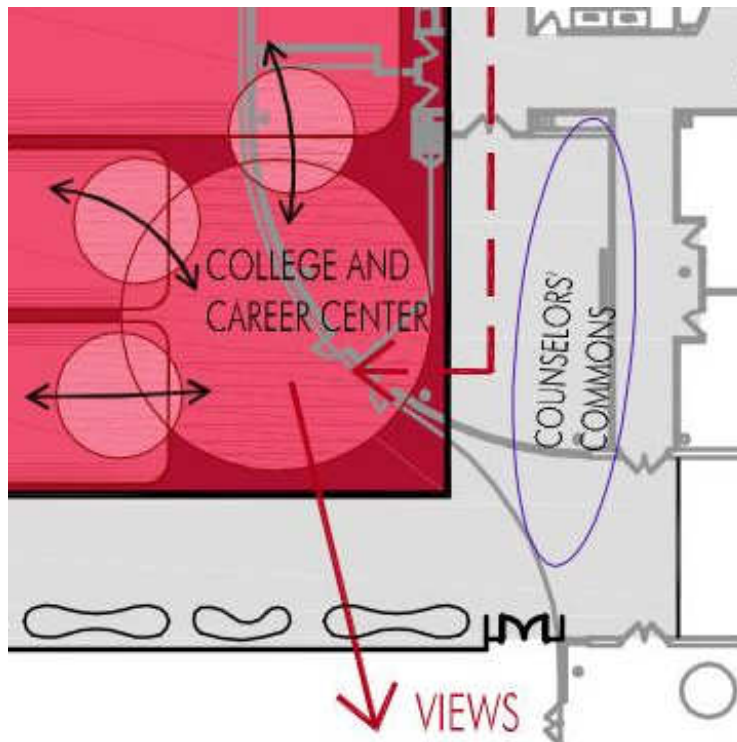


MASTER FACILITY PLAN REPORT

January 19, 2016

(volume 1)





MASTER FACILITY PLAN REPORT

The Master Facility Plan Report represents the long-term vision of what HTHSD86 facilities could, and arguably should, look like in order to support our educational mission to the fullest extent possible. The Master Facility Plan is a roadmap for all stakeholders, intended to provide an understanding of the strategic direction for the District's facilities.

The Report is a working document that will evolve as needs and conditions change. Opportunities remain for further refinement of the Master Facility Plan throughout the design phases of any resulting facility projects.





TABLE OF CONTENTS

(volume 1)

1	project overview	
	executive summary	1
	project process, assumptions, structure, and roles	4
2	master facilities plan	
	Steering Committee guiding principles	7
	Facility Committee refined priorities and approach to a Master Facility Plan	8
	program metrics	8
	south high school	
	master facility plan description	9
	master site and floor plans	12
	central high school	
	master facility plan description	17
	master site and floor plans	22
	district administration building	
	master facility plan description	27
	master site and floor plans	29



3 appendix

presentations and meeting minutes	33
1-29-15	Steering Committee Kick-Off Meeting Agenda and Presentation Initial Schedule and Assumptions – presented to Steering Committee
2-5-15	Steering Committee Meeting Minutes
2-12-15	Functional Team Volunteer Fair Agenda and Presentation
4-27-15	Status Update Report to the Board of Education
7-29-15	Steering Committee Meeting Minutes (Functional Team Reports) Steering Committee Meeting Agenda and Presentation
7-30-15	Steering Committee Meeting Minutes (Functional Team Reports)
8-5-15	Steering Committee Meeting Minutes Steering Committee Presentation
8-12-15	Steering Committee Meeting Minutes Steering Committee Guiding Principle Hierarchy Presentation Functional Team Priority Tally Sheet Global Component Priority List Ranked from 8-5-15 Meeting Composite Diagrams from Global Component Priority Rankings
8-26-15	Steering Committee Meeting Minutes
8-28-15	Refined Global Priority List
8-31-15	Non-scheduled Spaces (non-teaching stations) Diagrams
9-14-15	Steering Committee MFP Milestone Presentation to the BOE
10-19-15	Master Facility Plan Diagrams Presented by SC to BOE
10-20-15	Existing Building Program
11-9-15	Facilities Committee Meeting – Board Priorities Ranking
11-30-15	Facility Committee Meeting Presentation of Refined MFP Options

Note: Functional Team reports to the Steering Committee, along with additional Functional Team background, are provided under separate cover (volume 2.)





