



Oak Park + River Forest High School

Long Term Facility Plan

A special thank you to the executive committee:

Tod Altenburg
Phil Prale
Dove Hunter
Allison Myers
JP Coughlin
Tom Cofsky

Jennifer Cassell
Laure Goode
Fred Preuss
Clay Reagan
Jared Scott
Mike Carioscio

Mark Collins
Jason Dennis
Frank Lipo
Steve Beck

and all the community members who took time
to make this possible.



Oak Park and River Forest
High School

LEGATARCHITECTS
SUSTAINABILITY | PERFORMANCE | DESIGN





Gather



Envision



Define



Concepts



Transform

OPRFHS Long Term Facility Planning Process

An examination of options for the vintage building of OPRFHS

August 2015 to May 2016





Table of Contents

Executive Summary.....9

Long Term Facility Planning Committee Process.....12

South End Options.....18

Recommendations - Year 1.....36

Appendix.....41

 -Gather (Utilization Study and Survey Results).....41

 -Envision | Define.....55

 -Consider.....61

 -Transform.....67

 -Performing Arts.....72

 -Cafeteria Addition.....76

 -Consolidating Disciplines.....82

 -Learning Commons.....90

 -Community Feedback + Results.....96

 -Combining Plans.....98

EXECUTIVE SUMMARY

The background of the page features a faded, grayscale photograph of a school building. The building has a prominent entrance with a set of stairs and a large window. The word "TRANC" is visible on the building's facade. Trees are visible in the foreground and background, partially obscuring the building.

Executive Summary

Why plan now?

In August 2015 Oak Park and River Forest High School began the process of developing a [long term facility plan](#). The process involved examining the state of the facilities, assessing curricular needs, community needs, and students' and teachers' social needs. With this information, a plan for the next five years that informs the following six to ten years can be developed and implemented.

Regular monitoring shows that the building envelope and structure of the facility are fundamentally sound, and well maintained. Any minor issues that arise are addressed by the annual Capital Improvement Plan. The pools however are nearing the end of their structural life span. This structural issue of the pools needs to be addressed in the next few years. The need for a new pool was a catalyst for the long term facility plan.

Once Oak Park and River Forest High School personnel along with structural consultants determined that the pools were in need of attention, an extensive site selection process preceded the April 2015 board decision to build a new natatorium on the site of the parking garage. With the design of the new natatorium, the current field house would have vacant space that had been occupied by the pools. This opportunity led the board to begin the process of creating a long term facility plan.

Executive Summary Continued



A core team of administrators and architects was tasked with creating a plan that addresses four parameters as determined by the board. The parameters are:

- Reclaim the vacant pool and support space
- Maintain a spending cap of 20 million dollars over the first five years
- Consider the design of future learning environments
- Accommodate projected enrollment

To create a plan within these parameters, OPRFHS used a five-step planning process: gather, envision, define, consider, and transform. The following page describes each of the steps. The first three steps identify the needs, and the last two steps help provide design and implementation ideas.

While the long term facility plan process was underway, the district led a parallel set of conversations concerning new pools with the community, which had concerns about the approved pool plans.

Results

As the conversations came together, the Long Term Facility Planning Committee developed three general

ideas based on the original parameters. The ideas were:

- Improve performing arts dedicated spaces (appendix, page 72-75)
- Redesign and capture vertical space above the student cafeterias (appendix, page 76-81)
- Consolidate disciplines to create more logical organization for academic divisions (appendix, page 82-89)

To finalize the plan, the Long Term Facilities Planning Committee incorporated the feedback from the community pool conversations and developed two versions of the plan, each with a difference proposed pool option. An additional concept for the south end that incorporated a 200 meter track was requested. The concepts illustrating the south end and the bulleted points above begin on page 18.

In summary, this report details the process carried out by the committee, three concepts for addressing the need for new pools and renovation of the south end of the facility, and additional opportunities for the facility over the next ten years. We recommend that the board consider the concepts first and then determine additional work.

Five-Step Process

A Collaborative Design Process



Gather

The first step in the long term facility planning (LTFP) process was to *gather* the information about the school district. This information included the physical condition and the educational adequacy of the facilities.



Envision

The second step in the process was to understand the purpose and mission of the school district and to *envision* how these concepts could be applied to the built environment. Envisioning was a time to dream about the potential of the educational environment for the students and for the community.



Define

The third step was to *define* the program of the project, both quantitatively and qualitatively. In listing the spaces that are required for the school district, we assigned area adjacencies and set priorities.



Consider

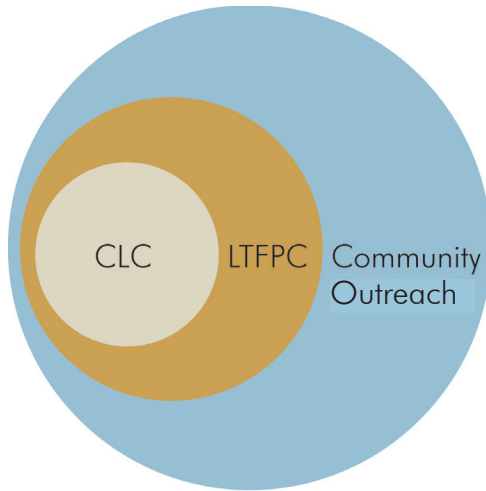
The fourth step was a collaborative design and test fit of all the facility options for the district. This phase could include reallocation of space within an existing facility, additions and alterations, and/or new facilities. During this step all possibilities were *considered*, factoring in priorities of the program, goals set for the project, and site conditions.



Transform

The fifth step was one in which purpose was *transformed* into place. Through a consensus-building process, the community selected the preferred option that best meets the needs, mission, and budget of the district.

Long Term Facility Planning Committee Process



CLC - Core Leadership Committee

LTFPC - Long Term Facility Planning Committee, 15-20 persons

Formation of the Long Term Facility Planning Committee

In the fall 2015 the Board of Education directed the administration to form and lead a Long Term Facility Planning Committee (LTFPC). This committee would be composed of key stakeholders, including faculty, staff, students, administrators, and community members. The committee acted as a sounding board for the planning and facilitated the community meetings. The LTFPC met before each community meeting to determine the plan for the community outreach session. Additionally, the LTFPC agendas, notes, and other related information were posted on a project website that was made available to the public.

Review of Previous Facility Utilization

The LTFPC reviewed the most recent utilization studies, including an April 2012 board report and a January 2014 enrollment projection report. The committee determined that many of the programmatic elements from the previous board reports were still relevant. Most

significant from those reports was the suggestion that by utilizing 5 out of 6 classrooms on average every period of the day the school had sufficient classroom spaces to accommodate projected enrollment. A follow up report completed in February 2016 projected enrollment below what was previously anticipated. This a plan that maintains the current classroom spaces should be sufficient for the anticipated student population in the coming years.

The Natatorium Conversation

In December 2015 community reaction to the pool plan prompted the Board of Education to put the project on hold.

The change in the natatorium plan altered one of the parameters of the long term facility plan. The vacant pool space was no longer a guarantee. However it became clear that a pool option still would need to be included as a part of the planning.



LTFPC Meeting Before Consider Session

Gather

To begin assessing the facility, a survey was launched as a way to foster community involvement and input. This survey is a part of the identifying needs process. Over 300 people took the survey; the majority of whom are students and parents of students. The survey results had a significant effect on the planning process. Areas of the building that previously were seen as low priorities came into play. The administration knew the pools required attention, but the survey brought to light that respondents felt the entire south end of the building needs improvement. The existing track is not conducive to practice, and locker rooms need updating.

Another area suggested by the survey results was the cafeteria. Students said that the cafeteria is noisy, overcrowded, and stressful. The results also referenced overcrowding in the classrooms and hallways, the lack of natural light, and the lack of access to the outdoors. The survey results indicated areas that the team could begin addressing with its long term planning. Survey results can be found on page 46.

Envision | Define Session

The Envision | Define session, held on December 14, 2015, was about determining the future of education at Oak Park and River Forest High School, as well as the program pieces that would help support this vision. The session had significant community support, and opened with a tour of the facility.

During the meeting, community members contributed their ideas about the future of learning. Three summary points regarding what is needed to prepare students for the future were developed from the group conversation:

1. Create a community around learning, educating the whole student.

2. Provide forward-thinking educational experiences for students, staff, and the community that reinforce diversity of thought and prepare learners for a global world.
3. Celebrate diversity, with an education that allows for all students to find what makes them unique, and allow for all students to meet their full potential.

