

Master Facility Plan  
Update

FUNCTIONAL  
TEAM  
REPORT



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# Executive Summary

## **Music/Theatre/Visual Arts**

### **Group Composition/Meetings**

The Arts Functional Team is composed of faculty, staff, and students representing the interests of the music, drama, visual arts, and activities programs at Hinsdale Central and Hinsdale South. These individuals possess a personal passion for their respective areas while respecting all the other artistic endeavors and departments. The team met on March 3, March 16, April 13, and May 22, 2015. On June 3, a final meeting was held with the Arts Functional Team Champion, Steering Committee Member, and District Architect.

### **Purpose**

Quality high schools provide students with a comprehensive educational experience, which includes robust academic and extracurricular opportunities in the fine arts. With this belief foremost in the minds of the Arts Functional Team members, the group assessed the current status of the arts facilities at Hinsdale South and Central and prioritized areas for improvement at both sites.

### **Assessment of Current Conditions**

The original Master Facilities Plan proposed that a bona-fide Fine Arts Wing be built at both schools in order to bring District 86 up to par with other suburban high schools. A simple comparison of the fine arts facilities and student opportunities in District 86 with what exists at nearby high schools illustrates the negative state of affairs due to a lack of attention to our arts facilities. While it is true that our visual arts, music, and drama students and faculty earn state and national accolades, it is imperative to recognize that they do so in spite considerable obstacles presented by the current facilities.

In general, almost all of our current facilities are small and outdated, which presents significant challenges on a daily basis. They are limiting our arts curricular offerings as well as student practice and performance opportunities. Both schools lack high-visibility areas to showcase student work and flexible spaces that allow for multiple event usage. Some programs operate in orphan-like status in District 86 with no designated facilities, such as the drama program at Central, which sends its actors throughout the building searching for open spaces to rehearse in when the auditorium is in use, and the extra-curricular dance program at South that practices in the area behind the gym bleachers without dance mirrors or a proper dance studio floor. Storage space is a massive problem at both schools, as well.

Yet all of these daily irritants pale when compared to the substantial safety concerns that have resulted due to a facility that hasn't grown commensurate with the student population and/or arts programming popularity, especially at Central. The music and visual arts program are prime examples of this. At South and Central, the art and music departments lack private department chair offices unlike all other departments. Conversations that should be confidential, such as those related to job performance or personal issues, are often impossible in the shared department office space.

General maintenance and renovation of spaces has been minimal over the year, resulting in drab facades in the auditorium at South, which is unfortunate given the 50<sup>th</sup> anniversary of the school next year. Premier high schools provide their communities with access to their fine arts facilities through rental agreements or intergovernmental arrangements. District 86 is prohibited from doing this on a wide-scale basis due to the in-house demand on our limited spaces.

When summarizing the status of the fine arts in District 86, the Functional Team believes we would be remiss if we neglected to note how the facilities have restricted student opportunities. For instance, District 86 offers no dance program whereas most high schools offer a range of dance courses from introductory classes to ballet, jazz and choreography. Schools we often compare ourselves to, such as Stevenson, New Trier, Riverside Brookfield, and Oak Park River Forest, offer high quality dance programs for their students.

In conclusion, the Music/Theatre/Visual Arts Functional Team respectfully asks the Steering Committee to provide our students with facilities that honor their amazing talents born from boundless creativity, audacious aspirations, passionate hard work, and inspirational dedication.

**Prioritization of Options**

The Functional Team members reviewed and studied the existing Master Facilities Plan to confirm or revise its assumptions. After examining current enrollment numbers and trends, each Fine Art area shared its conclusions as to what their biggest areas of need were. Our next step was to prioritize all of the Arts in a fair and consistent way. In order to accomplish this, the team identified key areas of concern to use to compare each area. These are listed in chart below, along with the team’s priority ranking of which areas need attention in what order.

**FINE ARTS FUNCTIONAL TEAM PRIORITY RANKING**  
**Music/Theatre/Visual Arts**

PRIORITY RANKING	SPACE/PROGRAM	SCHOOL	ISSUES/CONCERNS/NEEDS					
			Storage Space is Lacking Due to Program Growth or Size of Rooms	Student Space is Over Crowded	Safety Issues Exist due to Size, Condition, or Age	Accessibility Does Not Comply with ADA Standards	Renovation would NOT solve functionality issues	Current Space (or lack of it) is Limiting Student Opportunities
#1	Music	Central	X	X	X	X	X	X
	Auditorium Renovation	South	X		X	X		
#1.5	Little Theater	South	X			X		
	Little Theater/Black Box	Central	X	X	N/A	N/A	N/A	
#2	Art	South	X	X	X	X		
	Art	Central	X	X	X	X		X
#3	Music	South	X	X	X			
#4	Auditorium Renovation	Central	X	X	X	X		
#5	Dance	South	X	X			N/A	X
	Dance	Central	X	X			N/A	X
#6	Activities	Both	X	X			X	X

Contributors

*Fine Arts Functional Team Champion:* Laura Milas, Art Department Chair, Central  
*Steering Committee Member:* Pam Bylsma, Assistant Superintendent for Academics  
*District 86 Faculty and Staff:* Charlie Cooper, Theatre Director, Central  
 Pat Maag, Music/Art Chair, South  
 Sally Phillips, Activities, Central  
 Danny Yuska, Theatre Director & Head Speech Team Coach  
 Kate Peronto, Variety Show, South  
 Matt Kurinsky, Music, Central  
 Matt Goeke, Music, Central  
*District 86 Students:* Jonah Lillioja, Choir/Art student  
 Kate Krupp, Art student  
 Adam Stansbury, Drama student  
*District 86 Graduates:* Several were contacted, joined the committee but were unable. They shared their ideas remotely.