PROJECT OVERVIEW

Executive Summary

The sacred job of educating students takes place almost exclusively in facilities. Whether in the classroom, on the athletic field, or in venues for the arts, the transactions between the educational mission given to staff and the ideal future we empower our students to attain all take place in facilities. The expectations of the community and the pride it rightly takes in District 86, it should be fair to assume, extend to providing facilities that, at a minimum, support and ideally enhance our shared educational mission. While it is the case that District 86 facilities are for education, school facilities are also for the community and are treasured community assets.

In 2011, the Board of Education adopted a Master Facility Plan (MFP). Its purpose was to guide over the course of several years the construction and renovation that would be needed to support the District's educational mission. Phase I of that plan was largely completed in 2012.

In December, 2014, the HTHSD 86 Board of Education gave to a Steering Committee the charge of updating the original MFP. This Steering Committee was composed of parents, community members, teachers, Board members, and administrators. The Charge to the Committee was to evaluate and update the MFP by function in light of current needs and the District's educational mission.

Specific goals for the MFP update included the following:

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.
2. Provide an opportunity for widespread community and stakeholder engagement.
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.
4. Identify a list of Master Plan components prioritized by, and aligned with, the District's educational mission.



5. Dovetail the prioritized component list from the Master Plan with HTHSD 86's live 10-year capital projects program, by identifying discreet, buildable projects, their relation to other Master Plan components, and any associated phasing.

To date, there has been grass roots, needs-based work done by nearly 140 people consisting of students, parents, community members, District 86 staff, and the Board members, who met in over 95 meetings across 15 focus areas. A significant investment of time and effort on the part of all participants, the District, and organizers, resulted in the highly detailed Master Facility Plan and Functional Team reports that follow.

Students, current and future, District staff, and community members owe a debt of gratitude to everyone who worked to bring the Steering Committee to fulfilling its original charge of updating the Master Facility Plan. Their names are listed below (students are listed by initials only.)

AS	Alex Bitto	Allan Baek
Anne Mueller	Arpan Chokshi	Arwen Lyp-Pokorny
AP	AY	Beth Kujawa
Bill Walsh	Brett Moore	Bridget Yopp
Bruce Law	Carol Ciolino	Carol Meyer
Carrie Willard	Cecelia Littlefield	Charlie Cooper
CG	Claudia Manley	Dan Jones
Danny Yuska	Dave Chiappe	David Fetty
David Strykowski	Dean Norman	Deanne Doherty
Debbie Dixon	Debra Kedrowski	Domenico Maniscalco
Dorothy Morris	EM	Ed Corcoran
Elena Hildreth	EB	Ellen Lawrence
ED	Eric Goldbranson	Eric Martzlof
EW	Eva Sakickas	HS
Heather Stomberg	Heidi Huizenga	JL
James VanDenburgh	Janelle Marconi	Janine Asmus
Jason Claycomb	Jeffrey T Huck	Jenn Jaczak
Jennifer Cave	Jim Buonavolanto	Jim Lewandowski
John Bruesch	John Yurchak	Jon Schmidt
JL	Jory Gobiell	Joseph Amodeo
Julie Gaubatz	Julie Van Ness	Karrie Burge
KK	Kate Peronto	Kathryn Tosh
Katie Aquino	KR	Kerrin Riley
Kiki Kalomas	Kim Maloney	Kimberly Dever
Kristen Bronke	Kristen Prokup	Kristin Wimsatt



Laura Draper
Lisa Fernandez
Lisa Rost
Lori Wendte
Mark Keller
Martha Maggiore
Matt Goeke
Meg Ormiston
Michael Holland
Mike McTaggart
Nancy Phillip
Nick Saccaro
Pat Maag
Paul Woods
Robyn Corelitz
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Stephanie Ley
Sydney McKee
Tim Banks
Tyler Works
Yvonne Bilshausen-Tallentire

Laura Milas
Lisa Lundgren
Liz Grelecki
Marc Poskin
Mark Kolkman
Mary Angelico
Matt Kurinsky
Megan Parker
Michelle Ciullo
Nancy Betker
Nancy Pollak
Pam Bylsma
Patricia Huebner
R Shu
RB
Sara Pendergrass
Stephanie Palmer
Tammy Prentiss
Tim Hohman
Vince Doran