Four summary points were then created regarding the design of future learning environments:

1. The educational environment should allow for variety in learning styles, creating equal opportunities for all learners and providing space diverse in scale, texture, and use.
2. OPRFHS needs to celebrate architectural heritage and significance, while having vibrant and engaging spaces infused with technology, inspiring students to be lifelong learners.
3. The environment of OPRFHS needs to be safe



Community Engagement - Envision | Define Session

LTFPC Process Continued

and healthy, while also welcoming, and engage the community.

4. The educational environment of OPRFHS should allow students access to natural daylight, connections to nature, and the surrounding environment.

The seven summary points from these discussions were used to guide the remaining process in conjunction with the board parameters.

Student Engagement

For the long term facility plan receiving student input was critical. Over the course of two days, the architects set up in the cafeteria to receive student feedback about the future of their educational environment.

A business class also developed a project around the



Consider Session - Community Engagement



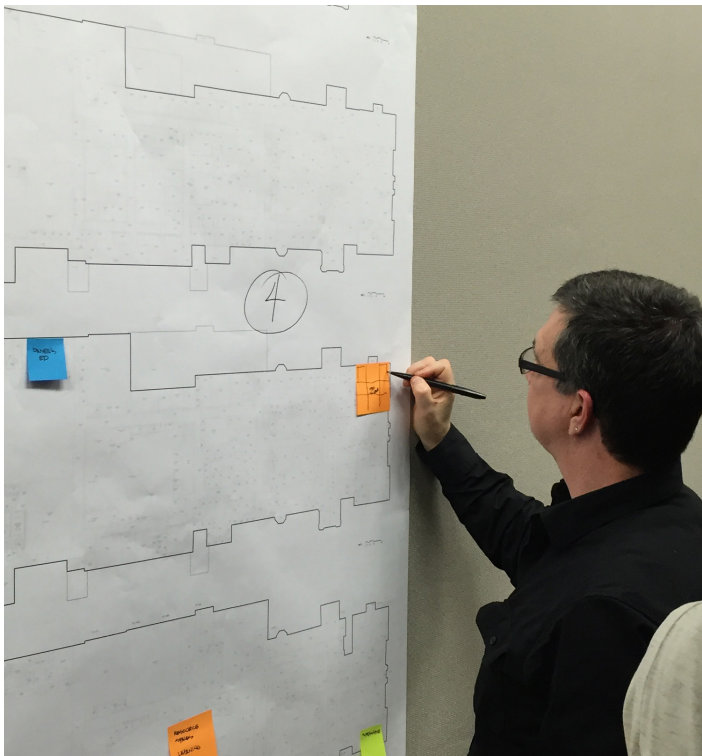
Student Engagement - Student Lunch Sessions



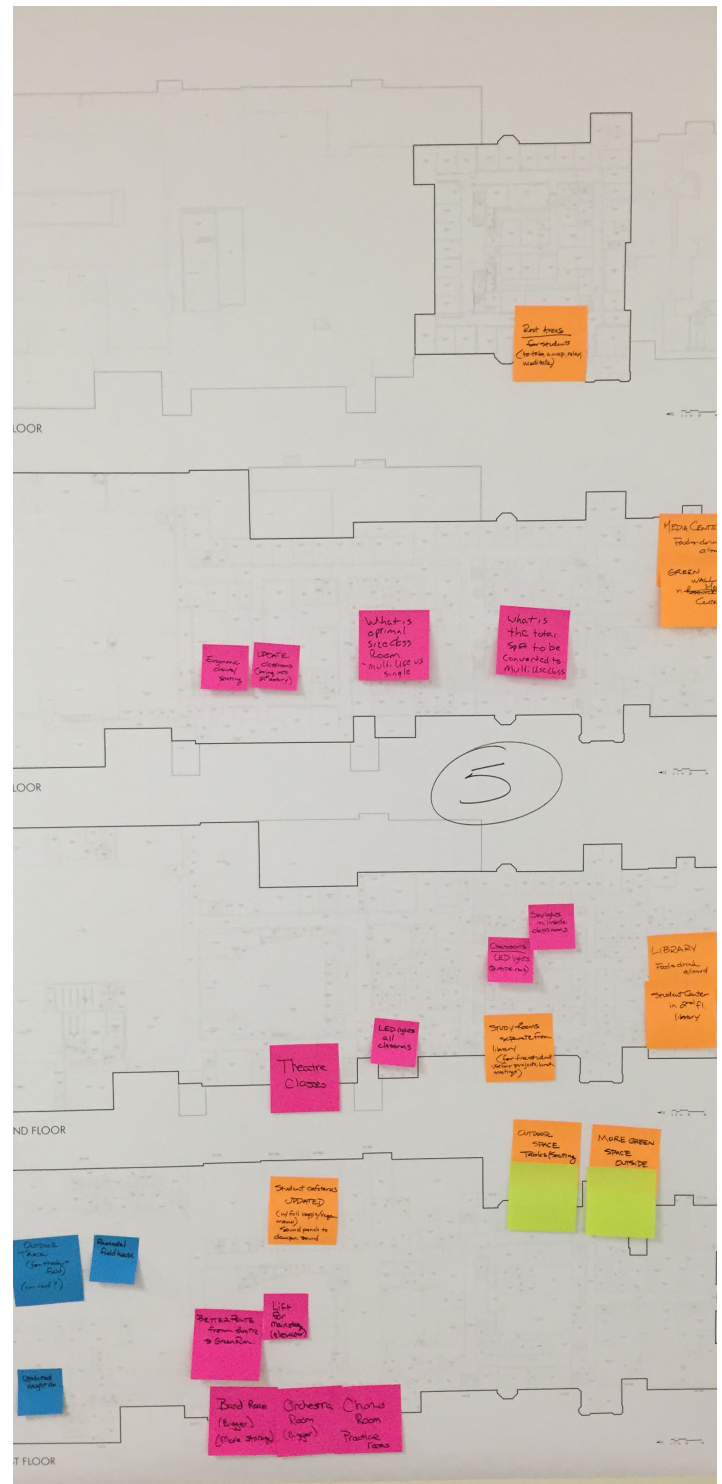
long term facility plan and asked students to present what needed to be changed at their school. The students spoke overwhelmingly of overcrowding and a need for spaces to relax. As a result the plans that were developed integrated breakout spaces, student learning lounges, and increased size of student resource space.

Consider Session

On January 26, 2016, the community gathered again to discuss how to create an educational environment that reflects the seven summary points developed from the previous Envision | Define Session. The community was given plans of the existing school, sticky notes, and markers to design its ideal school. The community developed six options for the facility.



Consider Session - Community Engagement



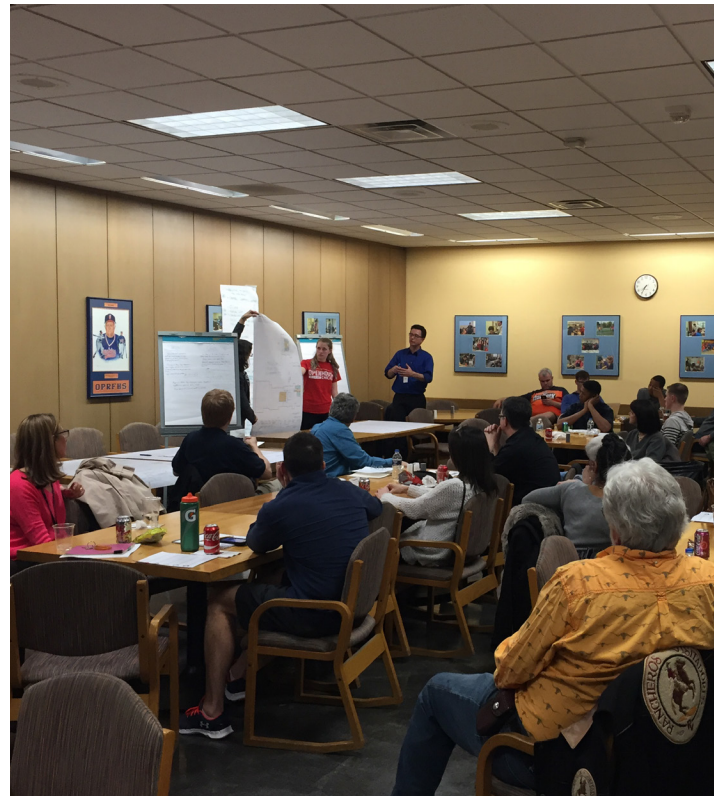
Consider Session - A Community Generated Plan Example

