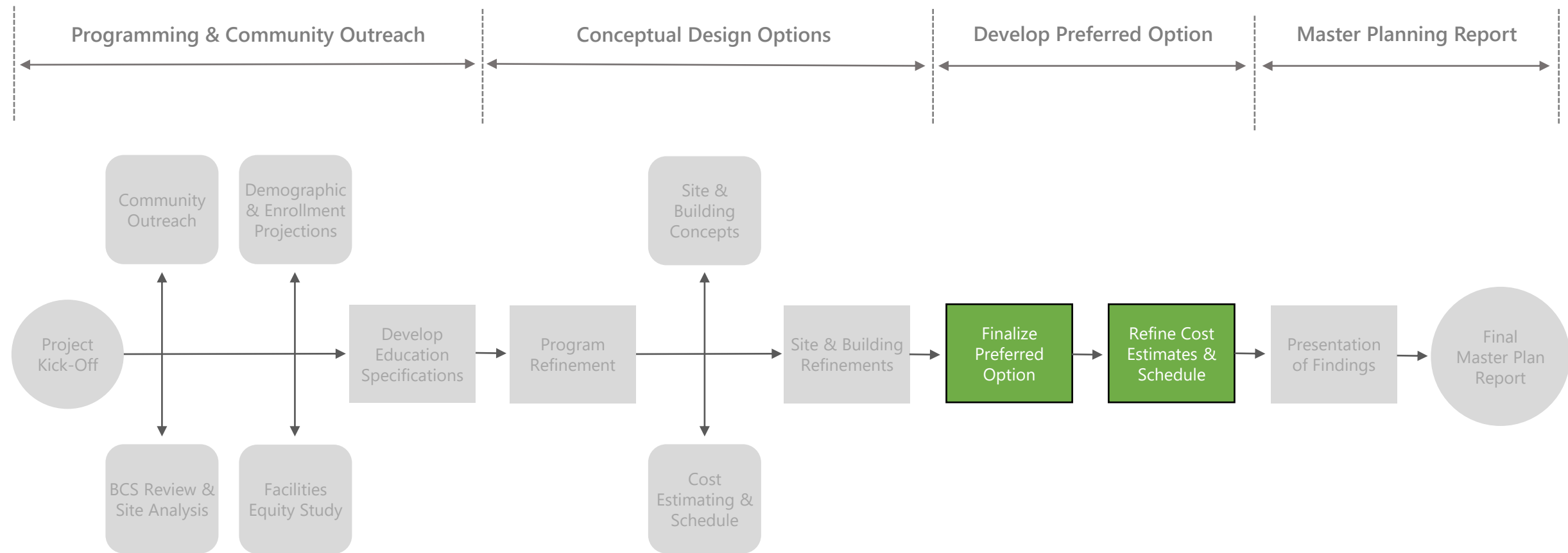
1. Develop a long-range plan that aligns with district mission and endures leadership changes
2. Re-establish pride in educational and athletic programs
3. Utilize outdoor space to bring learning outside of the classroom
4. Optimize the “Haldane Essentials” through purposeful space design