Lauren Ward
Lisa Raatz
Liz Meersman
Margo Kincaid
Mark Sullivan
Mary Sullivan
Matt Swedko
ML
Mike Ivancich
Nancy Neuman
Nick Gebhart
Pat Hurley
Paul Hoel
Rick Cozzi
Russ Meyer
Scott Schletz
Steve Moore
Ted Shepherd
Tracy McDonald
Violet Jackson



Project Process, Assumptions, Structure, and Roles

In early January 2015, the Board of Education created a 15 person Steering Committee to represent stakeholders from the following groups: Administration, faculty/staff, parents, community members, the Board of Education, and the architect. The Steering Committee met in February of 2015 to establish focus groups called Functional Teams that would take deep dives into the true needs of a wide range of focus areas. The Steering Committee met several times again from July through September of 2015 to review, prioritize, challenge, and refine the ideas brought forward by the Functional Teams. The primary roles of the Steering Committee and Functional Teams, and their starting assumptions are identified as follows:

Assumptions

- The Phase 1 Physical and Educational Assessments from the January 2011 Master Facility Plan report was to be used as a starting point;
- The Phase 3 Design Guidelines (building component specifications) remain as HTHSD 86 standards;
- The Phase 2, January 2011 Master Facilities Plan concepts previously approved by the HTHSD 86 Board of Education would be used as a starting point for discussions with stakeholders, related to the goals listed above.

Role of the Steering Committee

- Communication liaison between the stakeholder groups and the Board of Education;
- Creation of focus group Functional Teams to take deep dives into the true needs of a wide range of focus areas, to identify Functional Team champions, and liaisons from the Steering Committee for each Team;
- Global review of a prioritized list of Master Plan components provided by each Functional Team (not a filter);
- Establish a list of Guiding Principles to be used in the prioritization of Master Plan components brought forward by the Functional Teams;
- Ensure that reporting protocols were followed;
- Communicate the prioritized global list back to the Functional Teams for consideration;
- Communicate a recommendation of the Master Facility Plan update to the Board of Education.





On February 12, 2015, a community Functional Team Volunteer Fair was held to recruit volunteers for each of the Teams. In late February the Functional Teams were populated by a broad range of participants including a large number of students, parents, community members and Functional area experts, teachers, staff, building administrators, and District administrators. From early March through early June, 2015, over 65 Functional Team meetings were facilitated by ARCON, augmented by numerous electronic communications, peer building tours, and independent investigations. Over the two day period (June 29th and 30th) Teams reported out their findings and recommendations to the Steering Committee.

Role of the Functional Teams (typically Teams cross all District facilities)

- Provide input regarding changes in curriculum since the 2011 MFP impacting the Educational Space Program specific to their team;
- Review and verify previously identified programmatic deficiencies and bring to the surface any new deficiencies specific to their Team;
- Consider parity and equity as appropriate;
- Review the 2011 MFP with the goal of identifying buildable, independent project components (identified in the existing MFP and any deviations proposed) and identify justifications, measurable objectives, and component priority specific to their Team;
- Work with ARCON to establish budgets for each component, and ties to other components specific to their Team;
- Communicate a recommendation of the Functional Team’s priority list to the Steering Committee.



During the period from February through June, each Team progressed through the following phases:

1. Kick-Off/Orientation - and the identification of a Team champion;
2. Data Gathering – Teams familiarized themselves with the current use of the facilities’ spaces related to their respective areas of interest. Teams developed an understanding of what is working or not working, and what spaces will be needed in the future;
3. Program Verification – Teams verified the 2011 MFP space program and identified changes with respect to current space uses;
4. Needs Lists created – Teams developed independent lists of space and renovation needs;
5. Prioritization of Needs;
6. Building Component Planning – ARCON developed solution concepts that graphically addressed the identified needs in the form of diagrams that were then refined based on Team input;
7. Budget Opinions – early stand-alone budget opinions were developed by ARCON and refined based on input from the Teams;
8. Development of Team reports of findings and recommendations.