# Art Team Needs and Issues List

## CENTRAL HIGH SCHOOL

### A) MUSIC

1. The Band room is undersized at 1,932 square feet. Given the current class sizes that reach 85-90, the Band room should be sized at +/- 3,000 square feet with three 150 sqft practice rooms;
2. Instrument storage within the Band room occupies +/-500 square feet needed space for the Band program. Instruments should be in a separate storage room;
3. Uniform Storage is in the basement remote from Band. It should be in storage room adjacent;
4. Orchestra shares space with the Band program. The space assigned to Orchestra is too small for the program. An appropriately sized space would be +/-2,500 square feet and three 150 sqft practice rooms, as planned for in the 2011 Master Plan, plus a 300 sqft storage room;
5. The Jazz room is undersized for the program and is hindered due to the percussion instruments stored within the room. An appropriately sized room would be +/-1,800 square feet and three 150 sqft practice rooms, as planned for in the 2011 Master Plan, plus a 300 sqft storage room;
6. The Choir room is undersized for the program. An appropriately sized room would be +/- 1,800 square feet and three 150 sqft practice rooms, and a 150 sqft storage room, as planned for in the 2011 Master Plan;
7. A dedicated Piano Lab / AP Music Lab is needed matching the space provided for Piano Composition at South HS - +/- 1.200 sqft;

### B) THEATER

8. A Small Theater or Black Box Theater is needed to support the Theater after hours program as well as meeting the need of a teaching station, matching the opportunities provided at South HS. 2,800 sqft plus 400 sqft of storage space is identified in the 2011 Master Plan;
9. A Drama / Rehearsal Classroom is needed to support the current enrollment needs (could the Black Box Theater work as the teaching space for this classroom?);
10. The Auditorium needs to be renovated with the following needs:
  - a. a freight elevator supporting movement from the basement to the backstage for cast members, sets, and equipment. This elevator could also double as the elevator used to move people from the 1<sup>st</sup> floor to the balcony seating, meeting the requirements of ADA;
  - b. an orchestra pit, appropriate lighting at an orchestra pit;
  - c. complete lighting, technology, power, and sound upgrades;
  - d. ADA seating and seating upgrades;
  - e. and a replacement of the existing rigging with moveable rigging;
11. A separate, dedicated storage area is needed - +/-500 sqft;
12. Congestion exist in the hall north of the Auditorium. This is the only route that students can use when an assembly is held in the Auditorium. Students enter from two doors along this hallway but the entire population becomes congested at the west end;
13. Congestion exist in the lobby of the Auditorium after performances and at intermissions;
14. Washrooms off the Lobby are not sized appropriately for the seating capacity;
15. Number not used;
16. A Director's office is needed;
17. Movement of equipment into the Auditorium requires the door to be removed for clearance;
18. Signage for the Auditorium is not sufficient;
19. Parking spaces are insufficient when events occur in the Auditorium at the same time as athletic events;

### C) VISUAL ARTS

20. Room 218 is undersized at 1,000 sqft for the Ceramics and Jewelry/Metals programs housed there. Storage in the room takes up floor space and safety and accessibility issues in the circulation paths. An appropriately sized space would be +/- 1,500 sqft plus 200 sqft for a kiln room, plus 150 sqft for storage in a separate room;
21. Both 2D Art rooms are undersized at 1,000 sqft. Appropriately sized spaces would be +/- 1,500 sqft, plus 150 sqft for storage per room;
22. A 4<sup>th</sup> Art Studio is needed to support the current enrollments;
23. Each of the 4 Art Studios should have an ADA compliant station and appropriate width circulation throughout. None currently exist;
24. Amenities missing from each of the Art Studios include: black-out window shades, exhaust systems, and ceiling mounted power reels;
25. North light is preferred in each Art Studio;
26. Visual Arts should be located in the building in an area where noise from the art programs will not disturb adjacent spaces;
27. Digital Art is housed in the basement in the Career Tech area, remote from the Arts programs;
28. A 500 square foot Gallery space should be provided for displaying student work or visiting artists work. The Gallery should be a visible, focal point for the Arts program, and be located near a Fine Arts entry.
29. Visual Arts labs are preferred to be located on the first floor near the Gallery.

### D) DANCE

30. Dance should be 1,500 square feet (currently under 1,400 sqft and shaped inappropriately), and should be located close to the other Arts spaces but not too remote from the PE locker rooms;
31. Dance should have a recessed, sprung, wood dance floor, mirrors, rails, and 100 square feet of storage;

### E) GENERAL

32. Offices for Theater, Music, and Visual Arts should provide privacy, allow for meetings with small groups of 2 to 3, and be grouped together, along with a separate Department Chair office, a conference room for 10, and a production area.;
33. An additional 500 square feet of storage should be provided for Community Arts programs, along with a 200 square foot storage space for Activities programs;

### SOUTH HIGH SCHOOL

#### A) MUSIC

34. The Band room is undersized at 2,302 square feet. Given the current class size, the Band room should be sized at +/- 3,000 square feet with 3 - 5 practice rooms ranging from 60 to 150 sqft;
35. Instrument storage within the Band room occupies +/-500 square feet needed space for the Band program. Instruments should be in a separate storage room;
36. The Choir room is undersized for the program. An appropriately sized room would be +/- 1,800 square feet with 3-5 practice rooms ranging from 60 to 150 sqft;
37. The current Piano Lab / Music Lab is housed in the Photo Lab remote from the Music program, and shares space with Photo. A dedicated lab in close proximity to the Music program is needed;

#### B) THEATER

38. Both the Auditorium and Little Theater need finishes upgrades (spaces are original), with the following renovations:
  - a. flooring, seating, and curtains need replacement;
  - b. complete lighting, technology, power, and sound upgrades;
  - c. ADA seating and seating upgrades;
  - d. a replacement of the existing rigging with moveable rigging;
  - e. acoustical upgrades;
39. A ticket booth is needed in the Lobby;

- 40. Nearby washrooms are not sized to handle the Auditorium capacity or ADA needs;
- 41. Congestion exist outside the Auditorium when athletic events occur. Conflicts exist among ticket sales, washroom access, concessions, and high volume traffic;
- 42. Parking can be a problem when athletic events occur on the same night as performances;
- 43. The small theater is not flexible and does not support a teaching theater;

C) VISUAL ARTS

- 44. The 3D Art Studio does not have adequate power outlets;
- 45. Digital Arts is remote, housed in the Tech Labs;