DESIGN **CHALLENGES & CONSIDERATIONS**

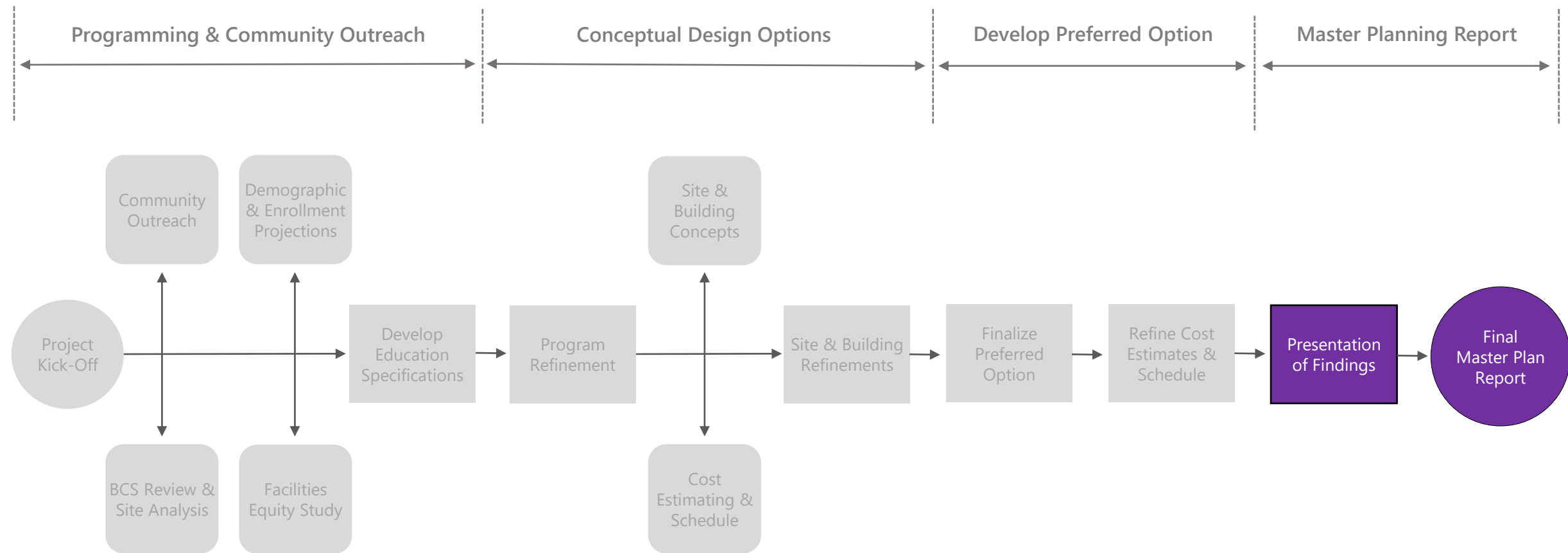
1. High school lacks important shared social spaces
2. Reorganization of Mabel Merritt Building and Bus Garage
3. Complex site and elevation make athletic field improvements, new construction and parking expansion challenging
4. Outdoor space not used to fullest potential



Phase 3: Development of the Campus Master Plan



Phase 3: Development of the Campus Master Plan



SIU - SIENA COLLEGE CAMPUS MASTER PLAN 2015

MASTER PLAN INITIATIVES

SUMMARY OF INITIATIVES

With guidance from the consultant team, the Steering Committee has identified 13 planning initiatives that drive the Master Plan. Each initiative stems from the themes discovered through the nearly two-year engagement period, which included interviews; an instructional space usage analysis and instruction space needs study; which revealed capacity limitations; and observations/documentation of physical deficiencies.

Planning Initiatives:

- Consolidation of the School of Business
- Improve Facilities for Admissions & Enrollment
- Nostalgic program space improvement
- Residence Hall renewal
- Classrooms size correction
- Provide an event/lecture/theater space
- Consolidation of Student Academic Support Services
- Provide specialty instruction space
- Improve Psychology Department office/research spaces
- Facility upgrades for Student Wellness Support
- Student gathering and study space
- Provide office/research space for incoming faculty
- Home space for adjunct/faculty/study

The consultant team and Steering Committee spent significant time validating and prioritizing these initiatives. Initiatives were prioritized by two metrics. The first, a relatively systematic grading process that asked how well a given initiative addressed each of the recognized planning principles. The second metric was a more subjective measure that asked the steering committee how important and/or urgent you feel this initiative is to Siena College.

Prioritizing the initiatives serves the development and implementation of Master Plan recommendations in two ways. First, it informs the appropriate relative scope of proposed solutions; and secondly, it advises the order of scheduling of solutions.

Projects that address a high priority initiative could be more substantial and costly than a project that addresses a lower priority initiative. Similarly, projects that address the highest priority initiatives would be scheduled in an initial set of projects, or within a five-year time-frame.

Prioritizing the initiatives in a strict 1-5 order would be difficult and restrictive. The difficulty would stem from an inability to get all stakeholders to agree on an exact order. The restrictively would come in the form of applicability—from an applicability perspective, an exact order would be easily lost to the assumption that actions recommended in response to these Planning Initiatives should occur in the same order as the prioritization. That would limit the Colleges ability to let the solutions respond to other planning concerns such as, funding stream, availability of swing-space, etcetera. Responding to these concerns, the Planning Initiatives are instead categorized into three priority groups.