LTFPC Process Continued

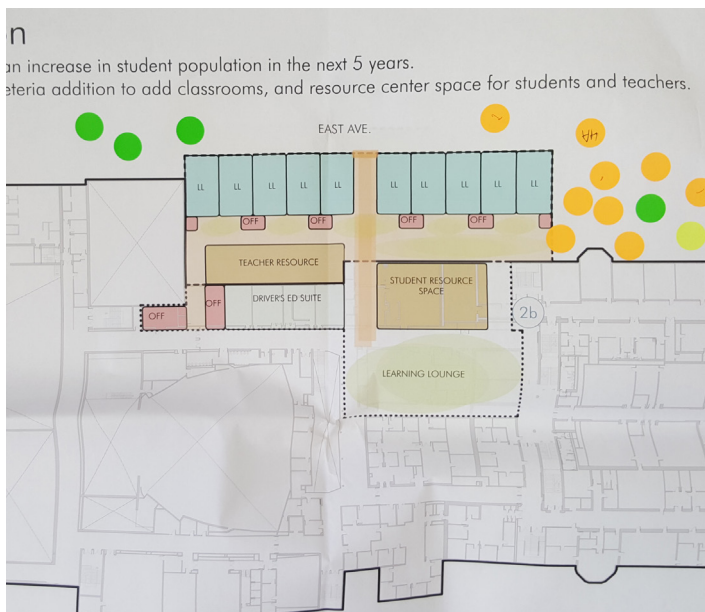
After the community shared its ideas about the school, the architects refined the plans into three overall concepts for a long term facility plan. Once these options were developed, the staff and students provided feedback, leading to five areas of focus: performing arts, cafeteria, consolidating disciplines, learning commons and library, and the south end of the facility. Concepts for improvement to each area were drawn up. Each area could be addressed individually, but together they make up the comprehensive long term facilities plan (see plan diagram on page 17).

Transform Session

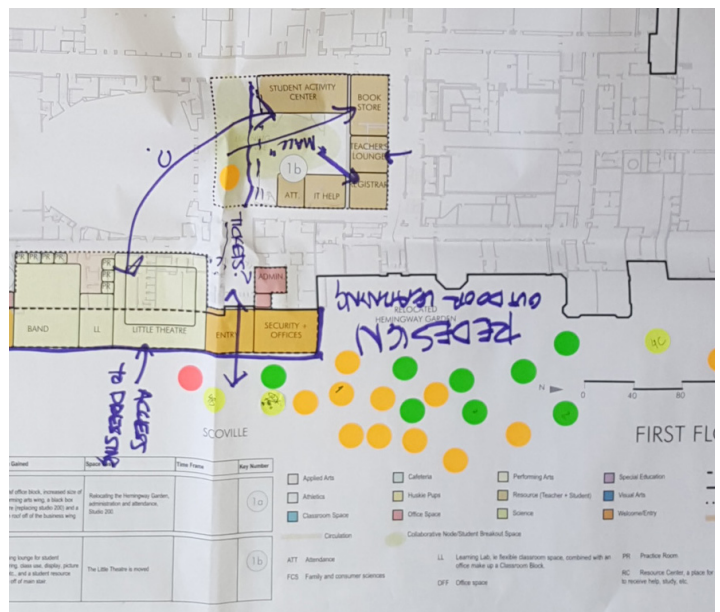
On March 14, 2016, the community came together to review the options developed from the Consider Session. After the community discussed the merits of each plan, attendees rated the options using a series of colored stickers as part of a consensus-building exercise. The voting exercise with the dots indicated support for the performing arts and cafeteria expansion. The



Transform Session - Report Back



Community Mark-ups + Consensus Building from the Transform Session



community questioned the location of the performing arts addition in an area that could receive natural light, so as the plan moved forward the team addressed this concern by internalizing the expansion. The community also supported the idea of centralizing the library and learning commons, but many felt that spaces were simply being shuffled around. See page 67 for full results from the Transform Session.

Consolidated Concepts

In April 2016 the Board of Education organized a series of community conversations regarding the pools. The input from those community conversations merged with the ideas, concepts, and feedback from the long term facility planning process.

Conclusions

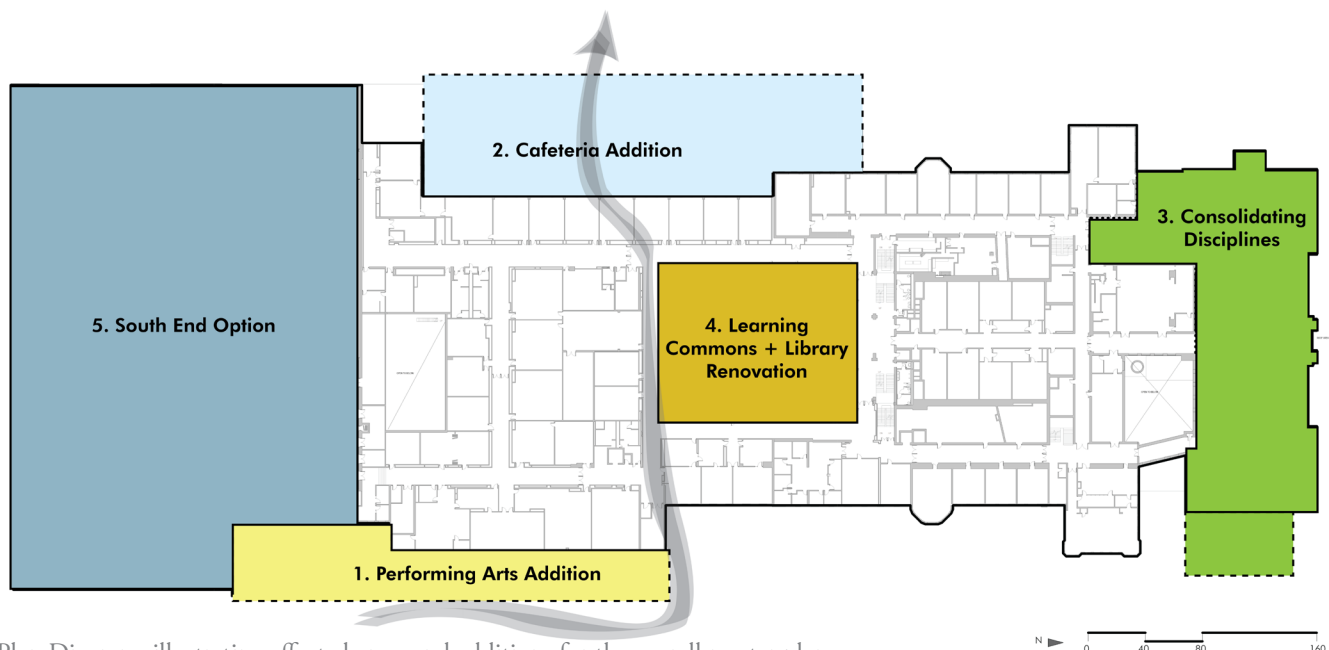
All plan options address the four board parameters. However renovations at the south end of the building present the most pressing need and should be addressed

first by the board. For this reason three options were developed to address the south end. These concepts are on pages begin on page 18.

Regarding the parameter of accommodating increased enrollment the committee noted an increase in general student population and an increase in enrollment in the music program. Generalized student population increase needs to be addressed in improving cafeteria and physical education spaces. These needs are addressed in the south end concepts and a proposal to renovate the student cafeteria.

The LTFPC found more opportunities than pressing needs. Opportunities to add innovative learning spaces, a new learning commons and library, and to consolidate disciplines are included in this report.

Finally, the board memo accompanying this report suggests costs for each project, although this report suggests ideas regarding timing.



