

HINSDALE TOWNSHIP DISTRICT 86

**MASTER FACILITY PLAN STEERING COMMITTEE
MILESTONE REPORT
14 SEPTEMBER 2015**



ARCON

EDUCATING OUR STUDENTS

**Facilities support, and ideally enhance, our
shared educational mission.**



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2011 MASTER FACILITY PLAN

Its **purpose** was to **guide**, over the course of several years, the **construction** that would be needed to **support** the **District's educational mission**.



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DISTRICT 86 BOARD OF EDUCATION

In December 2014, the Board charged a **Steering Committee** to refine the original **Master Facility Plan** by **evaluating** its **recommendations** in light of **current needs** and the **District's educational mission**.



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15 FUNCTIONAL TEAMS

Reviewed and compared their part of the 2011 Master Facility Plan to ideal facilities for our students and community.

Were open to anyone wishing to participate and were composed of students, parents, community members, teachers, and district administrators. Functional Team sizes ranged in size from 4 - 5 participants to 15+.

From late-February through mid-July, the Functional Teams met in over sixty-five (65) meetings. Proposed solutions to current problems.



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THANK YOU

to **everyone** who worked to bring the **2015 Master Facility Plan Steering Committee** to this point of **fulfilling its original charge**.



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HINSDALE TOWNSHIP DISTRICT 86

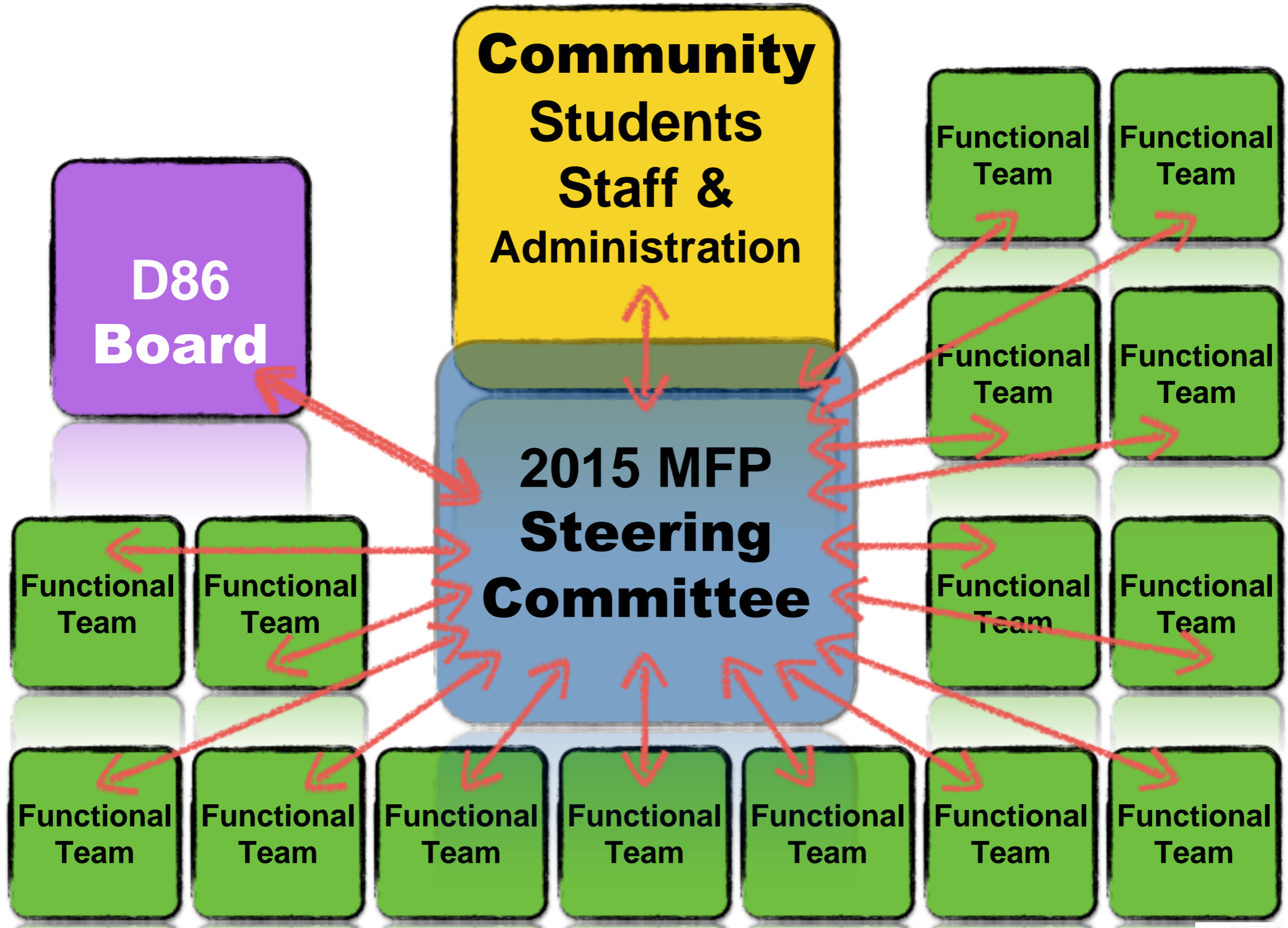
We are a **community of stakeholders** that **define** ourselves by **achieving excellence**. Nearly **98%** of all **D86 graduates** matriculate to a **college or university**.

Our students and our graduates excel because of support from parents, guardians, staff, administration, and the community, not because of our current facilities.

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RELATIONSHIPS & REPORTING



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2015 MASTER FACILITY PLAN

STEERING COMMITTEE

D86 Board, Staff & Architect

Jeff Huck
Kay Gallo
Ed Corcoran
Bruce Law
Tammy Prentiss
Pam Bylsma
Bill Eagan
Stephanie Palmer
Mark Kolkman
Katie Aquino
Jon Schmidt

Community Members & Parents

Marc Poskin
Yvonne Bilshausen-Tallentire
John Delaney
Heidi Huizenga
Mark Sullivan

*denotes presenter this evening



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2015 FUNCTIONAL TEAMS

Arts (Art / Music / Theater)
Building Administration
Building Circulation (Commons Areas / Flow / Entries)
Cafeteria
Career Technical Education
Classroom Space
District Administration
Information Technology
Infrastructure
Library
Physical Education / Athletics
Science
Site (Circulation / Parking / Amenities / Landscaping / Land Opportunities)
Special Education
Student Support Services



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D86 BUILT EDUCATIONAL ENVIRONMENT

Hinsdale **Central: 12 additions since 1949**

Hinsdale **South: 9 additions since 1964**

Excellent ?

Good ?

Fair ?

Poor ?

Very Poor?

pride in excellence



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2015 MASTER FACILITY PLAN
STEERING COMMITTEE

GOAL 1

Update the priorities and clarify the components of the current master plan report considering any changes in curriculum, enrollment, or other parameters since the completion of the January 2011 Master Facilities Plan.