D) DANCE

- 46. Dance should be a dedicated 1,500 square foot space (currently shares space with Gymnastics and other activities in the gym balconies resulting in scheduling conflicts in a space that is not designed for Dance), and should be located close to the other Arts spaces but not too remote from the PE locker rooms;
- 47. Dance should have a recessed, sprung, wood dance floor, mirrors, rails, and 100 square feet of storage;

E) GENERAL

- 48. Offices for Theater, Music, and Visual Arts should provide privacy, allow for meetings with small groups of 2 to 3, and be grouped together, along with a separate Department Chair office, a conference room for 10, and a production area.;
- 49. An additional 500 square feet of storage should be provided for Community Arts programs, along with a 200 square foot storage space for Activities programs;



# Arts Team Component List

## **CENTRAL HIGH SCHOOL**

### **COMPONENT 1 - Arts Programs are Grouped**

#### OPTION 1

Follows the January 2011 Master Plan in concept with the following key differences:

- A) Assumes that a new East Entry is created immediately south of the pool, removing a potential pool project from the critical path of an Arts project (The Jan 2011 MFP located a new East Entry through the center of the existing pool, placing a pool project in the critical path of all other major projects);
- B) An Arts addition is located between the Auditorium and the south face of the pool. The addition works with the new East Entry to create an event entry;
- C) the Option 1 Arts addition creates space on all three levels. The Jan 2011 MFP identified space for the addition on the 1<sup>st</sup> level only. Note: the area available on the 1<sup>st</sup> floor is not large enough by itself to meet the needs of the Arts program expansion;
- D) Option 1 addresses needs for a dedicated Digital Arts Lab, Piano Lab, Dance Studio, grouped Arts Offices, a Collaboration/Speaker space, and circulation congestion relief, not addressed in the Jan 2011 MFP.

Assumptions and Planning:

- A) The Cafeteria remains in its current location or does not acquire the Music spaces per the Jan 2011 MFP;
- B) Band remains in its current location and expands south into Choral. Arts Storage expands north into Choral as well;
- C) Jazz and Orchestra are converted to 3 general classrooms and a collaboration space;
- D) A new East entry and E/W corridor are located immediately south of the existing pool;
- E) 3,000 square feet of B&G and loading dock space is converted to a Scene Shop, storage, and the new corridor;
- F) A 8,500 square foot Lower Level addition includes a Piano Lab, Digital Lab, dressing Rooms, Wash Rooms, storage, and circulation;
- G) The 6,000 square foot bottom of the pool is dug out to the Lower Level floor for a teaching theater and Dance Room;
- H) A 14,000 square foot addition on the 1<sup>st</sup> floor includes the demolition of the ramp "building" south of the Pool and the single story exit corridor north of the Auditorium, providing a new East Entry, Gallery, Department Offices, Jazz, Orchestra, storage and circulation;
- I) A 3,500 square foot floor is build in the Pool at the 1<sup>st</sup> floor level for Choir and a Black Box Theater balcony;
- J) A 2,500 square foot heavy renovation of the existing Pool Locker Room spaces is converted to a stepped Collaboration/Speaker area connected to the 2<sup>nd</sup> floor;
- K) A 13,500 square foot 2<sup>nd</sup> floor addition includes 4 Art Labs and the upper level of the Collaboration/Speaker component. Clerestory windows provide natural light to the Art Rooms in the addition under a raised section of new roof. The total roof area is +/-18,000 square feet including coverage of areas open to high volume Jazz and Orchestra spaces on the 1<sup>st</sup> floor below;
- L) The existing Pool roof remains, covering high volume Dance and Black Bock Theater spaces;
- M) The existing 5,500 square feet of Visual Arts rooms receive a heavy renovation conversion to general classrooms;
- N) Assumes that the teaching theater will serve as an additional teaching station / Drama / Rehearsal classroom (Needs item 9);
- O) Addresses Needs items 1 - 9, and 11 - 16;

P) Needs item 8 is addressed in the form of a teaching (Black Box?) Theater, and an expansion of locker rooms on the 1<sup>st</sup> and lower levels within the vacated Dance room.

Total addition area = 36,000 square feet;

Total heavy renovation = 33,000 square feet;

Total light renovation = 1,500 square feet.

Component 1 Option 1, creates an additional 12 teaching stations for Central HS (1 Arts Lab, 1 Digital Arts Lab, 1 Piano Lab, 1 teaching theater, and 8 general classrooms);

#### OPTION 2

Assumptions and Planning:

A) The same as Option 1 but assumes a Pool decision is independent of the Arts components. If the existing Pool remains, the teaching theater, Dance, Choir, and Collaboration/Speaker spaces could be addressed in a +/- 10,000 square foot addition between the current music wing and the Field House support spaces along with a 3,500 square foot heavy renovation of existing music spaces converted to classrooms in Option 1;

### **COMPONENT 2 - Auditorium Upgrades**

Renovation of the existing Auditorium. Addresses Needs items 10, 17, 18;

### **COMPONENT 3 - Assumes Visual Arts either remains in its current location or is relocated to the first floor displacing existing classrooms**

#### OPTION 1

Visual Arts remains in its current location. A 4<sup>th</sup> Art Studio is created out of one classroom and the adjacent Arts office. The Arts office moves east taking space from the adjacent existing meeting room. The gallery and hallway to the meeting room are reconfigured. ADA needs and classroom amenity Needs items 23 and 24 are addressed in this option. One Art Studio is added and one Classroom is lost for a net zero change in teaching stations. Digital Arts remains in the Lower Level Career Tech Ed. The total area of heavy renovation is 7,000 square feet. A 1,500 square foot Meeting Room needs to be built along with appropriate circulation as part of an addition.

Component 3 Option 1 modifies the renovation and addition area calculations, and Teaching Station counts, from Component 1 Option 1 as follows:

Total addition area is reduced by 7,000 square feet to 29,000 square feet;

Total heavy renovation is increased by 1,500 square feet to 34,500 square feet;

Total Teaching Stations added is reduced by 5 to a new total of 7 T.S. added.