Plan Diagram: illustrating affected areas and additions for the overall master plan

South End Options

South End Option 1

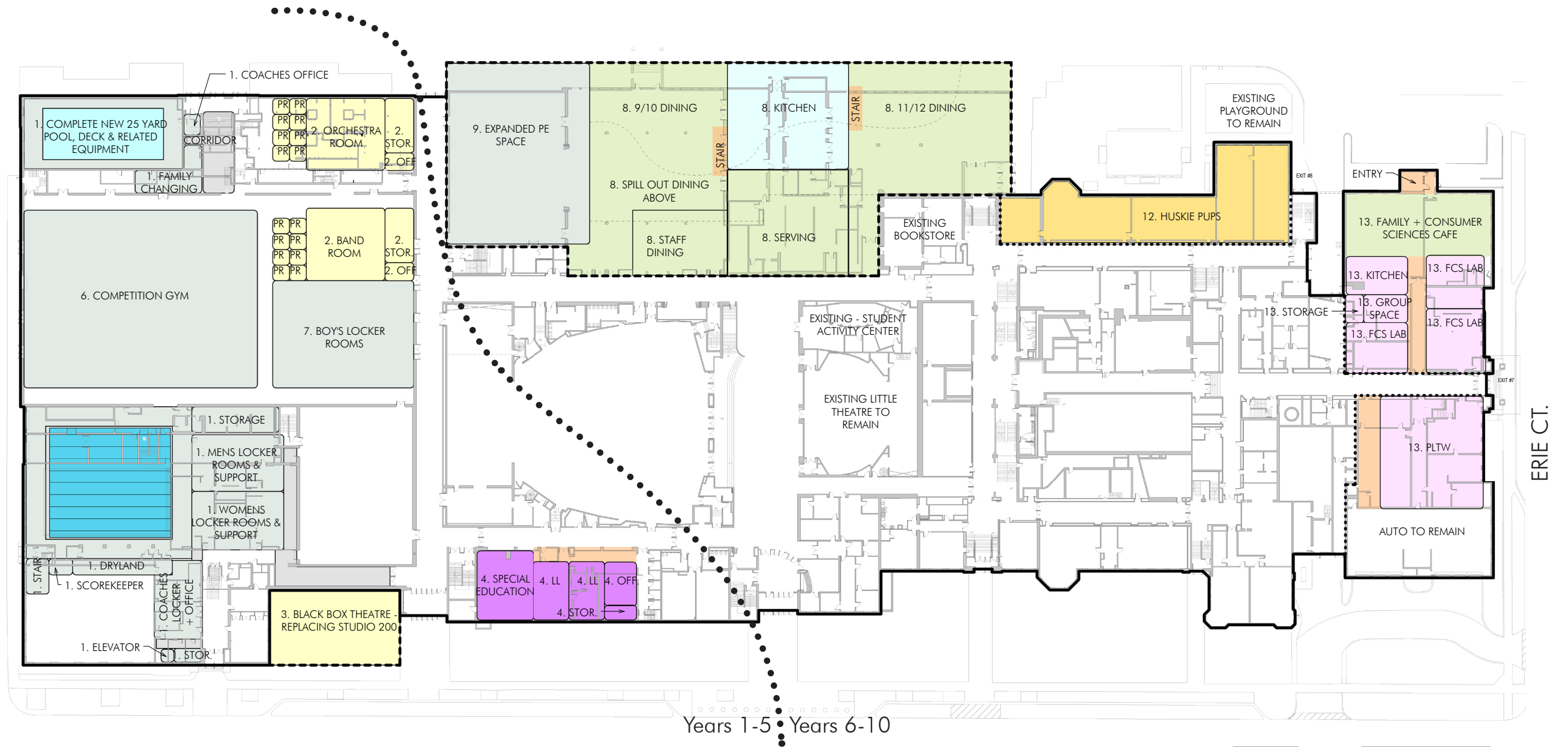
Renovate the two existing pools.

This concept keeps the two pools in place, creates a competition gym in place of the current 160 meter track, and internalizes performing arts in front of this new gym. There would be a small bumpout to house Studio 200 and driver education. The move of Studio 200 allows for the space to expand and be used by the community.

Addressing the south end will be a part of the plan for years 1 to 5. This will include the majority of the new physical education spaces minus the expanded gym space on the first floor and the new gym on the third floor.

South End Option 1 - First Floor

EAST AVE.



Years 1-5 • Years 6-10

 Circulation

 Collaborative Node/Student Breakout Space

ATT Attendance

LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF Office space

PR Practice Room

RC Resource Center, a place for students to go to receive help, study, etc.

 Applied Arts

Athletics

Classroom Space

☐ Cafeteria

 Huskie Pups

 Office Space

Performing Arts

 Resource (Teacher + Student)

 Science

 Special Education

 Visual Arts

 Welcome/Entry

--- Addition Perimeter

Existing Envelop Perimeter

Interior Renovations Perim

South End Option 1 - Second Floor



Circulation

Collaborative Node/Student Breakout Space

ATT

Attendance

FCS

Family and consumer sciences

LL

Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF

Office space

PR

Practice Room

RC

Resource Center, a place for students to go to receive help, study, etc.

Applied Arts

Athletics

Classroom Space

Cafeteria

Huskie Pups

Office Space

Performing Arts

Resource (Teacher + Student)

Science

Special Education

Visual Arts

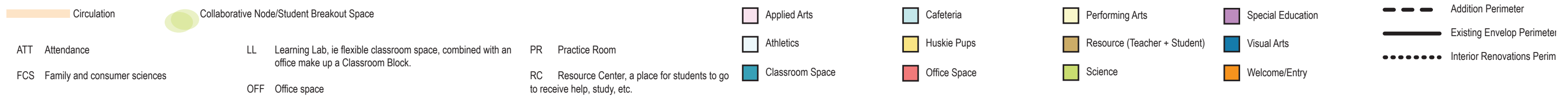
Welcome/Entry

Addition Perimeter

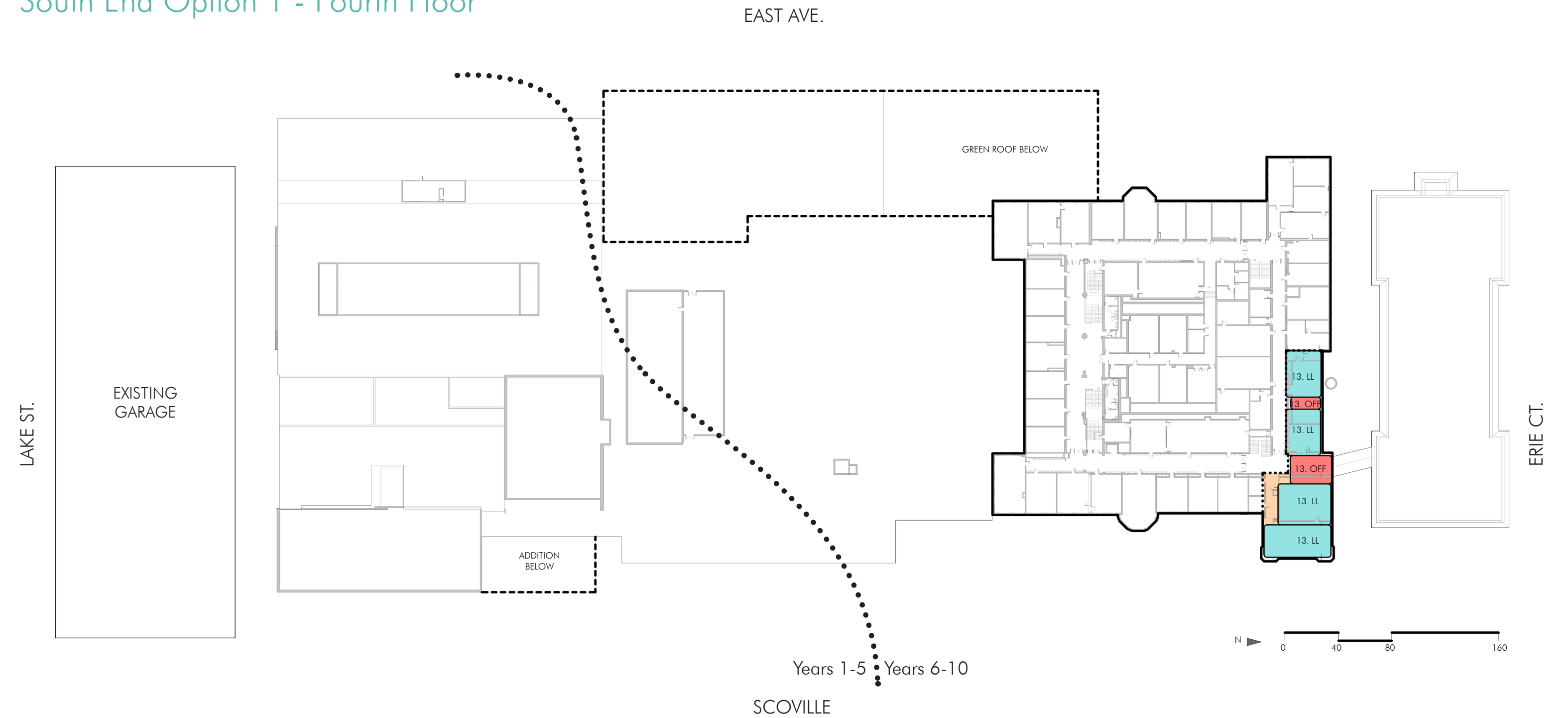
Existing Envelop Perimeter

Interior Renovations Perim

South End Option 1 - Third Floor



South End Option 1 - Fourth Floor



Circulation

ATT Attendance

FCS Family and consumer sciences

Collaborative Node/Student Breakout Space

LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF Office space

PR Practice Room

RC Resource Center, a place for students to go to receive help, study, etc.