Functional Teams

- Arts (Art/Music/Theater)
- Building Administration
- Building Circulation
- Cafeteria
- Career Technical Education
- Classroom Space
- Community Utilization of Facilities *
- District Administration
- Information Technology
- Infrastructure (Efficiencies, Safety, Security, and Compliance)
- Library
- Physical Education/Athletics
- Science
- Site (Circulation, Parking, Amenities, Landscaping, Land Opportunities)
- Special Education (including Adult Transition Program and Continuum of Services Program)
- Student Support Services
- Sustainability/Greening*

**It was determined during the process that the Community Utilization of Facilities and Sustainability/Greening Teams would be engaged at a later date once the educational needs were identified along with specific projects.*





MASTER FACILITIES PLAN

Steering Committee Guiding Principles

At the August 5, 2015 Steering Committee meeting, the Committee identified the following Guiding Principles, ranked in the order listed below from most important to least important. The Guiding Principles were then used to evaluate and prioritize the 91 recommendations provided by the 15 Functional Teams. This criteria and prioritized list ultimately led to the planning diagrams and recommendations presented by the Steering Committee to the Board of Education on September 14, 2015. Missing from this list are criteria dealing with funding or potential voter support. The presentation by the Steering Committee was intended to be ideal in nature as directed by the Board of Education. Criteria discussions dealing with funding or potential voter support were reserved for the Board of Education.

Safety

Expands or Adds Instructional Opportunities

Infrastructure / End of Life

Compliance

Alleviates Overcrowding

Impacts More Than 80% of the Students

Modernizes Instructional Space

Benefits Co-Curricular Activities

Circulation Efficiency / Lowers Travel Times / Human Movement

Lowers Operating Costs

Aesthetics

Benefits the Community

Equity between the two High Schools



Facility Committee Refined Priorities and Approach to a Master Facility Plan

Following the September 14th presentation by the Steering Committee to the Board of Education, the Board created a Superintendent’s Advisory Group, giving the Group the assignment of refining the MFP and investigating options that might roughly correspond to budget targets of \$25, \$50, and \$100 million. The Advisory Group presented their investigations to the Board on October 27th. Over the next two months, the Facilities Committee then shaped the Board’s priorities (refer to the appendix) grounded in the educational needs of the District, and further refined the MFP options. On January 4, 2016 the Facility Committee presented the refined version the Master Facility Plan, to the Board of Education. The Plan presented to the Board represented an evolution in the Facility Committee’s approach to the MFP, acknowledging the Plan as a roadmap for the continual improvement of the HTHSD 86 facilities in support of continually evolving educational needs, not restricted by, or driven toward, preconceived budget limits.

Program Metrics

	SOUTH HS	CENTRAL HS
Student Population Fall 2015 (vs 2010)	1,618 (1,840)	2,841 (2,722)
Existing # of Teaching Stations	96.5	124.5
<i>Note: Pure accounting doesn’t tell the whole story. Many of the existing teaching stations (non-typical classrooms) are severely undersized or are no longer appropriate for the programs being taught.</i>		
Target # of Teaching Stations using an average of 25 students/T.S. scheduled @ 80% efficiency:	81	144.5 (2,900 planned)
Capacity of existing buildings @ 80% efficiency:	1,930 (+312 vs existing)	2,490 (-410 vs existing)
2016 MFP Teaching Stations provided:	91.5 (existing)	145
Existing Building Area	429,815 sqft	460,139 sqft
Additions	11,500 sqft	138,000 sqft
Total Area	441,315 sqft	598,139 sqft
Renovations	50,000 sqft	100,000 sqft



South HS – Master Facilities Plan Component Descriptions

Main Building Improvements

Library

The main Library level on the building's second floor receives a heavy renovation. Existing computer labs are removed and the entire level is re-planned the following flexible, instruction spaces:

1. Media Production Lab – an enclosed, up-scale production space for filming, video editing, and audio work;
2. Flexible Presentation Space;
3. Instruction Space – can be opened to the Presentation Space as needed;
4. Open Space – flexible to support individuals, small groups, drop-ins, large groups, etc. Used before, during, and after school hours.

The building's 3rd floor Library space receives a heavy renovation to provide a flexible Professional Development/Innovation Lab, a dedicated Digital Video Production Lab and 2 mid-sized classrooms. The internal Library stair between the 2nd and 3rd building floors is removed.