#### OPTION 2

Assumes that Visual Arts is relocated to 1<sup>st</sup> floor classrooms along the south end of the courtyard displacing 2 computer labs, 3 classrooms, 2 offices, and the World Language Department Offices. 5 classrooms are created from the former Arts spaces (note: smaller than the displaced computer labs 152 and 154.) Assumes Arts Offices are created as part of an Arts Addition. Assumes the adoption of 1 to 1 technology allows the 2 displaced computer labs to be replaced with 2 general classrooms. Assumes a total heavy renovation of 11,000 of new and former Arts Labs. Assumes 800 square feet plus appropriate circulation is constructed as part of an addition to house the displaced World Languages Department Offices.

## **SOUTH HIGH SCHOOL**

### **COMPONENT 4 - Music Expansion**

Follows the January 2011 MFP in concept with a 6,000 square foot addition to the north of the existing Music spaces and a complete heavy renovation of the 5,900 square feet of existing Music spaces (includes structural modifications/possible relocation of columns, to accommodate large open spaces.) Space is provided for an expansion of Music, the relocation of the Arts Department Offices, an appropriate Dance space, a dedicated Piano/Music Lab, and required circulation. Addresses Needs items 34 - 37, 46 - 49;

### **COMPONENT 5 - Auditorium and Little Theater Upgrades**

A complete renovation of the existing Auditorium and Little Theater. Addresses Needs items 38, and 39;

### **COMPONENT 6 - Washroom Fixture Counts Addressed**

Renovation and expansion of the existing washrooms to support concurrent Auditorium and Athletic events. Displaces Arts Department Chair Offices. Addresses Needs item 40;

### **COMPONENT 7 - Creation of a Fine Arts Wing**

In lieu of a 6,000 square foot Music addition, Component 7 considers the overall planning of the Fine Arts programs, capturing the existing Cafeteria space for Arts. The Fine Arts Wing provides a new Fine Arts entry with the Gallery as a focal point, creation of a new, flexible, Little Theater/Black Box Theater, appropriate sized Music and Music support spaces, grouped Arts Department Offices, an appropriate Dance space in close proximity to Arts, a Piano/Music Lab, lobby support for the Auditorium, and relief of congestion and washroom fixture count issues outside the Auditorium.

Assumptions and Planning:

- A) The Cafeteria is relocated to the courtyard, including 11,000 square feet of addition in the courtyard and 7,000 square feet of heavy renovation of vacated 2D Art Labs and FACS labs (in lieu of an in-place 14,500 square foot heavy renovation.) Included is an expansion of the existing washrooms, renovation of a storage room into a concessions stand, and a widening of the East/West corridor south of the Auditorium to relieve congestion and create a Commons Area. See the Cafeteria Team Report for how this supports their Team's needs;
- B) A 7,000 square foot FACS wing is built. See the CTE Team report for how this supports their Team's needs;
- C) Fine Arts is housed in a 4,500 square foot addition north of the current cafeteria, along with a 23,500 square foot heavy renovation of the Little Theater, Music, and Cafeteria spaces;
- D) Allows for a same-floor expansion of Special Education and a same-floor relocation of DHH. See the Special Education Team Report for how this supports their Team's needs;
- E) An opportunity is available to create a Collaboration/Speaker area connecting the 1<sup>st</sup> and 2<sup>nd</sup> floors. See the Classroom Team Report for how this supports their Team's needs.



Minutes

~~Art/Music/Theatre~~ Functional Team

7:00- 8:15 PM, 3/16/15

Reports:

**Music- South**

2011 Master Plan-

Existing spaces are fairly accurate

Requested space (2011) is more than we have

600 SF of storage in 2011?? Do not know what this includes

Changes since 2011-

9% increase in band; 15% in choir----change from 2011---78 to 150 band members; choir needs increase

Projects:

Storage Space

Lockers/ storage is important- instrument lockers for 80-90 people

Instrument storage is small (hallway and small closet)

Adding new lockers to the room only makes the teaching space smaller and eat up 9%

Other groups come and use the facility and we need things locked

Larger Music Rooms

4<sup>th</sup> practice room eliminated space

Master Plan 2011- not enough storage and rooms should be larger

Cannot run two bands at once- sound goes through the walls so they try not to run choir and band

Permanent risers in choir room- director likes them- would like it as a dedicated choir room; moving ones don't move very well

Piano/Electronic Music

Dedicated/shared labs are needed at both buildings with locked storage for equipment

**Music-Central**

2011 Master Plan-

Room listings are misleading- the labels are not accurate since they share spaces

2011 plan has band and orchestra spaces that are too small for current enrollments

Choir in proposal looks good; 160 this year, about the same size

# of practice rooms is good if not used as storage

Changes since 2011-

Band room (new) is based on 66-75; have 260 kids this year!

Projects:

Storage Space

Storage is everywhere- theatre, shop, etc.... need (1200 SF)

Storage is too limited in the 2011 plan

Current practice rooms are used as storage

Is it possible to move storage to the basement of the proposed Music addition?

Estimated to need 10 times more storage than in 2011 (2400 SF)

#### Larger Music Rooms

##### Band/Orchestra

Biggest class is 88 this year-- proposed space is too small

Storage within the music rooms is big problem; instrument storage in band room eating up SF--- making the room much smaller (1500 SF in reality)

Separate storage and band space; protect the District's investment in the instruments and equipment

250 kids in marching band going to the basement for uniforms while the freshman play is on

##### Jazz Room

Storage of percussion instruments creates problems; covering up door to practice space, for example

Room size would be fine if storage is elsewhere

Movement is really difficult- set up and take down is taking 8 to 10 minutes- resulting in loss of instructional time

##### Orchestra

Orchestra is not using that room; it doesn't fit

Movement is really difficult once set up

Set up and take down is time consuming and eats up instructional time

#### Piano Lab/AP Music/ Regular Lab Space (Program offered as a PC platform course at South)

Piano composition that South has is not able to be able to offer it

Keyboards/ music keyboard that is wired to the teaching station (22 stations)

Storage for music keyboards

Downers Grove has the lab near music

#### Theatre- South

Size is fine; needs a face-lift- all original; lighting not compliant? Curtain is not fire coded

#### Projects-

##### Renovation of the Auditorium and Little Theatre

Flooring, seating, curtain, lighting, and sound conditions should be looked at (50 yrs old)

The whole facility needs to be examined- acoustics, safety

##### Lighting/Technology/Sound Upgrades

Add additional lights

Convert to LED's and add dimmers and timers to become more energy efficient

Add a disconnect box to the backstage for rentals and productions

Rigging- increase and upgrade rigging so that all are moveable

Add projection unit

#### Sound and Acoustics

Wireless system needs to be in the house and does not use existing booth

Rigging? Is it original?

