

Master Facility Plan
Update

FUNCTIONAL
TEAM
REPORT



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Executive Summary

The District 86 Master Facility Plan Special Education Functional Team was comprised of teachers, related service personnel, administrators, parents, a school board member and architect. The team sought and gathered feedback from all department members at both campuses and met on 3/19/2015, 4/9/2015 and 5/20/2015 to discuss and compile the needs within the department. The team identified significant needs with regards accessibility to and throughout many facilities across both campuses and significant space needs that limit the effectiveness of programming for students with disabilities.

Title III of the Americans with Disabilities Act requires public accommodations to provide goods and services to people with disabilities on an equal basis with the rest of the general public. The regulations require that architectural and communication barriers that are structural must be removed in public areas of existing facilities when their removal is readily achievable. The team has identified 8 areas in need of barrier removal. The following 8 areas are listed in descending order of greatest reach achieved with numbers 6, 7 and 8 having equal reach:

1. Renovation to all public washrooms.
2. Provision of ADA accessible cafeteria doors, lunch lines and tables.
3. Renovation/Provision of ADA accessible locker rooms, including lockers, paths, washrooms and showers.
4. Renovation/Provision of ADA accessible hardware and clearances for Fitness Rooms and Fitness Room Entries
5. Provision of sidewalks to access all outdoor fields
6. Provision of ADA stations within general education classrooms (FACS, art, science)
7. Provision of ADA accessible therapeutic pool.
8. Renovation of fixed risers on east wall of gym at Hinsdale Central.

The team would like to report that the above needs identified are for the benefit of the entire Hinsdale 86 community and are not unique to the students served by Special Education programming.

Within the last several years, the Special Education student population in District 86 has experienced an increase in students identified as requiring Special Education services. Of those students identified, the number of students requiring high level modifications and support (including academic, medical, behavioral, and sensory supports) has increased dramatically. In response, the district has increased its programming for students with disabilities without affording adequate space to accommodate the needs of these growing programs. There are three significant factors that contribute to the space constraints. First, in 2010, students in the Foundations for Learning Programs began exclusively attending their home school. Second, in 2013, the district separated from LADSE and now supplies and stores adaptive equipment previously supplied by LADSE. Third, beginning Fall 2015, the addition of a program to support students with emotional needs will begin at Hinsdale South. Due to these changes, teachers and related service providers have experienced a heightened need for educational space which allows for:

- effective instruction and delivery of mandated accommodations
- support of students with sensory and behavioral needs*
- collaboration to support student needs with confidentiality
- a functional learning/working environment (storage, space, volume levels, temperature)

*A sensory room at was identified as a need at both schools and is explained here to assist those unfamiliar with how it can impact education. Sensory regulation is the ability to adjust and regulate information received from the 8 different senses that all humans possess (taste, touch, smell, sound, sight, proprioception, vestibular/balance and interoception). When the senses are regulated it allows for increased ability to maintain focus/attention, transition between tasks, self-calm and manage behavior. A sensory room provides:

- a safe space within the school environment to calm or stimulate an individual through each of the senses,
- provides opportunities for engagement in prevention and crisis de-escalation strategies,
- promote self-care, resilience and recovery and
- facilitate the therapeutic alliance.

Team Members:

Mary Angelico, Physical Therapist, District 86
 Karrie Burge, Learning Behavior Specialist, Hinsdale South
 Michelle Ciullo, Learning Behavior Specialist, Hinsdale South
 Debbie Dixon, Learning Behavior Specialist, Hinsdale South
 Liz Grelecki, Learning Behavior Specialist, Hinsdale Central
 Jeff Huck, Architect
 Kiki Kalomas, Parent, Hinsdale South
 Stephanie Ley, Occupational Therapist, District 86
 Claudia Manley, Board Member and Parent, Hinsdale South
 Sara Pendergrass, Learning Behavior Specialist, Hinsdale Central
 Tammy Prentiss, Assistant Superintendent for Student Services, District 86
 Kristen Prokup, Special Education Department Chair, Hinsdale South
 Lisa Rost, Parent, Hinsdale Central
 Scott Schletz, Learning Behavior Specialist, Hinsdale Central
 Eva Sakickas, Parent within DHH program, Hinsdale South
 Heather Stomberg, South Special Education Assistant Department Chair
 Bridget Yopp, Learning Behavior Specialist, Hinsdale South