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2015 MASTER FACILITY PLAN
STEERING COMMITTEE

GOAL 2

Provide an open **opportunity** for **wide spread community and stakeholder engagement**

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2015 MASTER FACILITY PLAN
STEERING COMMITTEE

GOAL 3

Clearly articulate facility-related deficiencies in the areas of academic program support, infrastructure, code compliance, security and safety, operations efficiency, and community use opportunities.

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2015 MASTER FACILITY PLAN
STEERING COMMITTEE

GOAL 4

Identify a **list** of Master Plan **components** **prioritized** by, and **aligned** with, the **District's** **educational mission.**

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2015 MASTER FACILITY PLAN
STEERING COMMITTEE

GOAL 5

Dove-tail the **prioritized component list** from the **Master Plan** with HTHS D86's live **10 year Capital Projects program**, by **identifying** discreet, **build-able projects**, their relation to other Master Plan components, and any associated phasing.

Provide “**order of magnitude**” **budgeting** for each component.

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2015 MASTER FACILITY PLAN
STEERING COMMITTEE

ASSUMPTIONS

The **Phase 2 January 2011 Master Facilities Plan concepts** previously approved by the **HHS D86 Board of Education** were used as a starting point for **discussions** with **stakeholders** related to the Steering Committee goals listed previously.

The **Phase 1 Physical & Educational Assessment** and the **Phase 3 Design Guidelines** (building component specifications) remain as **Hinsdale Township High School D86 Standards**.

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**2015 MASTER FACILITY PLAN
STEERING COMMITTEE**

WORK PLAN

Reviewed all of the 15 Functional Team Reports, prioritized the elements into coherent and discrete projects, and developed the following milestone presentation.

The Functional Teams and Steering Committee went far above and beyond typical K12 Master Plans. Again, thank you.

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2015 FUNCTIONAL TEAMS

Arts (Art / Music / Theater)
Building Administration
Building Circulation (Commons Areas / Flow / Entries)
Cafeteria
Career Technical Education
Classroom Space
District Administration
Information Technology
Infrastructure
Library
Physical Education / Athletics
Science
Site (Circulation / Parking / Amenities / Landscaping / Land Opportunities)
Special Education
Student Support Services

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HINSDALE TOWNSHIP DISTRICT 86

We must **bridge the gap** between our **educational mission** and the challenges of our **aging educational facilities**.

We offer close to **300 courses**, nearly **60 clubs and activities**, as well as **28 interscholastic sports**. How would the **community, our students, and graduates** rate our **educational environment**?

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HOW DO WE RATE OUR EDUCATIONAL FACILITIES?

Excellent ?

Good ?

Fair ?

Poor ?

Very Poor?

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To answer the question, **“Are we offering our students an excellent facility worthy of their aspirations and potential?”** we need to see our facilities through the eyes of our students.

Through their voices, they paint a picture of how the facilities at our high schools impact their daily lives.
Put yourself in our students’ shoes.

WHAT WOULD A CENTRAL STUDENT SAY?



Picture coming to school each day in your parent's car, pulling along the road on Grant Street to get out and negotiate through dangerous traffic congestion in order to enter the building.





Picture sitting on the hard floor, your back against a locker as you attempt to finish the last of your homework before dashing off to your first period class.



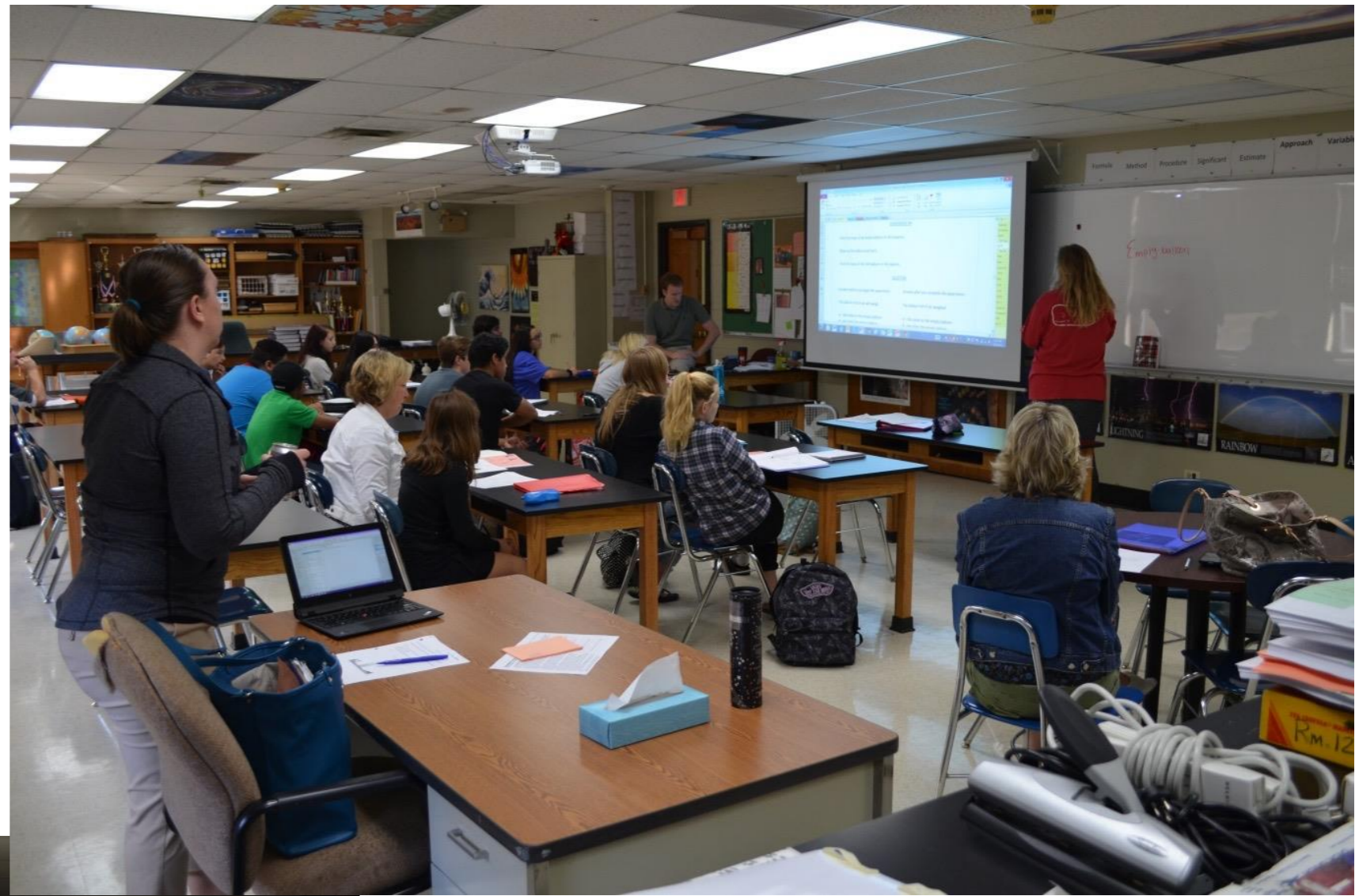
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Picture passing musicians getting lessons in rooms that look like closets as you bump into peers while you all work to get your instruments out of your lockers. You run into your orchestra classroom, a long, narrow room that doubles as a study hall. Unlike most high school music rooms, yours lacks sound baffles, a tiered floor, and space to spread into curved rows. You trip over a music stand as you squeeze into your chair and position yourself so as not to hit your neighbor with your violin bow.