PLANNING PRINCIPLES

PLANNING PRINCIPLE OVERVIEW

During the pre-planning period, Clack, Riches Associates, and Siena College representatives conducted a series of stakeholder meetings with various representatives from academic and support programs to understand the current and projected space needs of all academic and administrative departments. This information, along with the results of the instruction space utilization analysis, in-depth discussions with the Siena College core planning group and steering committee, and the strategic planning goals helped to inform the master planning initiatives. These planning principles represent facilities-related priorities used to guide the Master Plan and the College's mission.

- 1. Imminent Space Needs:** These are space needs that are cited for the upcoming academic year, 2019–2020 and include academic and administrative departments.
- 2. Needs for Strategically Placed Programs:** These are space needs driven by strategic academic initiatives defined by Siena with an anticipated timeline of two to five years.
- 3. Creates Opportunity Space for Other Priorities:** This principle places importance on planning solutions and initiatives that address more than one spatial concern.
- 4. Supports Faculty Recruitment & Retention:** This principle focuses on initiatives that are vitally important to recruiting and retaining top faculty to maintain a reputation for institutional and academic excellence and sustain a competitive edge in the region.
- 5. Supports Student Recruitment & Retention:** Life faculty recruitment, this principle focuses on initiatives that support recruiting and retaining highly motivated students and future leaders who are engaged, active members of society.
- 6. Supports Quality of Life:** This is a student-focused design principle encompassing the whole person as an enrolled student at Siena. This considers all aspects and experience across campus life.
- 7. Supports Student Learning and the Quality of Education:** This principle directly relates to the student educational experience, and includes access to academic support services, classrooms, lab and specialty academic space designs/comfort, access to technology, areas to study and work space, and internal interior and exterior social and academic spaces to foster success.

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Numbers represent prioritization of 1 to 5 as assigned by the steering committee

	Imminent Space Needs	Needs for Strategically Placed Programs	Creates Opportunity Space for Other Priorities	Supports Faculty Recruitment & Retention	Supports Student Recruitment & Retention	Supports Quality of Life	Supports Student Learning and the Quality of Education	Total Personal Votes	Life by Metrics	Matrix Grade	Weighted Matrix Grade	Grade Range
Office/Research, meeting facility	1	1	1	1	1	1	1	68	10	11	73	47
Student Gathering & Study Space	4	1	1	1	1	1	1	74	10	11	79	20
Adjunct Faculty housing space	4	1	1	1	1	1	1	66	17	11	75	16
Psychology offices, research, storage	2	1	1	1	1	1	1	66	17	11	79	34
Student Health Services & Counseling	4	1	1	1	1	1	1	61	20	7	85	46
Student Support Services, one-stop	4	1	1	1	1	1	1	75	24	2	81	66
Labs, new/growing programs	3	4	4	4	4	4	4	63	30	9	61	38
Event/Lecture/Theatre Space	4	1	1	1	1	1	1	61	30	7	85	66
Classrooms, appropriately sized	4	1	1	1	1	1	1	63	39	4	87	78
Nursing Lab, 4-year program	4	1	1	1	1	1	1	68	37	1	99	74
Residence Halls, co-ed/mix, full-upgrades	5	1	1	1	1	1	1	69	52	2	73	322
School of Business, unified location	2	1	1	1	1	1	1	82	46	2	86	92
	2	1	1	1	1	1	1	86	49	2	81	86

Initiative Prioritization Worksheet

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PEDESTRIAN PROMENADE

As the project team worked to place proposed new construction projects, it became apparent that there was a desire to locate academic buildings adjacent to the existing central campus quad because of prominence and develop the main academic zone and campus center. All primary academic buildings, except Roessli Hall reside in this zone.

From a planning perspective, the northern part of the campus, including Roessli Hall and the upperclassman residential facilities, feels remote from the core of the campus. They are relatively distant from the central quad and cut off by large parking lots.

To improve these conditions, this Master Plan proposes the development of a "pedestrian promenade" configured as a wide tree-lined walkway flanked by green space extending from the central quad to Roessli Hall. This route already uses relatively high pedestrian traffic, as students living in the north part of the campus use this path to the access campus core. Students descend from the townhouses and apartments via Middlefield Drive thus, this promenade would be a natural development of progression. The current route could be improved through safe and protected crossing at Foy Drive and along the expensive parking lot, and through an improved passage between Foy Hall and Roger Bacon Hall.