Special Education Team Needs and Issues List

SOUTH HIGH SCHOOL

1. A second conference room for meetings and collaboration of small groups of students;
2. Need an additional classroom for the Foundations Program including a kitchen/work space(Rm 129?);
3. A Sensory room is needed for sensory breaks;
4. All building washrooms need to be converted to accommodate ADA needs;
5. Foods Labs need to have an ADA station and accessible pathways;
6. The lunch lines and doors to the Cafeteria need to accommodate ADA needs;
7. Sidewalks need to be provided to the outdoor play fields;
8. A second adapted washroom is needed with an elevating mat table and lockers for student supplies/small file;
9. A dedicated work space for para-professionals is needed in close proximity to the current office;
10. Each of the locker rooms needs to accommodate the appropriate number of ADA stations and accessible pathways, and locker room toilets and showers need to be modified to meet ADA requirements;
11. The pool needs a separate therapeutic pool for ADA and related service needs - heated, 3-4 foot depth, lift, and stair entry;
12. ADA push-paddle access at the Fitness room doors;
46. Conference Room 124C is too small. Should be sized for 15;
47. Provide several single-use, uni-sex, washrooms for trans-gender student use;
48. Additional temperature controls are needed in the Special Education classrooms;
49. Staff office rooms 124 and 135 do not support student confidentiality, testing accommodations, confidential telephone calls, appropriate storage, or an effective work environment due to poor acoustics, temperature controls, and furniture;

CENTRAL HIGH SCHOOL

13. Small Quiet Rooms need to have access from the hallway and not through a room (see Quiet rooms 257A and B) to avoid disrupting Classroom 257. Quiet Rooms need to be sound proof;
14. Additional storage needs to be provided so that Quiet Room 257B is not used as storage;
15. Additional outlets are needed in room 259 to accommodate classroom flexibility needs;
16. Air conditioning in 259 is not working. The room is constantly hot. Maintenance of the wasps nest outside is needed to allow windows to be opened;
17. Currently, offices for the Psychologists are remote, located in office suite 128 along with the Resource Officer. The suite is also used for morning attendance. The Special Ed offices need to be near Special Ed, need to accommodate privacy needs, and support collaboration between the Psychologists;
18. Conference room 161 is too big for the IEP meetings scheduled there. The temperature in the room is very difficult to regulate. The space is shared with Athletics conference room needs. A dedicated IEP conference room is needed, appropriately sized for +/-15, with proper temperature controls.
19. Academic Center 124E is in a great location near the Nurse and Library, and is the ideal size. The Projector location needs to be moved to a more appropriate location. (Note: This space is being converted to the home for the Foundations Program starting Fall 2016. An additional space will be needed);
20. Department Offices 260 and the Mail room need to be separate from each other (but close). Separate, confidential offices, are needed for the Department Chair and Assistant DC;
21. The phone system extensions are not matched with the teachers' desks;