Later in the day, you attend your science class in a non-science classroom.



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Picture the journey toward the cafeteria. You hit the unavoidable hallway bottleneck that strips you of seven precious minutes to eat. After grabbing a premade food option, you maneuver through the tight aisles between the rows of tables, carefully stepping over backpacks and purses to get to your seat. Fifteen minutes, that's all that remains to eat your lunch as you attempt to unwind a bit.



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Picture your Social Science class on MAP testing day. You remembered go directly to the Wrestling Gym, but you can't access the internet for the computerized assessment. You and the others in the room return to your classrooms due to the limited broadband access that prohibited you and 120 of your peers from testing. As you exit the room, you overhear one of the administrators comment that all the PARCC testing this year is likely to be given with paper and pencil instead of on computer as intended due to such infrastructure problems.



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Art class is next. Picture just making it to the classroom on time along with your teacher, who daily dashes to the 2nd floor classroom from her previous class in the basement. In order to have adequate space to work on your painting in the overcrowded room, you take your canvas to hall and paint on the floor.



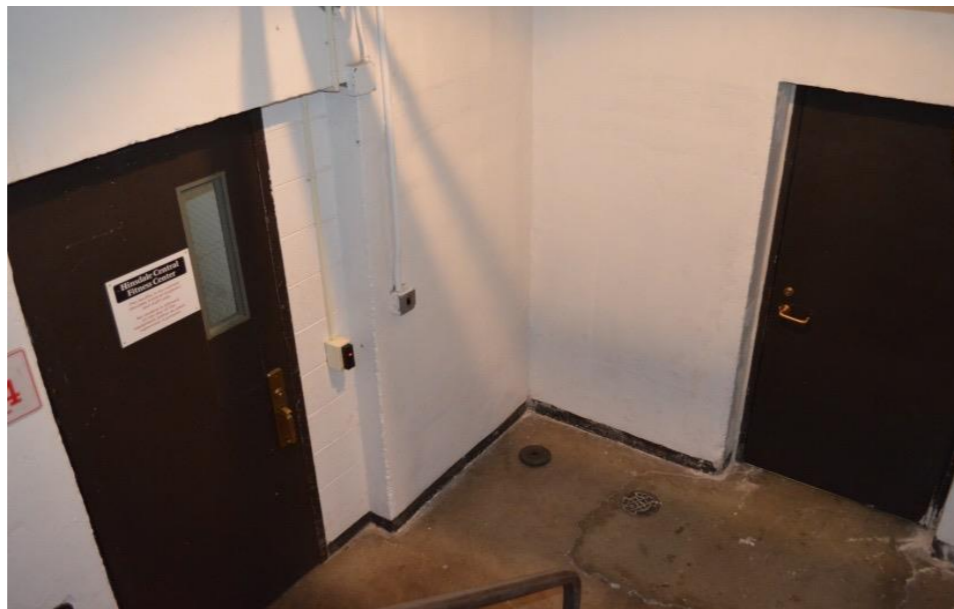
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Picture the end of the day. You hit another congestion point in the hall where one group of students is trying to exit at the pool doors while the athletes are attempting to cross in the other direction to head for the locker rooms. You wait patiently to go straight toward the auditorium, anxious you'll be late for play practice.



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It's dress rehearsal day. Picture seeing one of the actors who is wheelchair bound being carried down to the basement dressing room by another student in order to avoid taking the elevator several corridors away and then traveling through the tight, dark and dirty spaces of the mechanical and maintenance shop to gain access to the dressing room. The actor sighs as he mentions that he hit this barrier earlier in the day when he went to his Fitness Class in the basement.



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PICTURE IT: A DAY IN THE LIFE OF A
HINSDALE CENTRAL STUDENT

**Picture it and ask,
“Is this what an **excellent**
facility looks like?”**



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A DAY AT HINSDALE SOUTH

Excellent ?

Good ?

Fair ?

Poor ?

Very Poor?

pride in excellence



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WHAT WOULD A SOUTH STUDENT SAY?



Picture starting your day at 5 a.m. for basketball practice due to shortage of courts.



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Exhausted from your early start to the day, you travel to your math class. Picture the bucket on the desk that has been placed there to catch water from the leaking roof.



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Next you move to English class. You and your classmates struggle to drag the large, bulky desks into three circles for a collaborative group activity. The desks groan as they scrape and stutter across the floor, making it impossible for the students in the room a floor below to hear their teacher.



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Picture your P.E. class. You try participating fully but the stifling, non-air conditioned air in the gym makes it difficult to catch a deep breath. Afterwards, you wish you could shower but many are broken and you would run late to your next class if you took the time to shower.



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Stressed by personal challenges, you go for support to your social worker. Picture whispering in his office so the people in the waiting room and adjacent offices can't hear what you are saying about the troubles you are struggling to cope with.



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Picture lunchtime as you notice that a wheelchair-bound student who can't view the food offerings. You explain the choices to her, grab your food, and sit down . . .



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... thinking about how your friend at Central sits outside in the courtyard by a fountain and pond. Today is one of those days when you really wish you could do the same.



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At the end of the day, your Social Science class meets in the first floor of the library. Picture trying to concentrate on what the librarian is teaching you as you strain to see the screen from where you are seated. Without a barrier to set your class apart from the rest of the library, you are distracted by students going upstairs, looking for books, and talking to clerk at the circulation desk.



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When you return at night a bit early for your basketball game, picture how you are thrust into a tight, busy hall where the people are arriving for a musical performance in the dingy old auditorium and for athletic events in both the gym and field house.



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You notice how the long bathroom lines in the hall are adding to the chaotic scene. A guest asks you where the handicapped accessible bathrooms are, but you have no idea what to tell her.



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PICTURE IT: A DAY IN THE LIFE OF A HINSDALE SOUTH STUDENT

**Picture it and ask,
“Is this what an **excellent**
facility looks like?”**

These examples are not fiction. They are reality. And they do not represent just one day in the life of our students. They represent every day.



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Even if we corrected all the highlighted issues and others that will be mentioned shortly, we would not have excellent facilities. We would basically have 1950's style schools with updated infrastructures that would, at best, be rated fair to good. Those improvements would not get us to excellent.

HOW WOULD YOU RATE OUR FACILITIES?

Excellent ?

Good ?

Fair ?

Poor ?

Very Poor ?

pride in excellence



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Only by **enhancing** our educational environments with **state-of-the-art** facilities, will we get to excellence! The Functional Teams conducted the thorough research and the Steering Committee created a vision of what excellence would specifically look like in District 86.