Auditorium Renovations

Finish upgrades to the Auditorium include flooring, seating, curtain replacement, complete lighting replacement, technology upgrades, power upgrades, sound upgrades, ADA seating and seating upgrades, replacement of existing rigging with moveable rigging, acoustical upgrades, and a ticket booth.

Student Services

Student Services is relocated to the English wing, growing from 5,700 square feet to roughly 10,000 square feet providing a clustering of services around a Counselors' Commons. Existing Student Services spaces are converted into 6 classrooms to partially displace the classrooms displaced in the English wing. Speaker/Collaboration areas (Teaming Pockets) are added connecting the 1st and 2nd floors near Building Administration, and between the 2nd and 3rd floors at the east end of the new Counselors' Commons. An enclosed fire rated stair and a small in-fill addition immediately north of room 221 are required. The 1st floor Health Clinic is renovated and expanded into the adjacent existing team showers, with the group shower area converted into multiple single use showers.

Special Education

The non-classroom Special Education support spaces are expanded from approximately 4,300 square feet to approximately 7,000 square feet, displacing D/HH spaces. The support spaces are re-planned and modernized with appropriate spaces and space relationships, and will provide a second conference room, a second foundations space, a sensory room, a second adaptable washroom, and a dedicated work space for para-professionals in close proximity to the current office. D/HH spaces are recaptured with renovations to the current bookstore and photo lab. The bookstore will be



scheduled in a different space as available. The photo lab will be relocated to a shop wing renovation.

Cafeteria

An addition is planned on the north end of the cafeteria to replace an area of the existing cafeteria that will accommodate a music expansion. New serving and kitchen areas are included along with zoning of the dining area and creation of a screened outdoor seating area. The overall area of the cafeteria remains roughly the same, but is re-planned to support kitchen upgrades to safety and sanitation, updates to dated and limiting equipment and furniture, updates to power, plumbing, ventilation, and temperature control, improvements in student put-through times, promotion of healthy meal choices, improved student experience and seating options, and elimination of ADA issues.

Music, Theater, and Arts

The existing music and Little Theater spaces are completely renovated and combined with an addition north of the current music areas, to accommodate an expansion of the music spaces, a Black Box teaching theater in lieu of the Little Theater, an appropriate dance room, a gallery, and appropriate support spaces. The existing 2,300 sqft band room is replaced with an approximately 3,000 sqft space. The roughly 1,200 sqft existing choir room is replaced with a roughly 1,800 sqft space. Appropriate storage and practice rooms are provided.

Shop Wing Renovations

The existing buildings and grounds storage and vehicle storage spaces within the shop wing are relocated into a new storage building remotely located near the stadium grandstands. The entire shop wing is renovated to support the Engineering/Architecture program with re-planned and visually connected shop and CAD spaces, Tech. Ed. offices with direct views into both CAD and shop spaces, a 3rd FACS lab, the Child Care program with direct access to an enclosed outdoor area, the Fashion Design/Interior Design/Sewing lab, a Midi Piano lab, and the displaced Photo lab.

Flexible Furniture

Flexible, moveable furniture is planned for all teaching stations and learning spaces throughout the building.



Capital Improvement Drivers – Identified but not included in the MFP

Several needs were identified as Capital Improvement Drivers, falling into the category of infrastructure, safety, ADA, and maintenance, and are not included as part of the MFP. These items and others not identified by the MFP process should be considered for work done as part of an annual Capital Improvement Program. Representative needs include:

- Grandstand Bleachers foundations repairs;
- ADA circulation and station needs throughout the school and site;
- Establishment of a building envelope investigation and repair program;
- A Lock-down / Shelter-in-Place Warning System;
- Miscellaneous plumbing and ventilation maintenance repairs;
- Parking lot and sidewalk maintenance repairs;
- Replacement of elevator controls;
- Establishment of a landscaping maintenance plan;
- Sidewalk, lighting, and landscape buffer work along Elm Street;
- Improvement to the softball field drainage;
- Accessible paths to fields.



South HS – master site and floor plans

The following diagrams (Scenario E) represent the Master Facility Plan for South HS as presented to the Board of Education on January 4, 2016, and approved by the Board at their regularly scheduled meeting on January 19, 2016.