22. Appropriate space and planning is needed to separate the existing 4 teacher desks from a student workspace/testing/help;
23. The Mail room / Copy room is very small with no room for projects or layout space;
24. The Mail room is being used for many purposes but the copier, shredder, and other equipment are constantly in need of repair. The administrative assistant's desk is oversized and not conducive to the space needs;
25. Office 258 has confidentiality issues with students in and out of the room on a regular basis. A separate area for 13 teacher desks is needed from a student work area;
26. Office 258 has confidentiality issues with a lack of soundproofing in the walls;
27. Office 258 does not have a place for private phone calls;
28. Office 258 has major space constraints with a need for 13+ teacher desks, support spaces, and storage;
29. Too many para-educators are crowded into Office 258 making it noisy and distracting for students doing work. The paras need their own space;
30. Office 258's temperature is difficult to control;
31. Office 258 will be further crowded with the addition of 3 more teacher desks for the upcoming year;
32. Room 212 has many uses and doubles as a general classroom and Spec Ed Resource room as an Academic Center, Study Skills space, ES English 4 room, and Pre-Voc Job room. Two spaces are needed - a typical classroom, and a dedicated Resource room;
33. Room 212 is not currently set up to be conducive to an academic classroom;
34. Foundations Classroom(s) 114 do not function as an appropriate set of spaces for Foundations, with the following issues: bug infestation, lack of temperature control, no windows, no marker boards, major space constraints, not enough seating for para-educators required to support students, very limited kitchen, no personal storage for para-educators, lacking appropriate storage for students, lacking a separate washroom for toilet/hygiene related skills training, and no area for sensory breaks;
35. Washroom meeting ADA requirements are needed throughout the building;
36. A sensory room is needed;
37. Sidewalk access to the outdoor fields and other areas is needed;
38. The Band room has tiers and is not meet ADA requirements for scooters/wheel chairs;
39. Each of the locker rooms needs to accommodate the appropriate number of ADA stations and accessible pathways, and locker room toilets and showers need to be modified to meet ADA requirements;
40. The pool needs a separate therapeutic pool for ADA and related service needs - heated, 3-4 foot depth, lift, and stair entry;
41. Speech Therapy Offices 302 is remote from Special Ed limiting collaboration;
42. ADA access to the Fitness room needs to be provided. Current path from the elevator to the Fitness room is through the maintenance workshop and multiple storage areas, via multiple ramps and low clearance spaces;
43. Lunch lines and doors to the cafeteria need to accommodate ADA needs;
44. Classroom 257 is too small for a classroom space. It should be +/- 750 - 850 square feet;
45. Provide several single-use, uni-sex, washrooms for trans-gender student use;
50. Renovation of the concrete risers in the east balcony of the gym (over the gym entry) to provide ADA access to the band risers during events.



Special Education Team Component List

SOUTH HIGH SCHOOL COMPONENT 1

Expansion of Special Education into D/HH spaces 123, 123A, 125, 127, 129, and Community Based space 121, increasing the total Special Education area by 2,700 square feet, and renovating existing Spec Ed spaces on both sides of the Spec Ed E/W hallway (not including classrooms 113, 126, 128, 130, and testing 126A.) A medium renovation of +/-7,000 square feet re-plans the Special Education wing to address Needs items 1, 2, 3, 8, and 9, providing the appropriate spaces and space relationships. Assumes that the entire D/HH program is relocated to the 3rd floor vacated Library area in a 4,700 square foot medium renovation. Relocates the Bookstore to the current D/HH space (no windows) freeing up the existing Bookstore space for an open Commons or other use with a +/-1,000 square foot light renovation;

COMPONENT 2

Renovation to all of the building's public washrooms to address ADA requirements. Addresses Needs items 4;

COMPONENT 3

Provides ADA stations within both Foods Labs. Addresses Needs item 5;

COMPONENT 4

Provides ADA accessible lunch lines and entries (see Cafeteria Team Components.) Addresses Needs item 6;

COMPONENT 5

Provides sidewalks to outdoor fields. Addresses Needs item 7;

COMPONENT 6

Provides accessible lockers, paths, washrooms, and showers per ADA requirements, at all locker rooms. Addresses Needs items 10;

COMPONENT 7

Provides a therapeutic pool for ADA and related services needs - heated, 3-4 foot deep, lift, stair entry. Addresses Needs items 11;

COMPONENT 8

Provides ADA accessible paddle control hardware for the Fitness room entries. Addresses Needs item 12;

COMPONENT 18

Provides several single-use, uni-sex, washrooms for trans-gender student use - 2 with showers on the LL, 2 on the 1st (1 with a shower), 2 on the 2nd floor, and 2 on the 3rd floor. Addresses Needs item 47;