HOW WOULD YOU RATE OUR **FACILITIES**?

Excellent ?

Good ?

Fair ?

Poor ?

Very Poor?

pride in excellence



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The Functional Teams conducted the thorough research, and the Steering Committee created a vision of what excellence would specifically look like in District 86.

IMAGINE

THE POSSIBILITIES...
WHAT DOES EXCELLENCE LOOK LIKE?

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Imagine facilities that ensured the **safety** and **wellbeing** of all stakeholders.



Imagine being able to safely and efficiently travel to and from school as well as from one area to the other in our schools.

Imagine parking facilities that can support the number of participants and patrons for all our well-attended events.

IMAGINE THE POSSIBILITIES

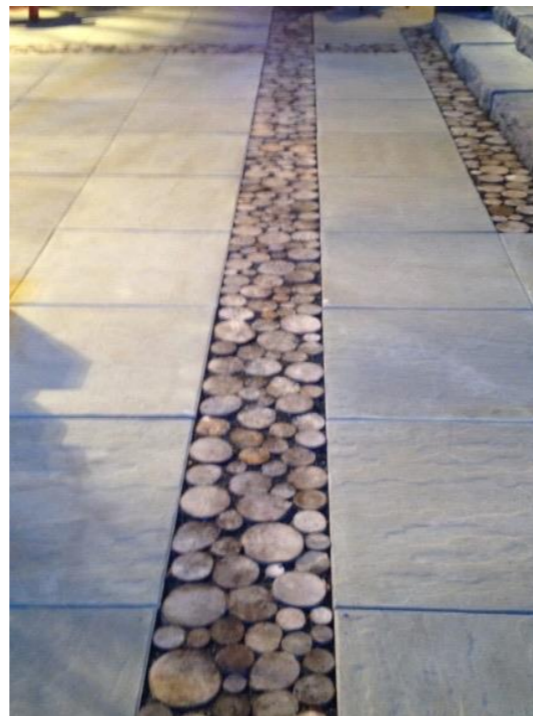


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Imagine space within the counseling suite for students to comfortably as they wait to meet with their counselors and social workers in sound-proofed rooms that protect their confidentiality.



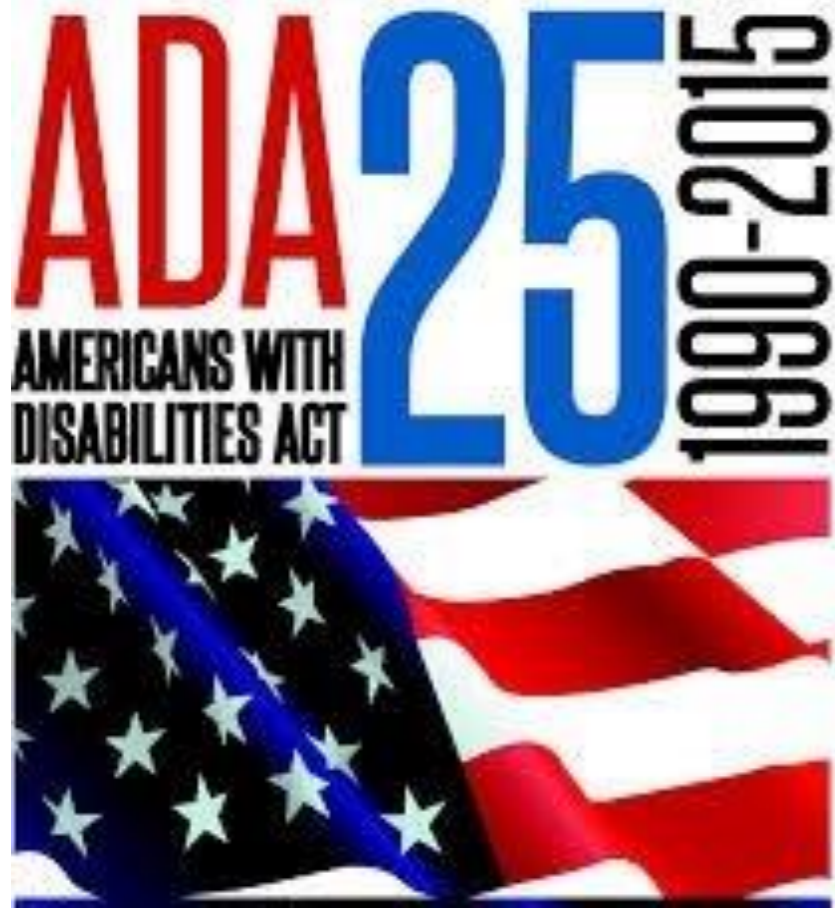
Imagine adequate storage space at both schools for the band, orchestra, drama, and co-curricular programs that ensure safe storage and access to supplies and materials.



IMAGINE THE POSSIBILITIES



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Imagine the welcoming, inclusive feel of fully ADA accessible facilities, including all classrooms, cafeterias, bathrooms, locker rooms and showers.



IMAGINE THE POSSIBILITIES



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Imagine all students eating
in centrally located
cafeteria, with opportunity
to enjoy fresh outdoor air.



Imagine modernized, enjoyable,
accessible places to buy your
food and to relax for lunch,
places that are large enough to
accommodate the number of
students required to reduce from
5 to 3 lunch periods in order to
provide students with more time
to eat and to unwind prior to
their afternoon of studies.