Handicap seating in the front of the house is needed

The auditorium and little theatre have not been updated in 50 years; time to modernize

#### Addition of Ticket Booth and Washrooms

Lobby- no ticket booth; bathrooms are tiny

#### Movement

Traffic flow around the auditorium and gym should be improved

Parking is a problem when athletics and productions occur

#### Theatre Central

2011 plan seems to be accurate

#### Projects-

##### Little Theatre/Black Box

Discussion should occur before it is concluded that a Little Theatre is the space desired

##### Drama/Rehearsal Classroom

Not included in the 2011 plan but should be added; Drama class enrollment has grown and it often moves when the space is needed for productions

##### Auditorium Renovation

Add freight elevator to backstage to provide easy movement of sets and actors (ADA)

Create orchestra pit or provide collapsible risers for the area; improve lighting in that area

Address handicap seating in the house

##### Lighting/Technology/Sound Upgrades

Add additional lights

Convert to LED's and add dimmers and timers to become more energy efficient

Add a disconnect box to the backstage for rentals and productions

Rigging- increase and upgrade rigging so that all are moveable

Add projection unit

##### Sound and Acoustics

Wireless system needs to be in the house and does not use existing booth

##### Storage

Problems with storage would be helped if Music removed robes and uniforms

##### Expansion of Foyer and addition of a Director's Office

Move the building's entrance outward to accomplish a few needs:

Connect the foyer with the rest of the building (see movement)

Provide more washrooms

Add elevator for balcony access (ADA)

Add clear signage to the front of the building

#### Movement

Traffic flow around the auditorium

More ways than just one intersecting hallway;

Connect the auditorium with additional entrances- connect

Door post must be removed in the auditorium to move equipment

Parking is a problem when athletics and productions occur

#### **Other issues/housekeeping:**

When do site visits come in?

After we prioritize our list, we will have a more focused site visit.

Comparison photos?

Please send any of photographs of current conditions to Laura to collect. If you can use the title to provide a caption, that would be helpful.

#### **Next steps:**

Art report

Prioritize among all of our areas

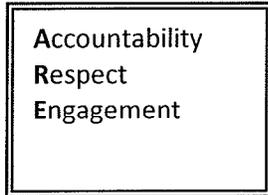
Justification/measurable objectives

#### **Next meeting:**

**April 13<sup>th</sup>, 7:00 AM- location TBA**

Attendance: Jeff Husk, ARCON, Pam Bylsma, Steering Committee, Laura Milas, "Champion," Claudia Manley, Eric Goldbranson, Charlie Cooper, Pat Maag, Sally Phillips, Danny Yuska, Kate Peronto, Matt Kurinsky, Matt Goeke, Jonah Lillioja, Kate Krupp, Adam Stansbury

Our Functional Team Norms-



- ☺ Trustworthiness
- ☺ Respect
- ☺ Responsibility
- ☺ Fairness
- ☺ Caring
- ☺ Citizenship

1. **Report out- Hinsdale South and Hinsdale Central- review and verify** previously identified programmatic deficiencies and bring to the surface any new deficiencies specific to their team; **current and future trends** for each area; list **curriculum deficiencies**, if any for each area
2. Site Visit/exemplar facilities- create list
3. Next meeting time and date-

Preparation for our next meeting:

1. **Identify and present** buildable, independent project components (identified in the existing MFP and any deviations) and state the **justification, measurable objectives, and priority** specific to their team
2. **Consider** parity and equity within the District

Later:

1. Work with ARCON to establish budgets for each component, and ties to other components specific to their team. Reach out to other teams, if needed.
2. Communicate a recommendation of the Functional Team's priority list to the Steering Committee using the modified **Capital Justification Form**.

Timeline-

- Mid-Feb to Mid March- Work**
- Mid-March- Draft Recommendations to Steering Committee**
- Late March- Open Community Workshop 1, Steering Committee
- April- Work/Refine Recommendations
- Mid-May- Open Community Workshop 2, Steering Committee
- June- Budgets Established
- July- Dialogue with Board of Education
- August- Final Presentations to Board of Education

*1. What's working  
What isn't  
2. What spaces are needed  
(MFP?)*

Additional Information

Example: Measurable Objectives:

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*Art-Central elaborate*  
The success of an art program, in large measure, depends upon the thoughtful planning of facilities. At Central, the facilities are outdated and undersized. They are hampering our abilities to meet the needs of students and educators. The current issues with art facilities at Hinsdale Central are not new ones. They are however worsening due to (1.) the demand for the use of technology in all art classes (2.) the size and location of the facilities, and (3.) the inclusion of special needs students in undersized spaces. Over the last ten years, the art facilities, most of which are three decades old, have been an area of concern within the District. *What pleasure?*

The observations about the art facilities contained in this report are supported by two independent resources on art facilities; The National Art Education Association Facilities Guidelines, (*Design Standards for School Art Facilities*, 1993) and the District 86 commissioned report by Franklin Hill and Associates (2001). Issues summarized in the Hill report included undersized classrooms, undersized teacher planning, and insufficient storage space and area for electronic art. *elaborate*

#### **Current Art Facilities**

Over the last three decades, only modest remodeling has occurred; the ceramics/jewelry room was remodeled in 1982. In 1991, Room 210, gallery, and art office were remodeled; and the student gallery was improved using Hinsdale Central Foundation grants during the summer of 2008. Currently, the art department serves 40 sections a year. *to provide? ...*

#### **Current Room Utilization**

##### Room 218

This room, used for Jewelry/Metals and Ceramics, is 1000 NSF and does not have additional storage space. The national standards suggest 1350 to 1400 NSF as a minimum class size for art. *define for lay people*

**1. Measurable objective- Through remodeling, the room will better utilize space for student work.**

Storage space for ceramic projects hampers student opportunities and curriculum. Both sculptural programs have large equipment and storage needs.