CENTRAL HIGH SCHOOL

COMPONENT 9

OPTION 1

An expansion of Special Education to relocate the Academic Center from 212, the Speech Therapy Office from 302, and Psychologists and the ESL Coordinator from 128. Adds, expands, or modifies existing spaces 258, 260, 257, 259, and the associated smaller spaces among these rooms, per the Needs items 13-18, 20-33, 36, and 41. Classroom 212 becomes a general classroom with no modifications (see Component 2 for displaced Classroom 130.) Room 302 becomes an open collaboration space with a light renovation of 233 square feet. Academic Center 124E and Foundations Classroom 126 remain in their current locations with no modifications. The expansion includes a medium renovation of 3,600 square feet, plus a +/-2,000 square foot 2nd floor addition over the kitchen roof (see the Cafeteria Team for a possible relocation of the kitchen);

OPTION 2

Assumes that Wrestling is relocated as part of a P.E./Athletics expansion, and can be converted to meet the Special Education expansion needs. Includes a medium renovation of 4,800 square feet; plus a +/-2,000 square foot 2nd floor addition over the kitchen roof (see the Cafeteria Team for a possible relocation of the kitchen.) Central HS gains one teaching station in the form of an additional classroom with the 2nd floor addition, plus and additional 4 teaching stations (for a total of 5 added) with a medium renovation to the existing 3,600 square feet of Special Education spaces in 258, 260, 257, 259, and the associated smaller spaces among these rooms. The light renovation of room 302 at 233 square feet is also part of this option;

COMPONENT 10

Relocates Foundations from 114 to Classroom 130 (near Foundations Classroom 126) plus the adjacent offices in 128 vacated by Component 9. The remaining office space in 128 is converted to a sensory room between the two Foundations classrooms. +/-1,300 square feet receives a medium renovation. 300 square feet receives a heavy renovation to provide 2 adaptive wash rooms. Room 114 becomes available for offices displaced from 128. Addresses Needs item 34;

COMPONENT 11

Renovation to all of the building's public washrooms to address ADA requirements. Addresses Needs items 35;

COMPONENT 12

Provides sidewalks to outdoor fields. Addresses Needs item 37;

COMPONENT 13

Provides modifications to the metal risers in Band to meet ADA requirements. Addresses Needs item 38;

COMPONENT 14

Provides accessible lockers, paths, washrooms, and showers per ADA requirements, at all locker rooms. Addresses Needs items 39;

COMPONENT 15

Provides a therapeutic pool for ADA and related services needs - heated, 3-4 foot deep, lift, stair entry. Addresses Needs items 40;

COMPONENT 16

Provides several single-use, uni-sex, washrooms for trans-gender student use - 2 with showers on the LL, 2 with showers on the 1st floor near the gym, and 3 on the 2nd floor. Addresses Needs item 45;

COMPONENT 17

An 1,800 square foot heavy renovation of the concrete risers in the east balcony of the gym (over the gym entry) to provide ADA access to the band risers during events. Addresses Needs items 50;



Jeffrey T. Huck

From: Pendergrass,Sara <spenderg@hinsdale86.org>
Sent: Friday, April 10, 2015 2:41 PM
To: Jeffrey T. Huck
Cc: Prokup,Kristen
Subject: Hinsdale Central Special Education Space Descriptions/Needs
Attachments: Sped-Central Spaces.docx

Hi Jeff,

Please see attached for the completed document verifying the current Special Education spaces at Hinsdale Central. It also identifies their uses, what works/doesn't work, as well as our needs and ideal space considerations.

Thanks so much!

Sara

Sara Pendergrass
Special Education Department
Hinsdale Central High School
630.570.8292 spenderg@hinsdale86.org



Please consider the environment before printing this email.