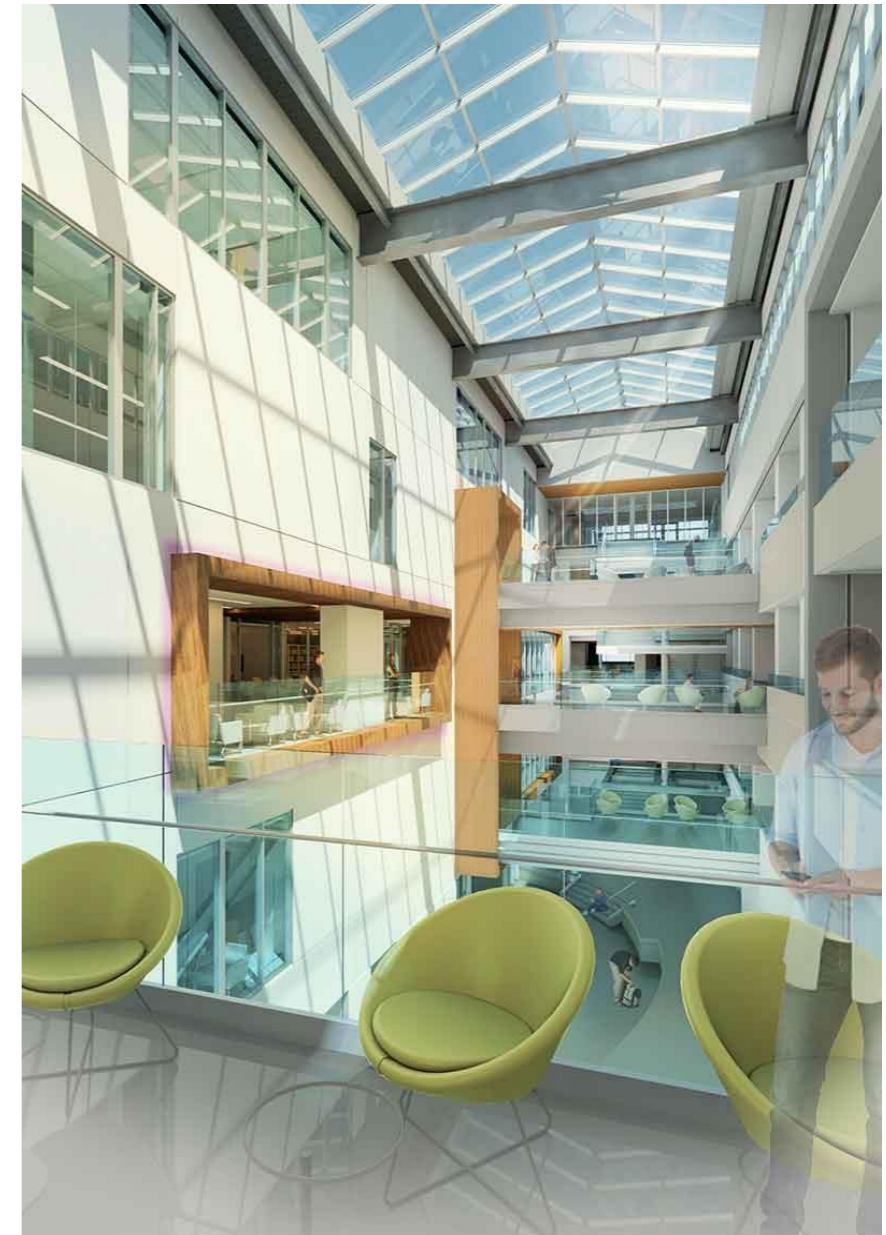


IMAGINE THE POSSIBILITIES



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Imagine high schools that reflect the changes in education pedagogy over the years and best practice in the field of educational environments, schools with wider hallways bathed in natural light that include flexible spaces that allow for multiple event usage.



IMAGINE THE POSSIBILITIES



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Imagine students having comfortable spaces to socialize and work before and after school, places far more inviting than the floors of the hallway.

IMAGINE THE POSSIBILITIES



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Before and after school, these shared spaces allow for student gatherings, performances, and community-building.



IMAGINE THE POSSIBILITIES



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Imagine stairwells that were transformed into flexible spaces, called “teaming pockets.” These spaces would be collaborative work environments that would be found in corners of the building that would offer our students with 21st Century Learning Skill development opportunities.



These teaming pockets would be that lend themselves to departmental and interdisciplinary research, problem solving, and innovation. Imagine guest speakers, authors, artists in residence, and performers presenting in these locations. Imagine the extra spaces for large club meetings after school in these teaming pockets.

IMAGINE THE POSSIBILITIES



ARCON



Imagine classrooms that also meet this flexible-design criteria. Gone would be the rows of heavy desks. These modern classrooms would be filled with light, comfortable furniture that easily rolls into different arrangements, transforming classrooms into multiple collaboration spaces for problem-solving and other instructional pursuits that . . .



IMAGINE THE POSSIBILITIES



ARCON

. . . the teacher's modern role as the "facilitator" or "activator" of learning rather than the "lecturer" standing at the front of the room.



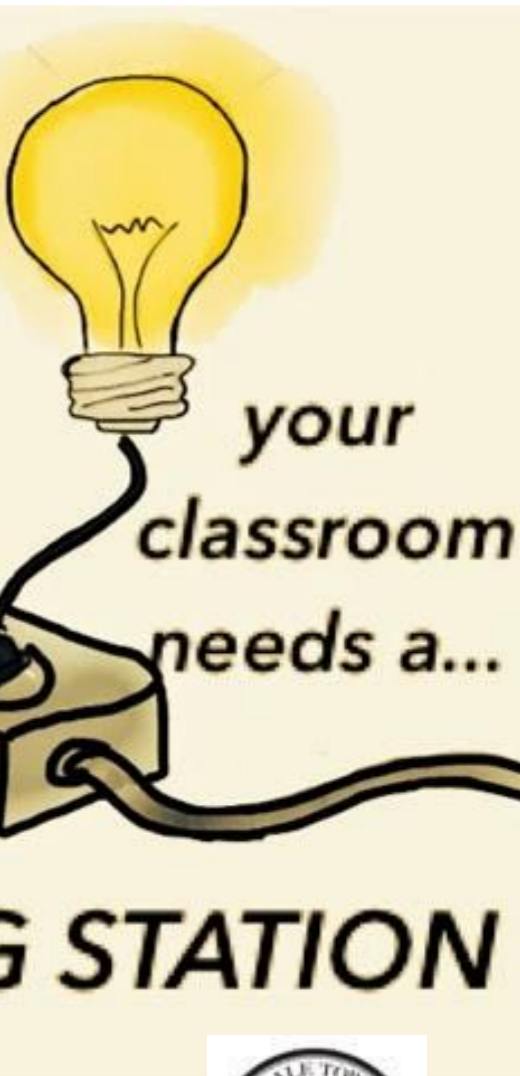
Imagine having enough classroom spaces for the amount of students at all buildings.

IMAGINE THE POSSIBILITIES



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Imagine instructional spaces that have been designed to incorporate the instructional technology tools of the digital age, that support the computerized testing platforms, and that meet the current and potential future needs of our faculty and student, spaces with adequate broadband for a 1:1 environment, convenient charging stations, and furniture to accommodate our daily tech needs.



IMAGINE THE POSSIBILITIES





Imagine upgraded performance facilities that demonstrate the pride we have for the talents of our students.



Auditorium spaces that are refreshed and modernized . . .