**2. Measurable objective- The new storage will better utilize existing space.**

For obvious safety reasons, it is undesirable to mix these two curricular areas. Additionally, buffing wheels and centrifugal casting equipment is positioned two to three feet away from student desks where there is a risk of injury.

**3. Measurable objective- Room improvements will provide a safer working environment.**

##### Barrier Free Spaces

Currently, the art rooms are not accessible to persons with physical impairments. To be compliant with ADA Regulations and Accessibility Guidelines, all art rooms need to be updated to include: wheel chair accessible work-top surfaces, accessible sinks from several sides and appropriate sink height for wheel chairs, accessible equipment stations, and adequate floor space to move freely.

Currently, due to the equipment and work spaces in art rooms, it is not possible to provide the minimum of 36" aisles for wheelchair access. Sinks, soldering stations, wheel throwing stations are not adequate for Central students in wheel chairs (ADAAG 4.33.3). The classroom spaces do not have a clear area that is 60" in diameter for turning a wheel chair around.

**4. Measurable objective- The room will have ADA sinks and more space for students with disabilities.**

##### General Art Room Needs

"The most crucial area in an art room is the storage space." (*Design Standards for School Art Facilities*, 1993). Five types of storage are needed for art: reserve supply storage, work in progress storage, active supply storage, portfolio storage, and hazardous materials/equipment storage. Generally 400 square feet is recommended for all storage.

As previously mentioned, storage is sorely lacking in our present facilities.

**5. Measurable objective- Furniture and storage units will provide better supply and in-progress storage of student art.**

Light is an important resource for the artist. Color perception is important to art instruction and the best light natural light. Northern light is considered the best. Conversely, the capability should exist for showing slides, films, or videos during the day. For presentations, the room must be equipped with appropriate technology. Currently, for different reasons, lighting is inconsistent and interferes with instruction in each room. The use of LCD projectors is difficult in the two rooms facing west because darkening drapes do not exist.

**6. Measurable objective- Lighting will be improved to be consistent across work areas.**

**7. Measurable objective- The projector and screen will be turned around to provide better light control and visibility.**

Art making, using various power tools, can be disruptive and loud. Art rooms are generally located away from courses that require silence and sound proofed to minimize disruptions. The acoustics of our current facility do not deaden sound or vibration. Instruction on the first floor is impacted by the location of the art rooms on the second floor.

**8. Measurable objective- Rubber feet will be added to deaden the sound made at student work areas.**

Federal mandates for worker safety require that ventilation for fumes, odors, and dust be provided through general and local exhaust systems. We presently have specific ventilation for kilns, jewelry bench, burnout kiln, and spray booths. Another safety issue that is particular for art rooms is the location and number of electrical outlets. If plentiful, they eliminate the need for extension cords or unsafe movement around power tools.

**9. Measurable objective- Upgraded electrical systems will provide adequate power for student work.**

**10. Measurable objective- New exhaust booth will safely eliminate toxins from student classroom spaces.**

**11. Measurable objective- Ceiling dropped electrical outlets for potter's wheels will eliminate the potential for electrocution.**

Summary

When considering the importance of the art facility to an art department, it is truly amazing that a high level of success has been maintained. Hinsdale Central students and staff have been over-achieving to compensate for inadequate and outdated facilities. The present facilities fail to support the tremendous efforts of students and faculty. In many cases, the facilities form obstacles to better instructional practices and to career opportunities for students. The present facilities may exclude members of the school community and are not as safe as desired. It is time to update and modernize the art facilities.

Resources

*Design Standards for School Art Facilities* (1993), Reston, VA: National Art Education Association

<http://www.access-board.gov/ufas/ufas-html/ufas.htm>

Uniform Federal Accessibility Standards

<http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/disaccess.html>

Accessibility and Universal Design, Office of Vocational and Adult Education

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Other resources:

2011 Master Facility Plan

<http://www.hinsdale86.org/sb/Master%20Plan/Master%20Facilities%20Plan.pdf>

**Music/Art/Theatre Functional Team**

Members:

Claudia Manley, Parent, South

Eric Goldbranson, Parent, South

Charlie Cooper, Theatre Director, Central

Pat Maag, Music/Art Chair, South

Sally Phillips, Activities, Central

Laura Sievers, Art, Central

Danny Yuska, Theatre Director & Head Speech Team Coach

Kate Peronto, Variety Show, South

Matt Kurinsky, Music, Central

Matt Goeke, Music, Central

Jonah Lillioja, Student, Choir/Art

Kate Krupp, Student, Art

Adam Stansbury, Student, Theatre

Laura Milas, Champion, Art, Central

Pam Bylsma, Assistant Superintendent for Academics

Other Functional Teams – District Administration, Building Administration, Student Support Services, I.T. Infrastructure (Efficiencies), and Safety / Security, Classroom Spaces, Library, Cafeteria, Physical Education / Drivers' Ed / Athletics, Science, Arts (Art / Music / Theater), Career Technical Education, Special Education / Adult Transition Program / Continuum of Services, Site (Circulation / Parking / Amenities / Landscaping / Land Opportunities), Building Circulation, (Commons Areas / Flow / Entries) Community Utilization of Facilities, Sustainability and Greening

## Jeffrey T. Huck

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**To:** lmilas@hinsdale86.org  
**Cc:** Bylsma,Pamela <pbylsma@hinsdale86.org> (pbylsma@hinsdale86.org); Jeffrey T. Huck; Rick Cozzi  
**Subject:** Arts planning

Hi Laura,

This email responds to your earlier request. Find attached two documents. The first is the Conceptual Building Program from the original Master Plan. I've highlighted the big areas. The left columns are the quantities and areas of the existing spaces. The right columns are the Master Plan proposed quantities and areas of each type of space. I've listed below standards that I've always used along with comments on each area. A review of this document would be a good item for tomorrow's agenda, along with a global review of the Master Plan and its components.