Reconfiguring this promenade would create a more robust connection between the central and northern parts of the campus. It would also create a place where future new academic or administrative buildings could be placed, having extra views and terraces facing an important campus element and creating a secondary academic zone.

The proposed renovation of Foy Hall should include removal of the mechanical bump-out on the east side to make way for the promenade created between Foy Hall and Roger Bacon Hall. Comments regarding budget and construction phasing, similar to those presented for the Circumplexes Etlipase, apply to this development concept.

CORNER ACCESS AND CAMPUS PRESENTATION

Embracing the concept of walkable communities, Siena College and the Town of Colgate have been working together to increase the presence and safety of sidewalks along London Road (Route 9), especially to the north where there exists a shopping and entertainment district within walking distance.

The College has also been pursuing an initiative to purchase properties at the northwest corner of the campus closing out the few existing lots in ownership. Once the College owns all the properties at the northwest corner of the campus, it will have the opportunity to create a link to the surrounding neighborhood. Since this northwest corner of the campus is the closest to the more densely developed neighborhood to the north, it would be prudent to create a pedestrian link from this corner into the core of the campus.

A strong design element such as a pylon sign, gate, plaza, clocktower or an iconic building easily visible by both vehicular and pedestrian traffic on London Road could be considered, reinforcing this campus anchor to the community and welcoming pedestrian access. A visible and easily reversible walkway could be introduced, facilitating walking access into the central part of the campus. Thoughtful terrain re-grading along with stairs, ramps, and terraces would be required to mitigate the grade difference along this route.

Tree-lined Pedestrian Promenade as New Organizing Element

Link Between Campus Core and Walkable Infrastructure

36 NEW DESIGN CONCEPT MASTER PLAN 2019

SIENA COLLEGE CONCEPT MASTER PLAN 2019

SPACE NEEDS

CLASSROOM CAPACITY ANALYSIS

A detailed classroom utilization analysis was conducted as part of the pre-master plan phase. This analysis focused on the general or shared classrooms. From this analysis, several statements can be made, including:

- Simsa College has 39 classrooms that are regularly scheduled for classes by Registrar as general use, meaning that they are not reserved for any individual program.

Monday - Friday, from 8:00 AM to 5:00 PM, these 39 classrooms are scheduled with a 92% to 94% rate. Based on the Registrar's example of the Fall 2016 schedule, during prime teaching hours, fewer than

three of the College's 39 shared general classrooms would be empty. The only exceptions to this statistic are session times where classes are intentionally not scheduled to create student free periods as part of the College's pedagogy. This rate of utilization is quite high compared to similar institutions. Actual course and session enrollment varies from semester to semester and therefore, mismatches between class/subject size and available classroom configuration, make achieving a higher rate difficult for any institution. Scheduling alone will not improve on any classroom shortage.

The seats in 39 classrooms are occupied at an average rate above the industry standard target of 67%. This is based on the actual number of seats placed in the rooms at the time of the study. This also indicates that the Registrar is scheduling the classroom with a high degree of efficiency leaving little room for improving perceived or real overcrowding through scheduling changes. Anecdotal information from the interviews revealed that there was an apparent problem with crowded classrooms.

Gough Illustrating Classroom Seated By Size

Seating Configuration	Small	Medium	Large	Very Large
High Seat	~10	~15	~10	~5
Medium Seat	~15	~25	~15	~10
Low Seat	~10	~15	~10	~5

The actual number of seats in each Simsa College general use classroom is well above the industry standard target. In other words, the available square feet (ASF) per seat, or those area per occupant is below 23 square feet per occupant. Only 30 of the 39 subject classrooms yield an ASF slightly above the industry target. This clearly contributes to the crowded feeling in classrooms when scheduled near full capacity.