IMAGINE THE POSSIBILITIES



ARCON

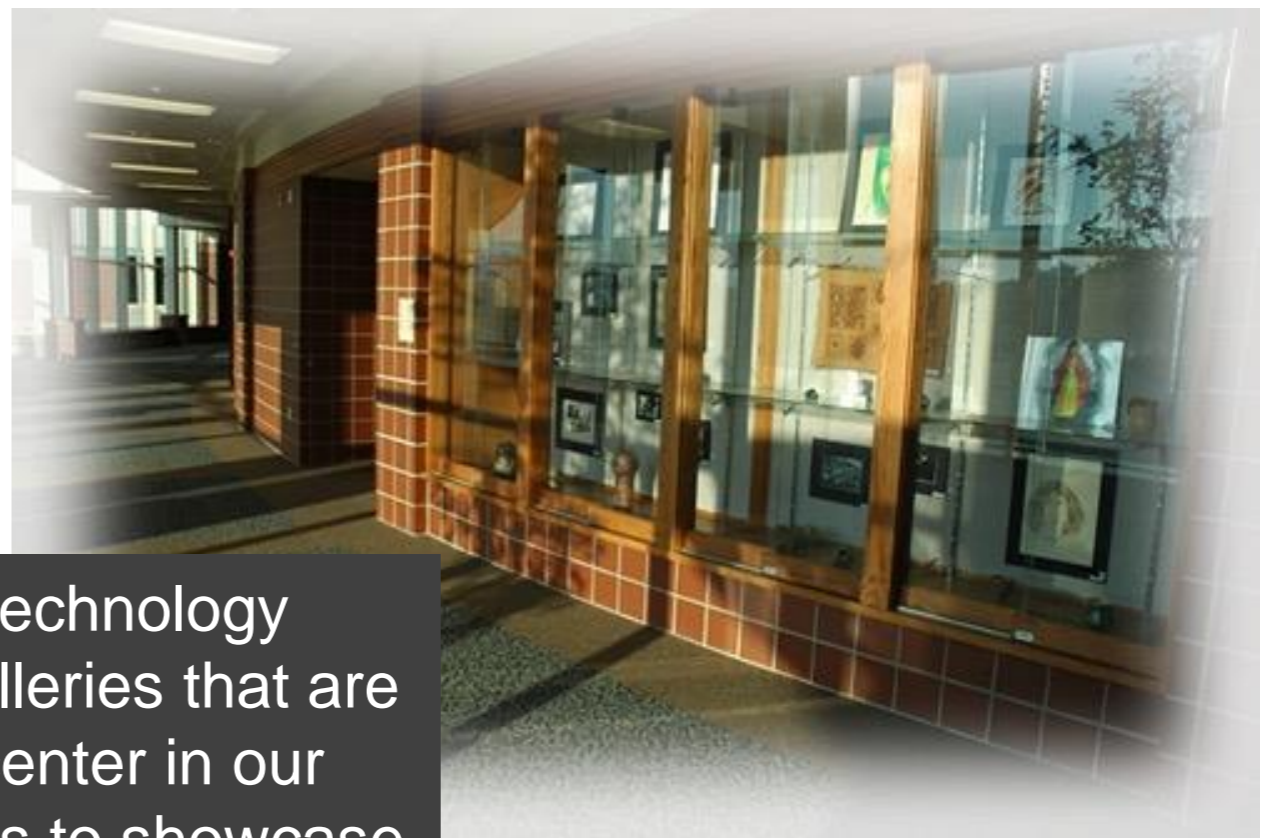
Digital Video Production classes moved from the libraries into TV studio-like spaces that would allow programming to be streamed live . . .



IMAGINE THE POSSIBILITIES



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Art and Technology Education galleries that are front and center in our entrance ways to showcase our students' amazing work rather than in the basement or on the upper floors . . .



IMAGINE THE POSSIBILITIES



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Imagine classrooms that **fit the purpose** they are used for.

Science offered only in dedicated science labs.



Library instructional spaces with transparent, movable walls and flexible furniture that provide multiple instruction zones and spaces that transform from independent to classroom usage and presentations.

IMAGINE THE POSSIBILITIES



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Gymnastics, dance, and wrestling taught and coached in rooms with floors and features designed for their purpose



IMAGINE THE POSSIBILITIES



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Imagine classes provided in spaces that matched their needs, such as art, choir and band rooms that allow for the number of enrolled students and pools that allow for spectator seating, have diving wells, and meet standards for both competitive swimming and water polo.

IMAGINE THE POSSIBILITIES



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Imagine facilities that **expand** rather than limit our students' curricular, athletic and activity **offerings** as well as student practice and performance **opportunities**.

Imagine a special needs student being brought to the Therapeutic Sensory Room to safely de-escalate from a stressful situation.



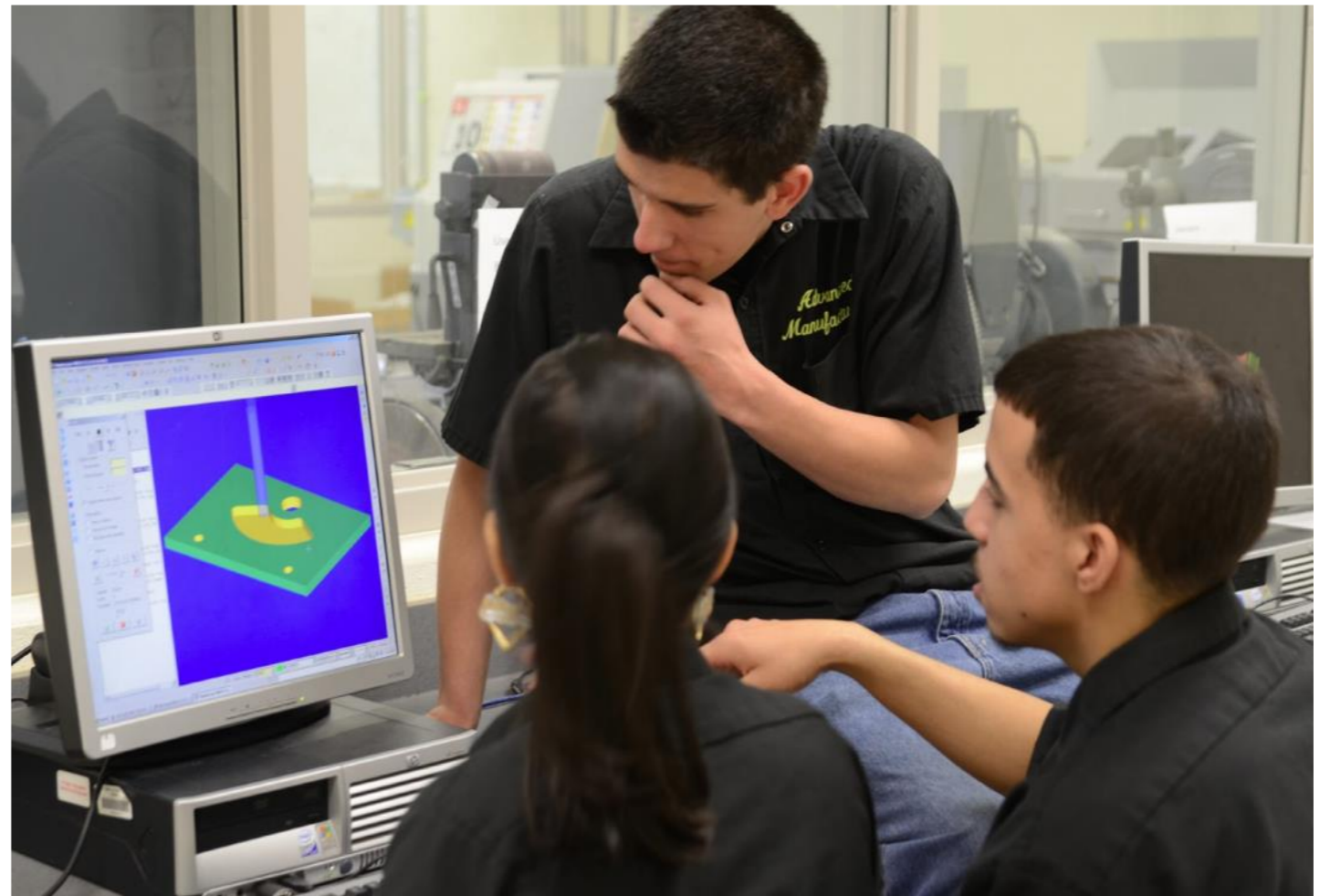
IMAGINE THE POSSIBILITIES



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Imagine schools designed to offer **innovative curriculum** for college, career and technology ready students, including . . .