The second document is a package of planning questions and example layouts that I've used in the past. This is more appropriate as we move forward toward actual projects, although some of the questions relate to where we are today. Please feel free to share with your team. I look forward to see you in the morning at the coffee shop.

Jeff

Comments on Master Plan areas:

**Band** – the size of new Band rooms varies based on the size of the band desired. Planning for new Band rooms ranges, but typically averages around 25 square feet (sqft) per band member. This area per band member also covers the area needed for a teaching area, some large instruments (pianos, etc.) and circulation. The Master Plan assumed that band would be given larger spaces at both schools. Central's current Band room is 1,932 sqft, or 77 members at 25 sqft/member. South's current Band room is 2,300 sqft, or 92 members at 25 sqft/member. The Master Plan proposes at Central to infill the receiving area between the Auditorium and the current Pool. This would allow for Band to be moved to a new 2,500 sqft space (+29%) (100 mbrs at 25 sqft/mbr.) The existing Band, Orchestra, Jazz, and Choir rooms would convert to new Cafeteria/Kitchen/Back of House functions. The Master Plan proposes at South an addition to the north of the current music area and cafeteria. This expansion north implies a larger 2,500 sqft (+9%) (100 mbrs at 25 sqft/mbr) Band room. The last four new high school Band rooms that I have worked on (2005 – 2013) have ranged from 2,400 sqft (96 mbrs at 25 sqft/mbr) to 3,000 sqft (120 mbrs at 25 sqft/mbr.)

**Orchestra** – new Orchestra rooms are also typically planned at 25 sqft/mbr. The current Orchestra room at Central is 1,362 sqft, or 55 mbrs at 25 sqft/mbr. The Master Plan proposes a new 2,500 sqft (+84%) Orchestra room at Central. South HS does not currently have an Orchestra room, nor is one included in the Master Plan. I have typically planned between 1,500 and 1,800 sqft for Orchestra rooms, based on the individual high school needs, assuming a smaller Orchestra member count of between 60 and 70 members.

**Jazz room** – the current Jazz room at Central is 891 sqft. The Master Plan proposes a new room of 1,800 sqft (+102%). South does not have a Jazz room and one is not planned for in the Master Plan. I do not have any guidelines for you for Jazz rooms, however, using our number of 25 sqft/mbr, Central's Jazz room would increase from 36 members to 72 members.

**Choir/Chorus room** – the current Choir room at Central is 891 sqft. The Master Plan proposes a new room of 1,800 sqft (+85%). The current Chorus room at South is 1034 sqft. The Master Plan proposes a new room of 1,200 sqft (+10%). I have typically planned between 1,500 and 1,800 sqft for Choir/Chorus rooms, based on the individual high school needs.

**Theaters** – the trend in theater planning at the high school level is trending away from the very large capacity theaters to smaller, more intimate theaters. Almost no new theaters are being designed for more than 750 seats, even at the higher education level. Smaller theaters are less expensive to build. Often new theaters will have +/- 500 seats on the

main floor with a 250 seat balcony that can be designed as an alternate or as future construction. Smaller theaters result in more performance dates, which leads to more students being able to participate. The existing theater at Central has a seating capacity of 1,330. The existing theater at South has a seating capacity of 750. The Master Plan keeps both theaters in their current location but assumes finish upgrades.

Little Theaters – the Master Plan proposes a new Little theater (or Black Box?) at Central with an area of 2,800 sqft. The Master Plan assumes the Little theater at South will remain in its current location with an area of 1,853 sqft (and notes: 100 seats.) I have typically planned these for +/- 100 seats with the area varying depending on the educational components.

Art Studios – there are currently 2 art studios at Central at +/- 1050 sqft each. Assuming 25 students gives an area of 40 sqft/stu. The Master Plan proposes moving art into two new 1,500 sqft rooms at the south end of the courtyard to take advantage of north light (+48%) (25 stu at 60 sqft/stu). There are currently 3 art studios at South at +/- 1,234 sqft each. Assuming 25 students gives an area of 49 sqft/stu. The Master Plan proposes moving art to the second level with north light exposure in spaces of 1,300 sqft each (+5%). I typically plan high school art studios from a starting point of 1,500 sqft and adjust based on intended use.

Ceramics and Photo Studios – the Master Plan program shows a photo lab at South and a ceramics lab at Central, however, the Master Plan diagrams are not consistent with this. We can confirm the existing spaces at our first meeting tomorrow. Photo labs are not planned for in new schools. In existing schools, they are typically located in converted existing art studios so we don't have any planning area rules of thumb for you. Ceramic studios are typically planned at the same 1,500 sqft as Art Studios as a starting point.

Jeffrey T. Huck, AIA, REFP | Director of Design

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# **FINE ARTS**

## **Music/Theatre/Visual Arts**

Functional Team Report

Hinsdale District 86

July 2015

## Music/Art/Theatre Functional Team Chair, Laura Milas

### *Fine Arts Functional Team Champion:*

Laura Milas, Art Department Chair, Central

### *Steering Committee Member:*

Pam Bylsma, Assistant Superintendent for Academics

### *District 86 Faculty and Staff:*

Charlie Cooper, Theatre Director, Central

Pat Maag, Music/Art Chair, South

Sally Phillips, Activities, Central

Danny Yuska, Theatre Director & Head Speech Team Coach

Kate Peronto, Variety Show, South

Matt Kurinsky, Music, Central

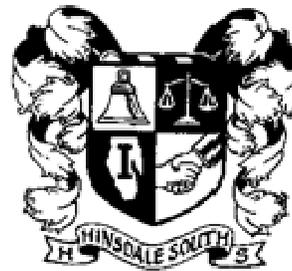
Matt Goeke, Music, Central

### *District 86 Students:*

Jonah Lillioja, Choir/Art student

Kate Krupp, Art student

Adam Stansbury, Drama student







Fine and Performing Arts-  
A quick tour around...