Room #	Current Use	What Works	What Doesn't Work	Ideal Space
257 Rooms A/B Within	<ul style="list-style-type: none"> -Program Success -Learning Strategies -A/B are used for testing, social work, "time out", break rooms for students 	<ul style="list-style-type: none"> -Small side rooms for testing 	<ul style="list-style-type: none"> -Not ideal for quiet workspace -Traffic going through classroom frequently -Quiet rooms are not "quiet" – walls are thin -No hallway access to small rooms – not always accessible if classes are going on -Room B is currently used as a storage space – could be used better by including more student desks, etc. 	<ul style="list-style-type: none"> -Ample classroom space with option for quiet rooms (can be available for breaks, testing, or 1-1 student work)
259	<ul style="list-style-type: none"> -Study Skills -Academic Center -Department Meetings 	<ul style="list-style-type: none"> -Great location next to mailboxes, copier, etc. 	<ul style="list-style-type: none"> -Outlets are in strips on only two walls (prevents arrangement of room for optimal use) -Wasps nests outside window every year -Room is extremely hot regardless of AC, cannot open windows due to wasps 	<ul style="list-style-type: none"> -More teacher desk space -Room for student computers -Room for an open workspace (table with chairs around it – could be used for projects, working together, etc.)
128	<ul style="list-style-type: none"> -4 closed offices (2 Psych, 1 School Resource Officer, 1 ESL Coordinator) -Central area used for attendance in the morning 	<ul style="list-style-type: none"> -Not used solely for student services, privacy issues, hard for 2 psychs to collaborate freely -high traffic area 	<ul style="list-style-type: none"> -Not used solely for student services, privacy issues, hard for 2 psychs to collaborate freely -high traffic area 	<ul style="list-style-type: none"> -More confidential space for psychologists to collaborate -Ideally closer to Special Education office/classrooms/teacher desks so that collaboration is easier -Separate from members of other departments (i.e. police, ELL, attendance)
161	<ul style="list-style-type: none"> -Conference Room for IEP and parent meetings 	<ul style="list-style-type: none"> -Consistent spot for IEP meetings -Ample tables and chairs 	<ul style="list-style-type: none"> -Poor temperature regulation -Furniture occasionally needs to be moved by Special Ed staff if Athletics is using/has used the room before or after school 	<ul style="list-style-type: none"> -Separate conference room that could be used for IEP meetings only – 161 is almost too large for what we need – it could probably be divided into two rooms with large conference tables
124E	<ul style="list-style-type: none"> -Academic Center 	<ul style="list-style-type: none"> -Great location near nurse, library, 	<ul style="list-style-type: none"> -Projector location 	<ul style="list-style-type: none"> -Large student workspace

add
 200 sq ft break out rooms
 - rec out space
 break out
 spaces
 expand

- expand
 7

* Relocate
 add
 Confm.

* add
 small
 count
 room
 to " "

ok

	-ES Reading -Learning Strategies	Dean, and testing rooms -Size – can spread out and work in groups -Good computer access -Shelf space		(table with chairs around it) in addition to student desks -Simplify space – less distractions
260 and Mail Room	-Special Ed Teacher Desks (4) -Department Chair Office -Assistant Department Chair Office -Copy Room/Mail Room -Microwaves/Fridges	240 24 24 23 24	-Very busy, especially if students are making up tests or getting help, can be distracting -Confidentiality issues -Phone extensions are not matched with teachers' desks -Need small rooms/areas for student work space/testing/extra help -Mail/Copy Room is very small, no space for projects -Mail Room is being used for many purposes in the biggest department -Copier always broken -Shredder always broken -Admin. Assistant has very large desk – not very conducive to space	-Separate, confidential offices for DC and Assistant DC -Entry area for Admin. Assistant -Soundproof walls -Separate area for teacher desks -Separate area for student workspace (not in same room as teacher desks) <i>expand</i>
258 (Connected to 260 with Mail Room in between)	-Teacher desk space (13 desks, 2 coat racks for paras, 4 floor-ceiling bookshelves, 3 student/para computers, 18 4-drawer file cabinets) -Student/para computers -Teacher storage, file cabinets -Storage of classroom resources, books, etc.	25 26 27 28 29 30 31	-Teachers are together to collaborate before/during/after school. We need space together in an office to share info, documents, paperwork, etc. -Major confidentiality issues with students in/out -No private area for phone calls -Major space constraints -Too many paraeducators crowded into office – can be noisy and distracting if students are working -Paras should have their own space -Gets too hot or too cold – poor temperature control -3 additional teacher desks will need to be added in upcoming school year	-Soundproof walls -Separate area for teacher desks -Separate area for student workspace (not in same room as teacher desks) <i>expand and break into 3 areas + conf Room</i>
212	-Academic Center -Study Skills -ES English 4 -Pre-Voc Job	32 33	-No DVD player or way to stream from the computer -No way to hard wire the projector -Not conducive to an academic class (should be only Resource)	-"typical" classroom with student desks for academic instruction <i>add separate resource adjacent</i>