Central HS - Master Facilities Plan Component Descriptions

Site Improvements

West Drop-Off and Additional Parking

A west drop-off loop is added with an entry along 57th Street and exiting onto Madison Street at the existing curb cut. Initially, approximately 75 new parking spaces can be provided along the one-way drop-off loop. Should the residential properties at the northeast corner of 57th and Madison become available at some point in the future, the long range plan would be to shift the existing soccer field south to accommodate a larger parking area for approximately 220 cars.

Huddle House

A new west drop-off loop necessitates relocating the existing Huddle House. The services provided by the Huddle House are expanded in a new location to include new, expanded washrooms, concessions, team rooms, storage, community use spaces, and a filming deck. The ability to simultaneously support ticketed and not ticketed events will be planned.

East Lot Additional Parking

An expansion of one additional row of parking (approximately 58 cars) is added to the north end of the east lot. The practice softball field is shifted north to accommodate the new parking.

Canopies

Canopies are added at the north and Math wing entries, in addition to canopies at the new east, west, and south (pool) entries.

Main Building Improvements

Teaching Stations

A net of 20 additional teaching stations are added to Central HS in response to a planned enrolment of 2,900 students. The 20 spaces include 4 spaces in the Arts, 2 science labs, 2 special education classrooms, and general classrooms.

Student Services Expansion

Student Services is expanded with an addition in the courtyard and a renovation of classrooms 126, 130, 136, 138, and 139, offices 128, Community Room 124A, and Training Room 124B. Services are close to the main entry and are clustered around a Counselors' Commons and College and Career Center, each having their own reception / waiting area. The Counselors' Commons connects the Student Services suite to the cafeteria and serves as an overflow "quite" lunch zone. A presentation / Teaming Pocket connects the second floor to the first and, along with the Counselors' Commons, offers a shortened route from the northwest academic areas of the building to the cafeteria, reducing travel times.



The first floor Student Services expansion is tied to the second floor Special Education expansion and relocation, and Library expansion, described below.

Special Education Expansion and Relocation

Special Education is expanded with a renovation and addition on the second floor above the Student Services addition. A high priority is placed on Special Education, locating it next to, and with access to, the Library, and immediately above Student Services. The space provided is increased to support break-out rooms, appropriate storage, separate confidential offices for the department chair and assistant department chair, appropriate space and planning for teacher desks separate from student workspace/testing/help areas, appropriate space for the para-professionals, a focus on confidentiality for the offices and break-out spaces, and a sensory room. Planning is to consider the opportunity to relocate to this area the Speech Therapy Office from room 302, the Academic Center from room 212, and Psychologists and ESL Coordinator from 128.

Technical Education Relocation and Expansion

Technical Education is relocated from the basement to an addition located between the math wing and the gym locker rooms. The math wing is renovated to support Tech Ed spaces and expanded FACS spaces. The existing FACS spaces are re-planned with a heavy renovation. The relocation and expansion supports growth of the three Technology Education programs: Engineering and Architecture, Graphic Communications, and Photography, as well as needed faculty spaces. The FACS renovations support placing both foods labs on the same side of the corridor with shared storage, appropriate sizing for the foods labs, appropriate sizing, storage, and equipment for Sewing/Fashion Merchandising/Interior Design. The existing preschool space is expanded with appropriate storage and observation spaces. Existing lower level space vacated by Technical Education are repurposed for Study Halls, Drivers' Education, In School Suspension, and Testing.

Pool

A new pool is added to the west of the existing Field House and tied to the new east-west corridor and classroom addition. The pool is planned as a 10 lane, 25 yard pool with lockers, storage, and second level seating along one side. Master Planning identifies and reserves a footprint for a larger 10 lane, 50 yard pool facility option. The existing Bouchard Center weight room is demolished to make room for the new pool, and is replaced with a new addition south of the new pool, and with views out to the fields. A canopy is included, providing cover for the bus drop-off loop.



Auditorium Renovations

A freight elevator is added to support movement from the basement to the backstage for cast members, sets, and equipment, and providing accessibility to the basement fitness room and Auditorium balcony. An orchestra pit is added. Upgrades are made to the lighting, technology, power, and sound systems. Seating upgrades are made, including ADA requirements. The existing rigging is replaced with moveable rigging. Existing door widths are modified to allow large equipment and sets to be moved onto the stage. Interior and exterior signage is updated.

East Event Entrance

A new event entrance is created to replace the “back-of-house” ramp entry next to the existing pool. The entrance provides for a new lobby connection to the Auditorium, washrooms, multiple circulation routes, and a Fine Arts Gallery. This project is tied to the Fine Arts renovations and addition identified below.