Applied Arts

Athletics

Classroom Space

Cafeteria

Huskie Pups

Office Space

Performing Arts

Resource (Teacher + Student)

Science

Special Education

Visual Arts

Welcome/Entry

--- Addition Perimeter

— Existing Envelop Perimeter

..... Interior Renovations Perim

Summary Chart

Concept	Need or Opportunity	Dependencies	Space Gained/Benefits	Space Loss
Years 1-5				
1. Renovate existing pools	Need: Warm/Safe/Dry		1,857sf of additional water	N/A
2. Expand Music	Need: Enrollment, future of learning	Moving indoor track off-site	Accommodate enrollment projections, 2,250sf of additional space	160 Meter Indoor Track
3. Expand Music - Black Box Theatre Addition	Opportunity: Expand studio 200 below the driver's end addition	Addition	An ADA small performance space, 2,000sf of additional performance space	Green Space
4. Move Special Education on Site	Opportunity: Shared efficiencies	Expanding music in current 160 meter track space	On-site special education for students who have aged out, 4,200 sf of space	N/A
5. Driver's Ed Addition/PE Support	Opportunity: Currently separated from PE	Addition	Closer to other PE spaces	Green Space
6. Competition Gym	Need: Currently not existent, enrollment	Moving indoor track off-site	A true competition gym, with more seating, 16,000sf total	160 Meter Indoor Track
7. Update Student Locker Room Facilities	Need: Outdated, height of ceiling	Moving indoor track off-site	Updated locker space	160 Meter Indoor Track
Years 6-10				
8. Cafeteria and Kitchen Rebuild	Need: Enrollment, future of learning		15,200sf of additional dining space	N/A
9. Stack Gyms Rebuild	Need: Enrollment		One PE station (a new gym), 16,300sf of additional PE space total	N/A
10. Centralize Tutoring Center, Library, and Faculty Offices	Opportunity: Future of learning, capture vertical above cafeteria addition	Infilling the library with 8 classrooms	Shorter average travel distance to receive academic support	N/A
11. Renovate Library to have Science Labs and Classroom Space	Opportunity: Future of learning	Library + learning commons moving	Access to daylight, views, average 250sf per classroom + 75sf per lab added	N/A
12. Consolidate Huskie Pups	Opportunity: Way-finding	Infilling the library with 5 labs	Way-finding, easier for children to be dropped off by their parents	N/A
13. Move Family and Consumer Sciences to First Floor	Opportunity: Shared efficiencies/adjacencies, welcomes community	Consolidating huskie pups	Larger FCS café, 4 classrooms, 2 offices	N/A

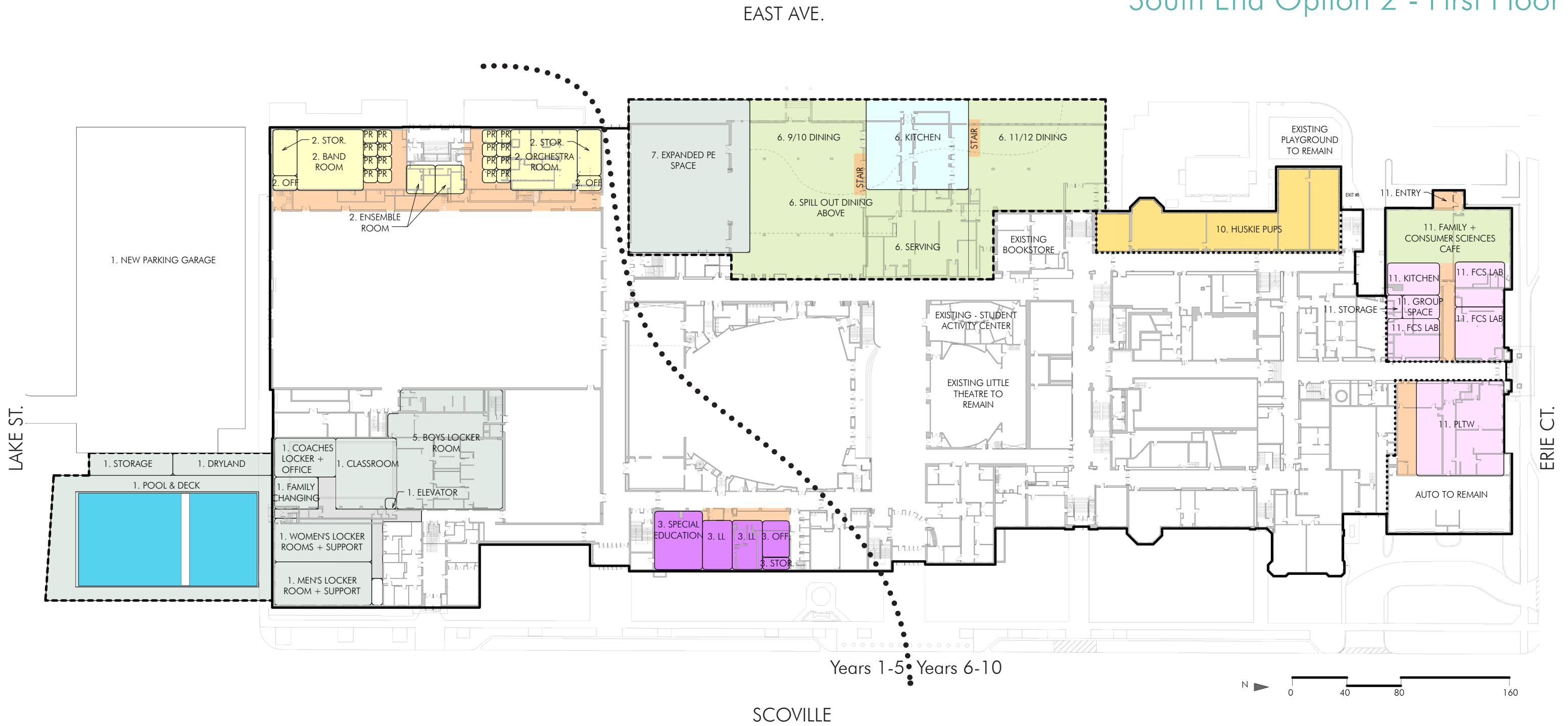
South End Options Continued

South End Option 2

Single pool and new parking garage on Lake Street.

This option has a natatorium addition and a new parking garage off of Lake Street. With the gain of additional space, the performing arts program can occupy the vacant pool space, and boys locker rooms space. This move allows for the program to continue to expand, as well as have adjacencies to the fields, and auditorium. Similar to the previous option all the south end and performing arts renovations and additions would be years 1 to 5.

South End Option 2 - First Floor



Circulation

Collaborative Node/Student Breakout Space

ATT Attendance

FCS Family and consumer sciences

LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF Office space

PR Practice Room

RC Resource Center, a place for students to go to receive help, study, etc.

Applied Arts

Athletics

Classroom Space

Cafeteria

Huskie Pups

Office Space

Performing Arts

Resource (Teacher + Student)

Science

Special Education

Visual Arts

Welcome/Entry

Addition Perimeter

Existing Envelop Perimeter

Interior Renovations Perim

South End Option 2 - Second Floor



Circulation

Collaborative Node/Student Breakout Space

ATT

Attendance

FCS

Family and consumer sciences

LL

Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF

Office space

PR

Practice Room

RC

Resource Center, a place for students to go to receive help, study, etc.