An Engineering and Architecture Fabrication Lab that connects to the CAD Lab.



IMAGINE THE POSSIBILITIES



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Chef and Restaurant classes
with a classroom space and
front-of-restaurant design

Drama classes offered in a
black box theater

Music composition and piano
classes taught in a dedicated
MIDI music lab



IMAGINE THE POSSIBILITIES



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Students
Become a Help Desk volunteer
Earn service hours
Flexible schedule

Learn More >>

A 1:1 computer facilities where every student has a computer and that is supported by a course that trains students as tech interns, who man the help desk near library.

A “Google Garage Incubator Lab” with a wall that can open into the nearby Business classrooms.



IMAGINE THE POSSIBILITIES



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Outdoor classrooms to engage students in a varied learning environment with unique educational benefits.



IMAGINE THE POSSIBILITIES



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IMAGINE

**WHAT EXCELLENCE LOOKS LIKE
FOR DISTRICT 86!**



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FUNCTIONAL TEAM REPORTS

Combined, the Functional Teams identified 94 build-able components as priorities for the Steering Committee to consider.

The Steering Committee:

- Scrubbed the FT priorities for overlap / redundancy,
- Weeded out the unbuildable elements,
- Globally prioritized the remaining Components using the Guiding Principles, and
- Grouped the list into those Components driven by Educational planning needs vs. those driven by building infrastructure, safety, ADA, or maintenance needs (Capital Improvements.)



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GUIDING PRINCIPLES

Rank

(13 = highest, 1 = lowest)

Alleviates Overcrowding	<u>9 (5.2)</u>
Aesthetics	<u>3 (9.1)</u>
Benefits Co-Curricular Activities	<u>6 (7.6)</u>
Benefits the Community	<u>2 (10.8)</u>
Compliance	<u>10 (4.9)</u>
Expands or Adds Instructional Opportunities	<u>12 (4.3)</u>
Equity between the two High Schools	<u>2 (10.8)</u>
Impacts More Than 80% of the Students	<u>8 (5.3)</u>
Modernizes Instructional Space	<u>7 (7.5)</u>
Safety	<u>13 (3.6)</u>
<i>Infrastructure / End of Life</i>	<u>11 (4.8)</u>
<i>Lowers Operating Cost</i>	<u>4 (8.6)</u>
<i>Circulation Efficiency / Lowers Travel Times / Human Movement</i>	<u>5 (8.5)</u>

Note:
Missing from this list are criteria dealing with funding or potential voter support. Those criteria discussions will be held at the Board of Education level.



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HINSDALE CENTRAL SITE

Improve site safety, congestion, circulation, and parking:

- Add a third drop-off on the west side of campus,
- Add parking near the fields,
- Expand existing parking lots,
- Relocate and expand Building and Grounds Storage,
- Provide canopies at entries and covered walks leading to bus drop,
- Provide accessible paths to fields,
- Expands the Huddle House,
- Parking lot and sidewalk maintenance repairs.



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HINSDALE CENTRAL BUILDING

Educational space planning drivers:

- Provide an additional 20 teaching spaces,
- Expand and modernize Physical Education and Athletic facilities (pool, wrestling, gymnastics, lockers, washrooms, FH renovations),
- Create a Fine Arts wing (expanding and grouping Arts),
- Create Teaming Pockets and Commons spaces,
- Expand and modernize the Cafeteria in its current location,
- Create an “Event” entry at the current east pool entry, and a new West entry,
- Expansion and re-planning of the Library to support its instructional program,
- Expansion and re-planning of Career Tech Ed, and relocation of Tech Ed to the first floor,
- Expansion and re-planning of Special Education,
- Relocates, expands, and groups Student Support Services,
- Renovates the Auditorium,
- Modernizes the classroom furniture to support flexible learning environments,
- Engages the outdoors as an asset for learning and social growth,
- Establishes 3 classrooms for for ongoing exploring of advances in learning environment design with an immediate focus on natural light and lighting, flexible furniture, flexible walls/wall types, technology and wiring, color and decoration,
- Converts a Business Lab into a “Google Garage” type flexible innovation lab.



HINSDALE CENTRAL BUILDING

Capital Improvement drivers (infrastructure, safety, ADA, and maintenance):

- Grandstand Bleachers foundation repairs and egress widening,
- Re-starts the Asbestos floor tile replacement plan,
- Addresses ADA circulation and station needs throughout the school and site,
- Establishes building envelope investigation and repair programs,
- Replaces and expands the PA system,
- Modernizes the mechanical system for the gym,
- Math Wing plaster cracking study,
- Lock-Down / Shelter-in-Place Warning System,
- Parking lot and sidewalk maintenance repairs,
- Adds additional building and site security cameras.



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HINSDALE SOUTH SITE

Improve site safety, circulation, and maintenance:

- Sidewalk, lighting, and landscape buffer for safety along Elm Street,
- Add parking near the east fields,
- Improves softball field drainage,
- Relocate Ticket Booth,
- Provide accessible paths to fields,
- Parking lot and sidewalk maintenance repairs.



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HINSDALE SOUTH BUILDING

Educational space planning drivers:

- Re-planning and renovation of the existing Library spaces,
- Create a Fine Arts wing (expanding and grouping Arts),
- Create Teaming Pockets and Commons spaces,
- Relocates, expands, and modernize the Cafeteria in the center of the building,
- Expansion, grouping, and re-planning of Career Tech Ed,
- Expansion and re-planning of Special Education,
- Relocates, expands, and groups Student Support Services,
- Renovates the Auditorium,
- Modernizes the classroom furniture to support flexible learning environments,
- Engages the outdoors as an asset for learning and social growth,
- Establishes 3 classrooms for for ongoing exploring of advances in learning environment design with an immediate focus on natural light and lighting, flexible furniture, flexible walls/wall types, technology and wiring, color and decoration,
- Expand and modernize Physical Education and Athletic facilities (washrooms, concessions, and FH renovations).



HINSDALE SOUTH BUILDING

Capital Improvement drivers (infrastructure, safety, ADA, and maintenance):

- Grandstand Bleachers foundation repairs,
- Addresses ADA circulation and station needs throughout the school and site,
- Establishes building envelope investigation and repair programs,
- Lock-Down / Shelter-in-Place Warning System,
- Addresses miscellaneous plumbing and ventilation maintenance repairs,
- Parking lot and sidewalk maintenance repairs,
- Replaces elevator controls.