Fine Arts Renovations and Addition

Tied to the new east event entry project, a larger Band room and Black Box teaching theater are located on the first floor level within the structure of the existing pool, with a new Dance room and storage spaces below at the basement level. Choral is relocated to the existing Band room. Jazz and Orchestra are moved to the vacated Choral room and renovated loading dock / Buildings and Grounds spaces. Along with providing for the new east-west corridor, renovations provide spaces for a new Midi-Lab and a new (4th) Visual Arts Lab. Existing second floor Visual Arts Labs remain unchanged in their current location. This project is tied to the relocation of Buildings and Grounds identified below.

Buildings and Grounds Relocation

The loading dock and Buildings and Grounds spaces on the 1st floor are relocated to a two story addition between the existing Music wing and recent mechanical building. This project provides space for Music to expand as identified above.

Cafeteria

The existing cafeteria is renovated in its current location. The overall area of the cafeteria remains roughly the same, but is re-planned to support kitchen upgrades to safety and sanitation, updates to dated and limiting equipment and furniture, updates to power, plumbing, ventilation, and temperature control, improvements in student put-through times, promotion of healthy meal choices, improved student experience and seating options, and elimination of ADA issues. The dining area is connected to, and supported by, a Counselors’ Commons as described above.



Library

The Library receives an expansion as part of the second story over the new Student Services addition as well as an existing space renovation to support the following flexible, instruction spaces:

1. Media Production Lab – an enclosed, up-scale production space for filming, video editing, and audio work;
2. Flexible Presentation Space;
3. Instruction Space – can be opened to the Presentation Space as needed;
4. Open Space – flexible to support individuals, small groups, drop-ins, large groups, etc. Used before, during, and after school hours.

Flexible Furniture

Flexible, moveable furniture is planned for all teaching stations and learning spaces throughout the building.

Gymnastics Expansion

Gymnastics is expanded as part of the classroom addition and new east-west corridor connection. Space is provided for potential off-floor viewing.



Capital Improvement Drivers – Identified but not included in the MFP

Several needs were identified as Capital Improvement Drivers, falling into the category of infrastructure, safety, ADA, and maintenance, and are not included as part of the MFP. These items and others not identified by the MFP process should be considered for work done as part of an annual Capital Improvement Program. Representative needs include:

- Grandstand Bleachers foundations repairs;
- Grandstand Bleachers egress widening;
- ADA circulation and station needs throughout the school and site;
- Establishment of a building envelope investigation and repair program;
- Replace and expand the PA system;
- Modernize the mechanical system for the gym;
- Math Wing plaster cracking study;
- A Lock-down / Shelter-in-Place Warning System;
- Parking lot and sidewalk maintenance repairs;
- Additional building and site security cameras;
- Establishment of a landscaping maintenance plan.



Central HS – master site and floor plans

The following diagrams (Scenario E) represent the Master Facility Plan for Central HS as presented to the Board of Education on January 4, 2016, and approved by the Board at their regularly scheduled meeting on January 19, 2016.



District Administration Building – Master Facilities Plan Component Descriptions

Main Building Improvements

Addition and Renovations

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.



Capital Improvement Drivers – Identified but not included in the MFP

Several needs were identified as Capital Improvement Drivers, falling into the category of infrastructure, safety, ADA, and maintenance, and are not included as part of the MFP. These items and others not identified by the MFP process should be considered for work done as part of an annual Capital Improvement Program. Representative needs include:

- Expansion of washrooms to meet the population requirements including visitors;
- Finishes upgrades to the washrooms;
- Sound insulation at the conference rooms and offices;
- Break room finish and equipment upgrades;
- Lower level temperature control;
- An elevator or accessible, interior connection between floors meeting ADA requirements;
- Address moisture and ventilation issues in the basement occupied spaces;
- Power upgrades throughout;
- Parking increase by a minimum of 5 spaces;
- Persistent dampness in the boiler room adjacent to occupied spaces.



District Office Building – master site and floor plans

The following diagrams (Scenario E) represent the Master Facility Plan for Central HS as presented to the Board of Education on January 4, 2016, and approved by the Board at their regularly scheduled meeting on January 19, 2016.