126	-Foundations Classes -Academic Center	-Barrier Wall for separate space		Fine as is
114	-Foundations Classes	<ul style="list-style-type: none"> -Kitchen space – sink, refrigerator, countertop -Separate Spaces for students to take quiet breaks, etc. -Back table nice for related services -Separate office for teacher desk and supplies – works well for students who are easily distracted -Close to elective classrooms (FACS, Art, Adaptive PE) -Good proximity to bathrooms, nurse, front and pool entrances -Space is noise-proof for students who might be having a challenging day 	<ul style="list-style-type: none"> -Bug infestation -Extremely hot throughout the year -No windows -No chalk/whiteboards -Major space constraints -Not enough seating for paraeducators required to support students -Kitchen does not meet all needs – could use an oven, dishwasher, double sink -Not enough room for paraeducators to store personal belongings -Not enough storage for student belongings (hygiene/job supplies) -Could benefit from separate bathroom to work on toileting/hygiene-related skills <p><i>334 all of above</i></p>	<ul style="list-style-type: none"> -Ample space for student desks or tables for groups of 2-3 students -Room for multiple wheelchairs, equipment, etc. -Large whiteboards -Ample storage for student belongings, instructional materials, etc. -Dedicated space for vocational instruction -Dedicated space for hygiene/daily living skills instruction, including dishwasher, double sink, garbage disposal, stove, oven, refrigerator, etc. -Lockers directly outside of classroom -Dedicated space for paraprofessionals to keep personal items -Separate dedicated space for Sensory Breaks -Access to frequently used areas of the building (entrance, nurse, other special education classrooms and related service providers, Cafeteria, Field House, etc.) -Dedicated single stall bathroom for use by Foundation students needing support toileting <p><i>New space properly sized</i></p>
302	-Speech Therapy Offices/Desks	<ul style="list-style-type: none"> -Providing speech services at tables -Privacy for students who are self-conscious -Room for Speech/Language 	<ul style="list-style-type: none"> -Far away from Special Ed Services, difficult to collaborate readily <p><i>(41)</i></p>	<ul style="list-style-type: none"> -Fine as is -Could be closer to SPED office for easier collaboration <p><i>None</i></p>

		materials -Good workspace		
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Overall Needs:

- 35 • ADA Accessible Bathrooms
 - Lower sink, cabinet changes, automatic doors
- 36 • Sensory Room
 - Small group testing/teacher-student workspaces
 - Dedicated space for paraeducators
- 37 • Sidewalk access to outdoor areas (fields, etc.)

jthuck@arconassoc.com

- 38. Bandroom - tiered. Not accessible for Scooper/Wehman
- 39. Locker rooms - same as south
- 40. Pool - same as south

Jeffrey T. Huck

From: Angelico, Mary <mangelic@hinsdale86.org>
Sent: Thursday, April 09, 2015 10:55 AM
To: Prentiss, Tamara; Burge, Karrie; Ciullo, Michelle; Grelecki, Elizabeth; Jeffrey T. Huck; Ley, Stephanie; Pendergrass, Sara; Schletz, Scott; Stephens, Abigail; Stomberg, Heather; Yopp, Bridget; Dixon, Debbie
Subject: Completely forgot to mention....