# Stevenson High School

Theatre- Black Box

Rotunda art gallery- video taped artist- screen shot and adequately sized rooms

Dance facilities



# Barrington High School

- Community not-for-profit arts organization uses the space off hours
- Remodeled Science rooms became large art spaces
- Arts wing that allows for collaboration
- Award winning Dance program
- Artist in Residence Program for all Arts

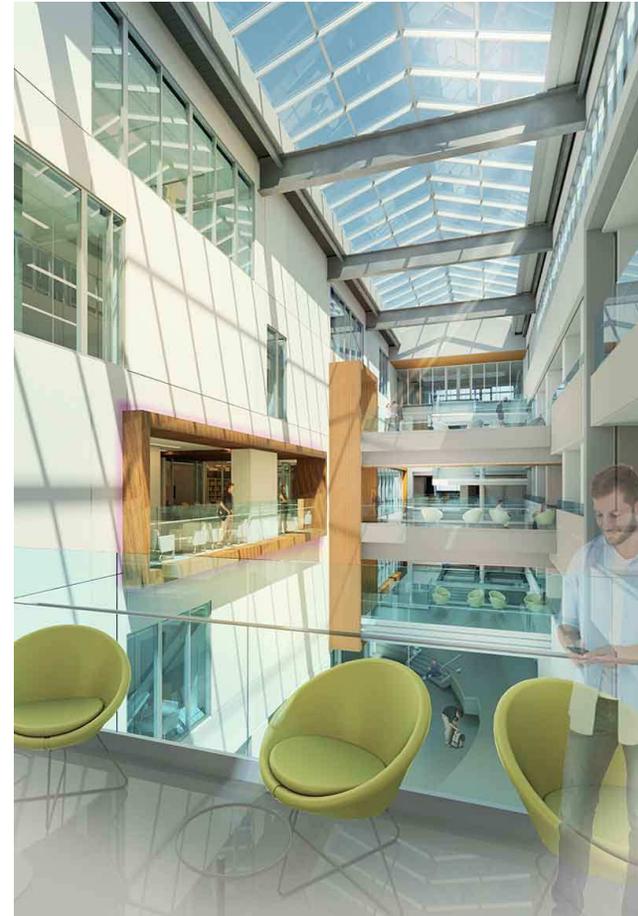


# Oak Park-River Forest High School

- Television Production/Sound Production
- Theatre Technology/Design



# New Trier High School



New Art  
Classroom,  
New Hallway  
Atrium,  
& existing  
Theater



# Homewood-Flossmoor

- Theatre/ auditorium/lobby



# Prioritizing Criteria

## FINE ARTS FUNCTIONAL TEAM PRIORITY RANKING Music/Theatre/Visual Arts

PRIORITY RANKING	SPACE/PROGRAM	SCHOOL	ISSUES/CONCERNS/NEEDS					
			Storage Space is Lacking Due to Program Growth or Size of Rooms	Student Space is Over Crowded	Safety Issues Exist due to Size, Condition, or Age	Accessibility Does Not Comply with ADA Standards	Renovation would NOT solve functionality issues	Current Space (or lack of it) is Limiting Student Opportunities
#1	Music	Central	X	X	X	X	X	X
	Auditorium Renovation	South	X		X	X		
#1.5	Little Theater	South	X			X		
	Little Theater/Black Box	Central	X	X	N/A	N/A	N/A	
#2	Art	South	X	X	X	X		
	Art	Central	X	X	X	X		X
#3	Music	South	X	X	X			
#4	Auditorium Renovation	Central	X	X	X	X		
#5	Dance	South	X	X			N/A	X
	Dance	Central	X	X			N/A	X
#6	Activities	Both	X	X			X	X

# Current Conditions at Hinsdale South and Hinsdale Central



# Music

Hinsdale South	Hinsdale Central
<p data-bbox="541 672 737 943">Band Orchestra Jazz Choir Storage</p> <p data-bbox="365 1019 909 1073">All spaces TOO small</p>	<p data-bbox="1310 672 1505 943">Band Orchestra Jazz Choir Storage</p> <p data-bbox="1129 1019 1673 1073">All Spaces TOO small</p>

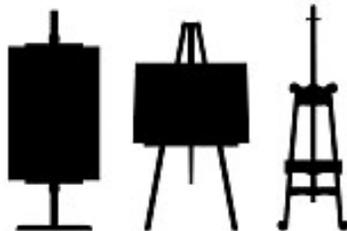


For example: Here is how groups practice at Central



# Visual Arts

Hinsdale South	Hinsdale Central
<p data-bbox="459 654 804 808">Studios Storage Digital/Video Lab</p> <p data-bbox="573 881 690 919">Office</p> <p data-bbox="359 1019 905 1073"><b>All spaces TOO small</b></p> <p data-bbox="371 1149 892 1187">ADA compatibility needed</p>	<p data-bbox="1203 654 1547 808">Studios Storage Digital/ Video Lab</p> <p data-bbox="1316 881 1434 919">Office</p> <p data-bbox="1102 1019 1648 1073"><b>All Spaces TOO small</b></p> <p data-bbox="1115 1149 1635 1187">ADA compatibility needed</p>





Example:  
Students work on  
undersized desks  
and  
some move into the hall  
to work.



Example:  
Floor Space is tight  
and puts students  
too close to each  
other and  
equipment



# Theater

<b>Hinsdale South</b>	<b>Hinsdale Central</b>
<p data-bbox="386 618 905 776"><b>Remodel of Main Theater, Storage, and Set Shop</b></p> <p data-bbox="386 906 905 951"><b>Little Theater- Remodel</b></p> <p data-bbox="386 1027 905 1243"><b>Needs: Ticket Booth Washrooms ADA compatibility needed</b></p>	<p data-bbox="1136 618 1654 834"><b>Remodel of Main Theater More Space: Storage Set Shop</b></p> <p data-bbox="1136 906 1654 951"><b>Little Theater- Addition</b></p> <p data-bbox="1136 1027 1654 1243"><b>Needs: Director's Office Washrooms ADA compatibility needed</b></p>