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DISTRICT OFFICE BUILDING

Addresses **issues of space deficiencies, planning adjacencies, circulation, branding, and infrastructure**, with a **renovation of the existing 5,000 square foot space and an addition of 5,000 square feet.**



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PROGRAM METRICS

	HINSDALE SOUTH	HINSDALE CENTRAL
STUDENT POPULATION 2015 vs (2010)	1,618 STUDENTS (1,840)	2,841 STUDENTS (2,722)
SF PER STUDENT 2015 vs (2010)	265 SF/S (234)	162 SF/S (169)
EXISTING BUILDING AREA	429,815 SF	460,139 SF
ADDED AREA FROM GROUPS 1 & 2	+ 56,400 SF	+ 182,400 SF
FUTURE TOTAL AREA	486,215 SF	642,539 SF
FUTURE SF PER STUDENT	299 SF/S	235 SF/S



PROGRAM METRICS

GROUP 1	HINSDALE SOUTH	HINSDALE CENTRAL
LIGHT RENOVATION	4,250 SF	1,500 SF
HEAVY RENOVATION	116,200 SF	128,000 SF
NEW ADDITIONS	54,200 SF	181,200 SF

GROUP 2 (CAPITAL IMPROVEMENTS)	HINSDALE SOUTH	HINSDALE CENTRAL
HEAVY RENOVATION	9,700 SF	1,500 SF
NEW ADDITIONS	2,200 SF	1,200 SF



Program Metrics

SOUTH HS CENTRAL HS

Student Population Fall 2015:

1,618

2,841

Existing # Teaching Stations:

84

124.5

CAUTION: Pure accounting doesn't tell the whole story. Many of the existing (non-typical classroom) Teaching Stations are severely undersized or are no longer appropriate for the programs being taught.

Teaching Stations **needed** using an average of
25 students/T.S. scheduled @ **85%** efficiency:

76

134

@t **80%** efficiency: 81

143

Capacity of Existing Buildings @ **85%** efficiency

and an average of 25 students/T.S.:

1,785 (+167)

2,646 (-200)

@ **80%** efficiency:

1,680 (+62)

2,490 (-350)

2015 MFP **Teaching Stations** provided:

84

144

2015 MFP **Capacity** @ **85%** efficiency

and an average of 25 students/T.S.:

1,785 (+167)

3,050 (+200)

@ **80%** efficiency:

1,680 (+62)

2,880 (+40)



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COST OPINION

REMINDERS:

The **Steering Committee's** assignment was to **create a roadmap** for the **continual improvement** of the **HTHSD 86 facilities** in support of continually evolving educational needs.

The **Steering Committee did not self-impose arbitrary budgetary caps** on the process, **nor did they take into consideration funding options or considerations of potential community support** at the ballot.

The **process was grounded** in an **in-depth needs investigation** with the **users (students, teachers, staff, and community)** with **significant participation** from each of these **groups** along with **local experts**.

Today's report is a Milestone report.

The **cost opinions developed** are for the purpose of making "**order-of-magnitude**" **value comparisons** among **competing components**.

It is not a proposal, nor an indication of final budget.



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COST OPINION DISCUSSION

	ASSUMPTIONS
LIGHT RENOVATION	\$100 / SF
HEAVY RENOVATION	\$200 / SF
NEW ADDITION	\$300 / SF
AREA REQUIRING SIGNIFICANT STRUCTURAL WORK TO BUILD OVER OR UNDER EXISTING FACILITIES	\$500 / SF



COST OPINION RANGE

GROUP 1	HINSDALE SOUTH	HINSDALE CENTRAL
<u>\$160M - \$180M</u>	30%	70%

GROUP 2 (CAPITAL IMPROVEMENTS)	HINSDALE SOUTH	HINSDALE CENTRAL
<u>\$18M - \$25M</u>	40%	60%

*The **cost opinions developed** are for the purpose of making “**order-of-magnitude**” value comparisons.

This is not a **proposal, nor an **indication of final budget**.



CONSTRUCTION CHALLENGES

Limited Site Area Limits Opportunity for Building Expansion

Cannot “add on” effectively to footprint of building
Forced to Construct Over-Build(s) / Courtyard OR Building Enclosure Infill(s)
More Complex Selective Demolition / Re-Construction
Under-Pinning Adjacent Structure(s)
Shoring / Re-Shoring of Structure(s)
Create Temporary Entrances / Exit(s)
Material Handling is More Complex
Limited Site and Building Access
Longer time-frame = More (\$)

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REALITY = COST DRIVERS

Cannot “relocate” or “shutdown” our school(s)

Accommodating displaced students

Leasing Mobile Classrooms

Building Temporary Classrooms

Working within an Occupied “Operational” Facility

Limited Summer Month Timeframe(s)

Phased Construction = Longer Timeframe(s)

Longer Timeframe(s) = Account for Cost Escalation

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HOW DOES D86 COMPARE?

COMPARATIVE METRICS

High School	Enrollment	Building Area (SF)	(SF)/Student
Naperville North High School	3,073	460,881	150.0
Glenbard West High School	2,296	365,210	159.1
Downers Grove South High School	2,918	510,000	174.8
Naperville Central High School	2,908	556,193	191.0
Downers Grove North High School	2,137	592,900	277.4
Oak Park & River Forest High School	3,255	723,920	222.4
Stevenson High School	3,990	1,000,000	250.6
York High School	2,663	711,701	267.3
Lyons Township High School (North Campus)	2,004	618,554	308.7
Lyons Township High School (South Campus)	2,004	642,117	320.4
AVERAGE(SF/STUDENT)			232.2
Hinsdale Central High School	2,841	460,139	162.0
Hinsdale South High School	1,618	429,815	265.6

* Data above compiled from 2013-2014 ISBE report cards / correspondence with School District Administrators / Architects

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COURAGEOUS STEPS

New Trier High School - Winnetka Campus

\$100M Project

268,000 sf Addition/Renovations

25 new classrooms / Science Labs / Fine Arts Facility / Library / Cafeteria

27 month project

Includes a \$1.5M Temporary Modular Classroom Annex

Oak Park River Forest High School

\$35M Project

Natatorium – Olympic Size Pool Facility

Displacing Athletic Fields to another site

2-3 Year Project

Glenbard Township HSD #87

\$100M – 10 Year Master Facility Plan

Recently Awarded a **\$16M Science Lab Addition** at GWHS

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Shared

Assessed

Identified

IN CONCLUSION

Passion

Needs

Goals

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This massive, **collaborative**, milestone project has been a labor of love, born out of the participants' shared commitment to identify the **genuine facility needs** that must be addressed if our goal of achieving excellence is to be obtained.

Tonight we have shared the **vision** of what our **ideal facilities** would look like should the decision be made to provide our students with the most desirable spaces in which to learn and grow, spaces that **nurture, motivate, and inspire** their academic and life pursuits.



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NEXT STEPS



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QUESTIONS?



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WITH MANY THANKS

2015 MASTER FACILITY PLAN
STEERING COMMITTEE



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