Applied Arts

Athletics

Classroom Space

Cafeteria

Huskie Pups

Office Space

Performing Arts

Resource (Teacher + Student)

Science

Special Education

Visual Arts

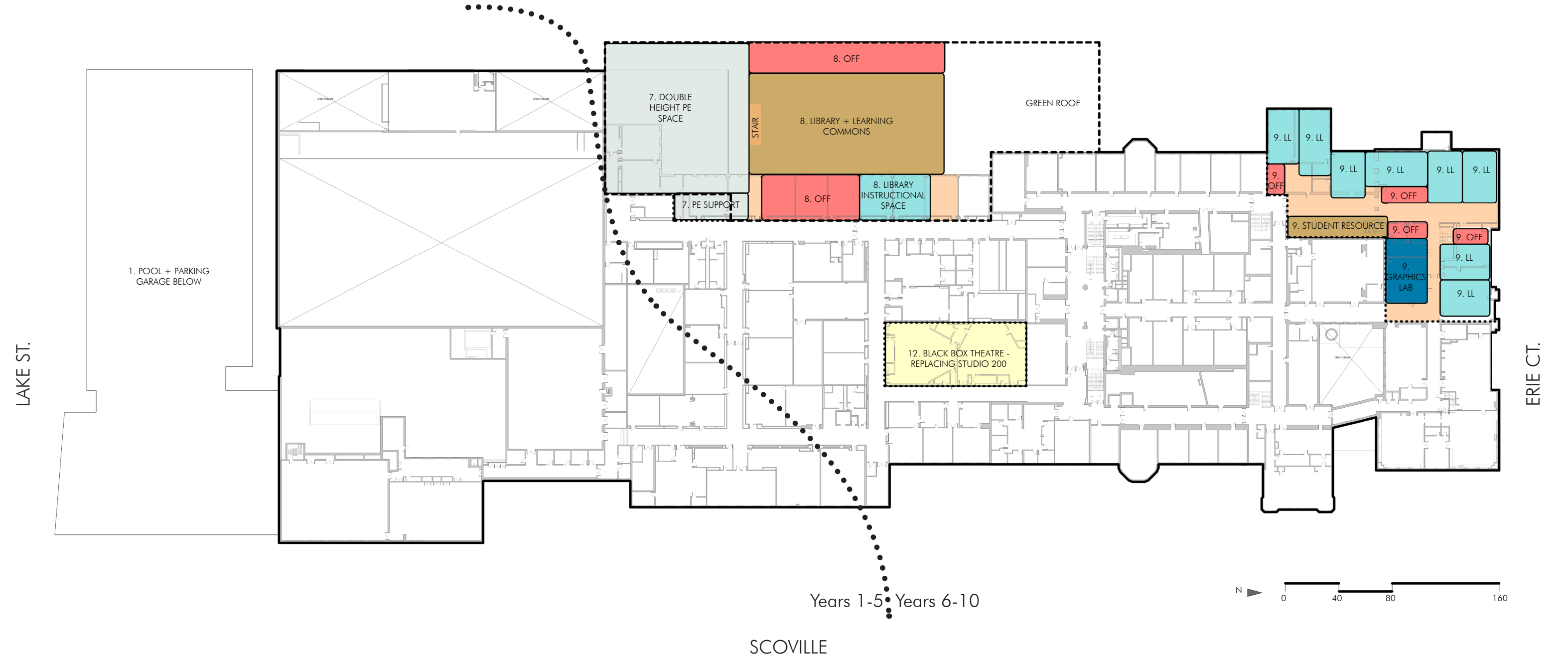
Welcome/Entry

Addition Perimeter

Existing Envelop Perimeter

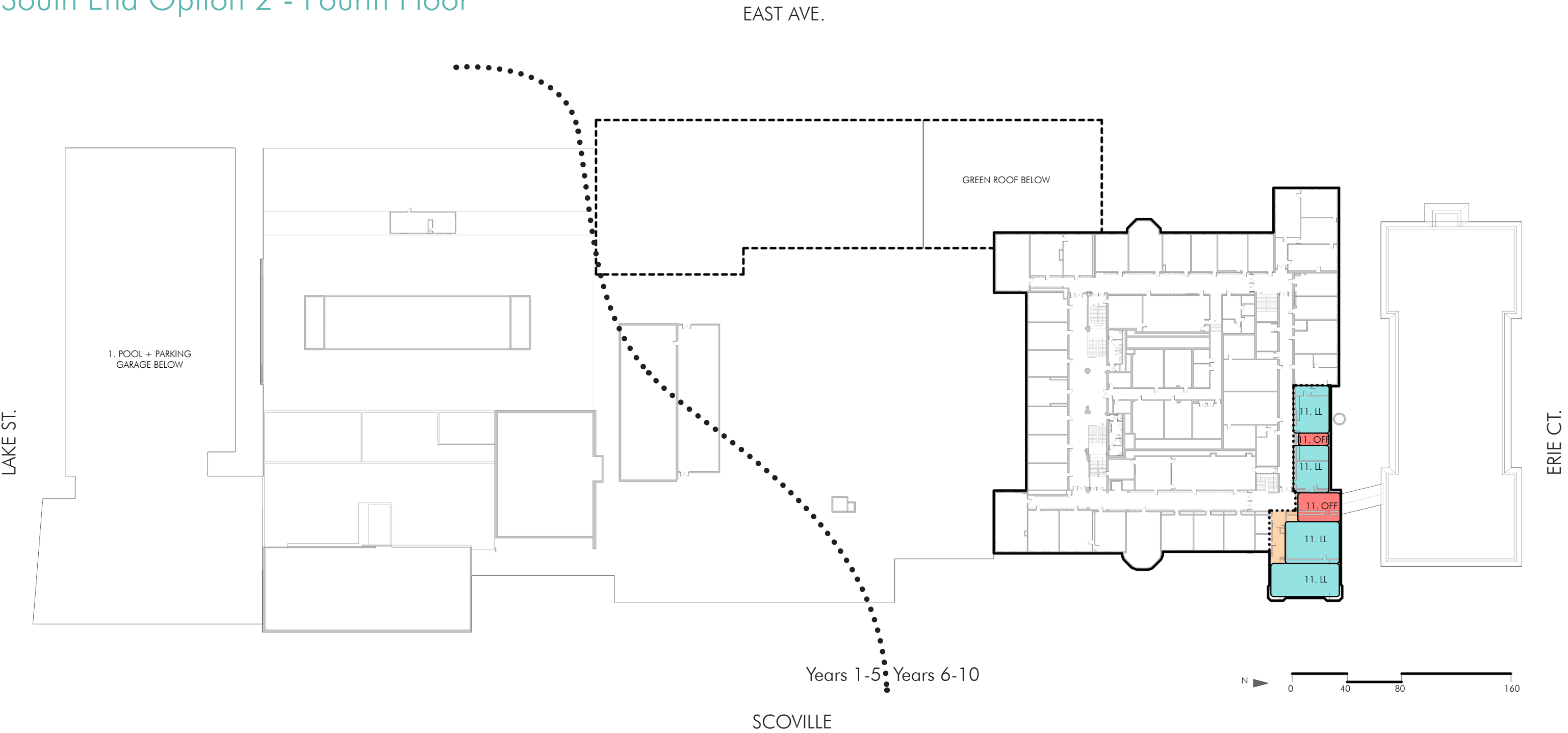
Interior Renovations Perim

South End Option 2 - Third Floor



 Circulation	 Collaborative Node/Student Breakout Space	 Applied Arts	 Cafeteria	 Performing Arts	 Special Education	 Addition Perimeter
ATT Attendance	LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.	 Athletics	 Huskie Pups	 Resource (Teacher + Student)	 Visual Arts	 Existing Envelop Perimeter
FCS Family and consumer sciences	OFF Office space	 Classroom Space	 Office Space	 Science	 Welcome/Entry	 Interior Renovations Perim
		PR Practice Room				
		RC Resource Center, a place for students to go to receive help, study, etc.				

South End Option 2 - Fourth Floor



Circulation

ATT Attendance

FCS Family and consumer sciences

Collaborative Node/Student Breakout Space

LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF Office space

PR Practice Room

RC Resource Center, a place for students to go to receive help, study, etc.