Good Morning,

During our meeting this morning, I failed to discuss access to the pools at both South and Central.

South: locker room super tiny, no accessible bathroom stall, sink or shower stall. Current student and w/c user must travel to/from the pool all the way to 131 to change clothing. South does have a hydraulic lift to lower an individual into the water.

Central: I have not actually been in the locker room. I imagine it is also super tiny and inaccessible as all Adaptive Physical Education classes change clothing in the Field House locker rooms and travel down the hall in their swimsuits to the pool. Once there, students are required to pass through a glass door(not automated) to get to the pool. I don't believe Central has a lift to lower someone into the water.

Ideally, in addition to a lift, there would be stairs into the pool. Finally, I have not experienced theater/band access at South and will explore this shortly.

Please correct me if I am wrong. Thanks so much, Mary

Handwritten notes in right margin:
Junk Hugo
628 8500
847-400 4280

Jeffrey T. Huck

From: Prokup,Kristen <kprokup@hinsdale86.org>
Sent: Thursday, April 09, 2015 9:27 PM
To: Jeffrey T. Huck
Cc: Prentiss,Tamara
Subject: HSHS Special Education Functional Group
Attachments: Master Facility Plan Current Facility SPED Corrections.docx; Master Facility Plan SPED Functional Group corrections and suggestions.docx

Hi Jeff,

Attached are South's documents from this morning. I believe Sara is making a few corrections to Central's and will be sending them to you as well. Please let me know if you have any questions.

Thanks,
Kristen

Kristen Prokup

Special Education Department Chair
Hinsdale South High School
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Master Facility Plan Refresh

Hinsdale South

Special Education Functional Group

Verification of Existing Spaces	Description
DHH rooms	Identified as special education; Historically and projected use as DHH offices and classrooms
Room 176	Identified as Administration; Historically and projected use by special education department
Room 126, 128 and 130	Identified as FACS classrooms; Historically and projected use by special education department
Room 120	Identified as special education classroom; Historically and projected use by special education department
Rooms 124 (including 1 inner office and conference room), 124A, 135 (including 3 inner offices)	Current office space and conference room
Rooms 133	Current office and therapy space
Room 131	Current classroom space
Adapted bathroom	Only utilized by special education
Current Needs	Description
① Second conference room	Consistent use of another conference room for meetings and collaboration of small groups of students
② Additional classroom for Foundations program	Use of Room 129 for Foundations class to have access to the kitchen/work space
③ Sensory room	Space allocated for students to utilize for sensory breaks
④ ADA compliant bathrooms	<ul style="list-style-type: none"> -most bathrooms have vanities in place which block access to sink for w/c users -most bathrooms have air/paper dryers place too high on the wall for w/c users -most bathrooms have toilet paper dispensers placed too high for w/c users -many bathrooms lack sufficient space for transfers onto the commode from w/c -many stalls have grab bars but are too small to actually fit a w/c -many bathrooms have doors and none are automated
⑤ ADA compliant kitchen	
⑥ ADA compliant lunch line access and automatic doors	
⑦ Access to sidewalks and outdoor fields	
⑧ 2 nd adapted bathroom	Utilization of the second adapted bathroom; elevating mat table and lockers for student supplies/ space for files?
⑨ Dedicated space for paraprofessionals	Space in close proximity to current office space for personal belongings, materials and work stations
Master Facility Plan Solves	
There doesn't appear to be any changes within the previous plan for special education.	

Replace a
clem?
12x14

Renov or?
New?
bathrooms
dedicated?

Renovate in
fields

Renovate

Renovations
where?

Renovate
transitions to
different
purpose

add
space

- ⑩ Locker Room } See email
- ⑪ Pool access }
- ⑫ ADA Access to Fitness