Gough Illustrating Assignable Square Feet Per Seat

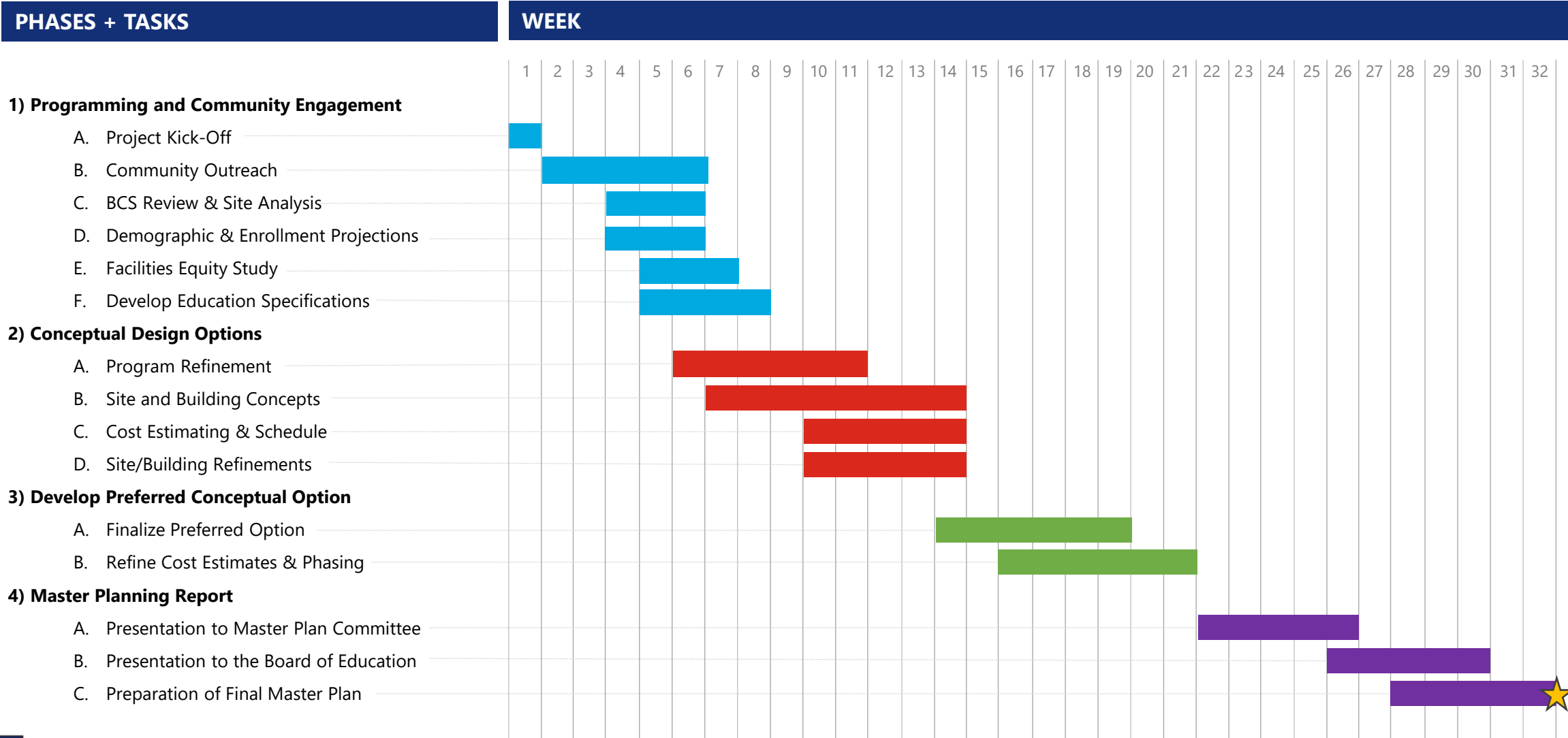
Time Period	Assignable Square Feet Per Seat
8:00-9:00 AM	~25
9:00-10:00 AM	~25
10:00-11:00 AM	~25
11:00-12:00 PM	~25
12:00-1:00 PM	~25
1:00-2:00 PM	~25
2:00-3:00 PM	~25
3:00-4:00 PM	~25
4:00-5:00 PM	~25

Simsa College should "right-size" their general classrooms by removing seats, thereby increasing ASF and reducing crowding. Doing this, however, converts some classrooms from "medium sized" to "small sized" and reduces the number of "medium-sized" or 30-to-40-seat classrooms that would result in a shortage of medium sized classrooms to satisfy the number of course meetings requiring seats of this size. Thus, Simsa College must progress with the status quo until the proper number of medium-sized classrooms is available.

SENSE COLLEGE CAMPUS MASTER PLAN 2019

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Preliminary Schedule





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