Applied Arts

Athletics

Classroom Space

Cafeteria

Huskie Pups

Office Space

Performing Arts

Resource (Teacher + Student)

Science

Special Education

Visual Arts

Welcome/Entry

--- Addition Perimeter

— Existing Envelop Perimeter

..... Interior Renovations Perim

28

Oak Park and River Forest High School

Summary Chart

Concept	Need or Opportunity	Dependencies	Space Gained/Benefits	Space Loss
Years 1-5				
1. Natatorium and Parking Garage Addition	Need: Warm/Safe/Dry		4,200sf of additional water/8,745 of additional instructional space	N/A
2. Expand Music	Need: Enrollment, future of learning	Natatorium addition	Accommodate enrollment projections, 3,150sf of additional space	N/A
3. Move Special Education on Site	Opportunity: Shared efficiencies	Expanding music in south end	On-site special education for students who have aged out, 4,200 sf of space	N/A
5. Update Student Locker Room Facilities	Need: Outdated, height of ceiling	Natatorium addition	Updated locker space	N/A
Years 6-10				
6. Cafeteria and Kitchen Rebuild	Need: Enrollment, future of learning		15,200sf more dining space	N/A
7. Stack Gyms Rebuild	Need: Enrollment		One PE station (a new gym), 16,300sf of additional PE space total	N/A
8. Centralize Tutoring Center, Library, and Faculty Offices	Opportunity: Future of learning, capture vertical above cafeteria addition	Infilling the library with 8 classrooms	Shorter average travel distance to receive academic support	N/A
9. Renovate Library to have Science Labs and Classroom Space	Opportunity: Future of learning	Library + learning commons moving	Access to daylight, views, average 250sf per classroom + 75sf per lab added	N/A
10. Consolidate Huskie Pups	Opportunity: Way-finding	Infilling the library with 5 labs	Way-finding, easier for children to be dropped off by their parents	N/A
11. Move Family and Consumer Sciences to First Floor	Opportunity: Shared efficiencies/adjacencies, welcomes community	Consolidating huskie pups	Larger FCS café, 4 classrooms, 2 offices	N/A
12. Expand Music - Black Box Theatre Replaces Lecture Halls	Opportunity: Expand studio 200 replacing lecture halls		A small student performance space, additional 2,000sf of presentation space	2 Lecture halls, 370/371

South End Options Continued

South End Option 2

Single pool and with a 200 meter track.

This option proposes a complete rebuild of the south end of the building to accommodate a 200-meter running track. The parking garage on Lake Street stays intact. Performing arts would move into the new south end, to be adjacent to the auditorium and the football stadium. The tear down and rebuild of the south end of the building would be years 1-5.

South End Option 3 - First Floor

EAST AVE.

LAKE ST.

EXISTING
GARAGE

ERIC CI.

Years 1-5 • Years 6-10

SCOVILLE

 Circulation

 Collaborative Node/Student Breakout Space

ATT Attendance

FCS Family and consumer sciences

LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF Office space

PR Practice Room

RC Resource Center, a place for students to go to receive help, study, etc.

 Applied Arts

 Athletics

Classroom Space

☐ Cafeteria

 Huskie Pups

 Office Space

Performing Arts

 Resource (Teacher + Student)

Science

 Special Education

 Visual Arts

 Welcome/Entry

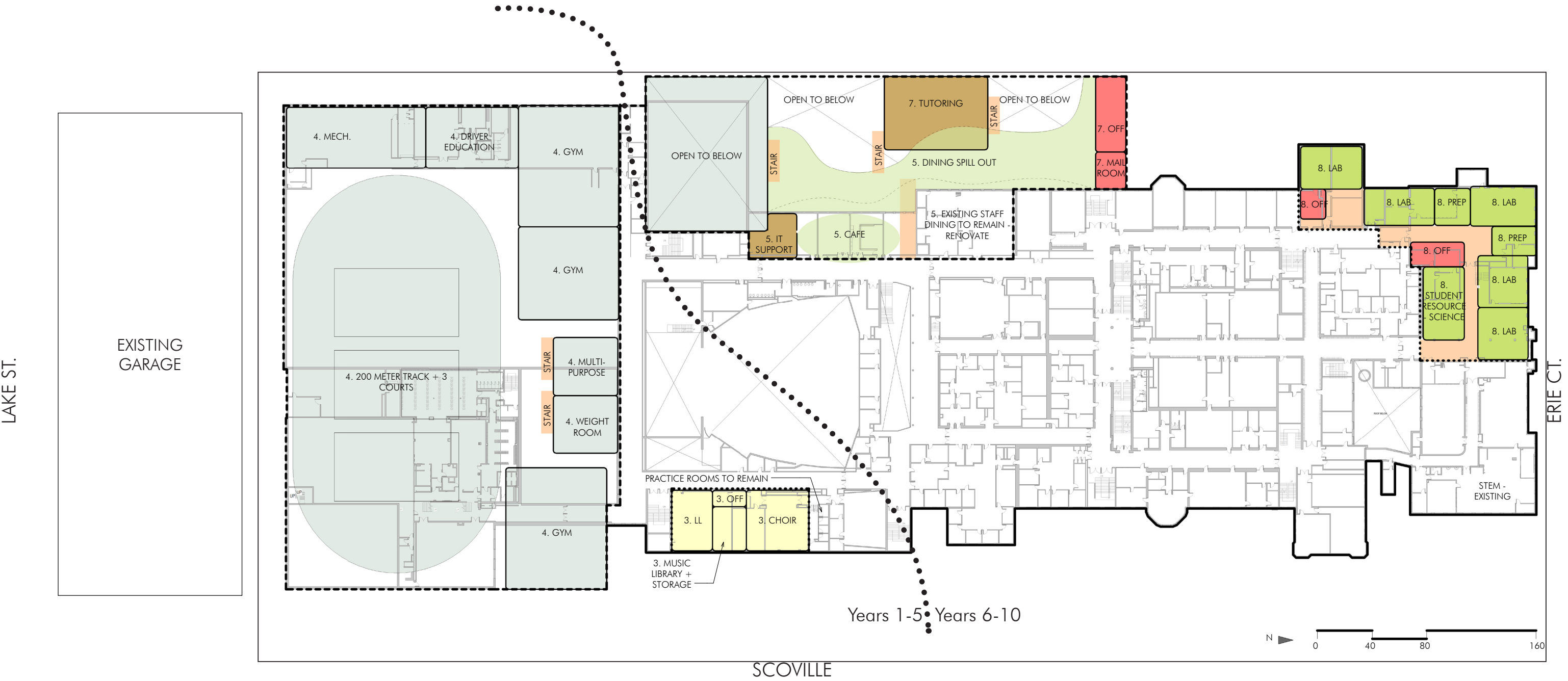
— — — Addition Perimeter

Existing Envelop Perimeter

Interior Renovations Perim

Legat Architects

South End Option 3 - Second Floor



- Circulation

Collaborative Node/Student Breakout Space
- ATT Attendance

FCS Family and consumer sciences

LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF Office space
- PR Practice Room

RC Resource Center, a place for students to go to receive help, study, etc.
- Applied Arts

Athletics

Classroom Space
- Cafeteria

Huskie Pups

Office Space
- Performing Arts

Resource (Teacher + Student)

Science
- Special Education

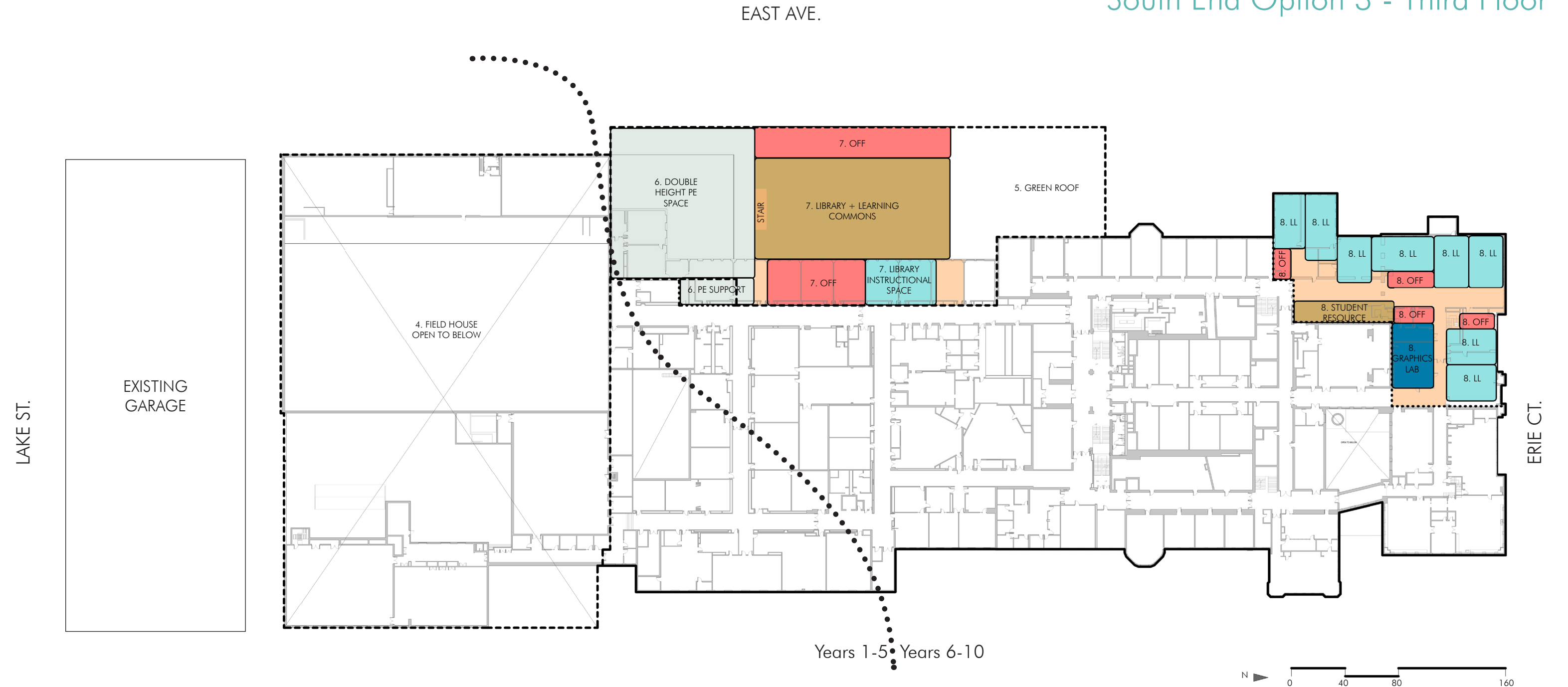
Visual Arts

Welcome/Entry
- Addition Perimeter

— Existing Envelop Perimeter

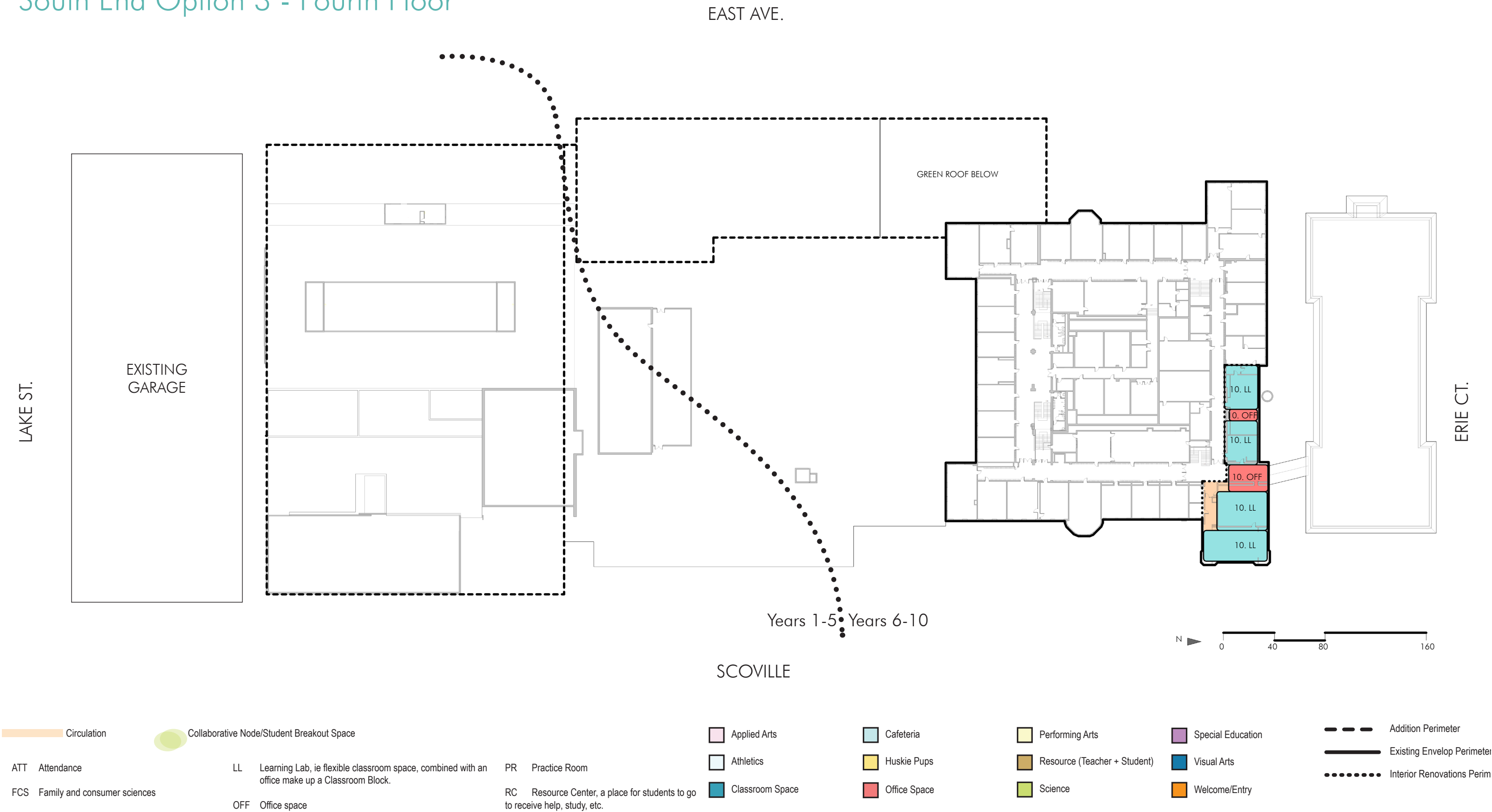
..... Interior Renovations Perim

South End Option 3 - Third Floor



Circulation	Collaborative Node/Student Breakout Space	Applied Arts	Cafeteria	Performing Arts	Special Education	Addition Perimeter
ATT Attendance	LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.	Athletics	Huskie Pups	Resource (Teacher + Student)	Visual Arts	Existing Envelop Perimeter
FCS Family and consumer sciences	OFF Office space	Classroom Space	Office Space	Science	Welcome/Entry	Interior Renovations Perim
		PR Practice Room				
		RC Resource Center, a place for students to go to receive help, study, etc.				

South End Option 3 - Fourth Floor



Summary Chart

Concept	Need or Opportunity	Dependencies	Space Gained/Benefits	Space Loss	2016 Cost*
Years 1-5			*add 3.5% per year for inflation		
1. Natatorium	Need: Warm/Safe/Dry		4,200sf of additional water	N/A	Price included in 200 Meter Track Concept
2. Move Special Education on Site	Opportunity: Shared efficiencies	Expanding music in South End	On-site special education for students who have aged out, 4,200 sf of space	N/A	\$1,215,000
3. Expand Music	Need: Enrollment, future of learning	Natatorium Addition	Accommodate enrollment projections, 2,250sf of additional space	N/A	Price included in 200 Meter Track Concept
3a. Expand Music - Black Box Theatre Addition	Opportunity: Expand studio 200 below the driver's end addition	Addition	An ADA small performance space, 2,000sf of additional performance space	N/A	Price included in 200 Meter Track Concept
4. 200 Meter Track + New Gyms	Need: 200 Meter Track	Tear down south end and rebuild	200-meter track	*1 PE station	\$90,199,579
Years 6-10					
5. Cafeteria and Kitchen Rebuild	Need: Enrollment, future of learning		15,200sf more dining space	N/A	\$20,682,050
6. Stack Gyms Rebuild	Need: Enrollment		*Replaces PE Station lost in the plan for Years 1 to 5	N/A	\$13,365,000
7. Centralize Tutoring Center, Library, and Faculty Offices	Opportunity: Future of learning, capture vertical above cafeteria addition	Infilling the library with 8 classrooms	Shorter average travel distance to receive academic support	N/A	\$11,072,250
8. Renovate Library to have Science Labs and Classroom Space	Opportunity: Future of learning	Library + learning commons moving	Access to daylight, views, average 250sf per classroom + 75sf per lab added	N/A	\$7,795,875
9. Consolidate Huskie Pups	Opportunity: Way-finding	Infilling the library with 5 labs	Way-finding, easier for children to be dropped off by their parents	N/A	\$1,316,700
10. Move Family and Consumer Sciences to First Floor	Opportunity: Shared efficiencies/adjacencies, welcomes community	Consolidating huskie pups	Larger FCS café, 4 classrooms, 2 offices	N/A	\$6,469,650

Recommendations- Year 1

Leading Community Conversations - Deciding on a Course for the South End

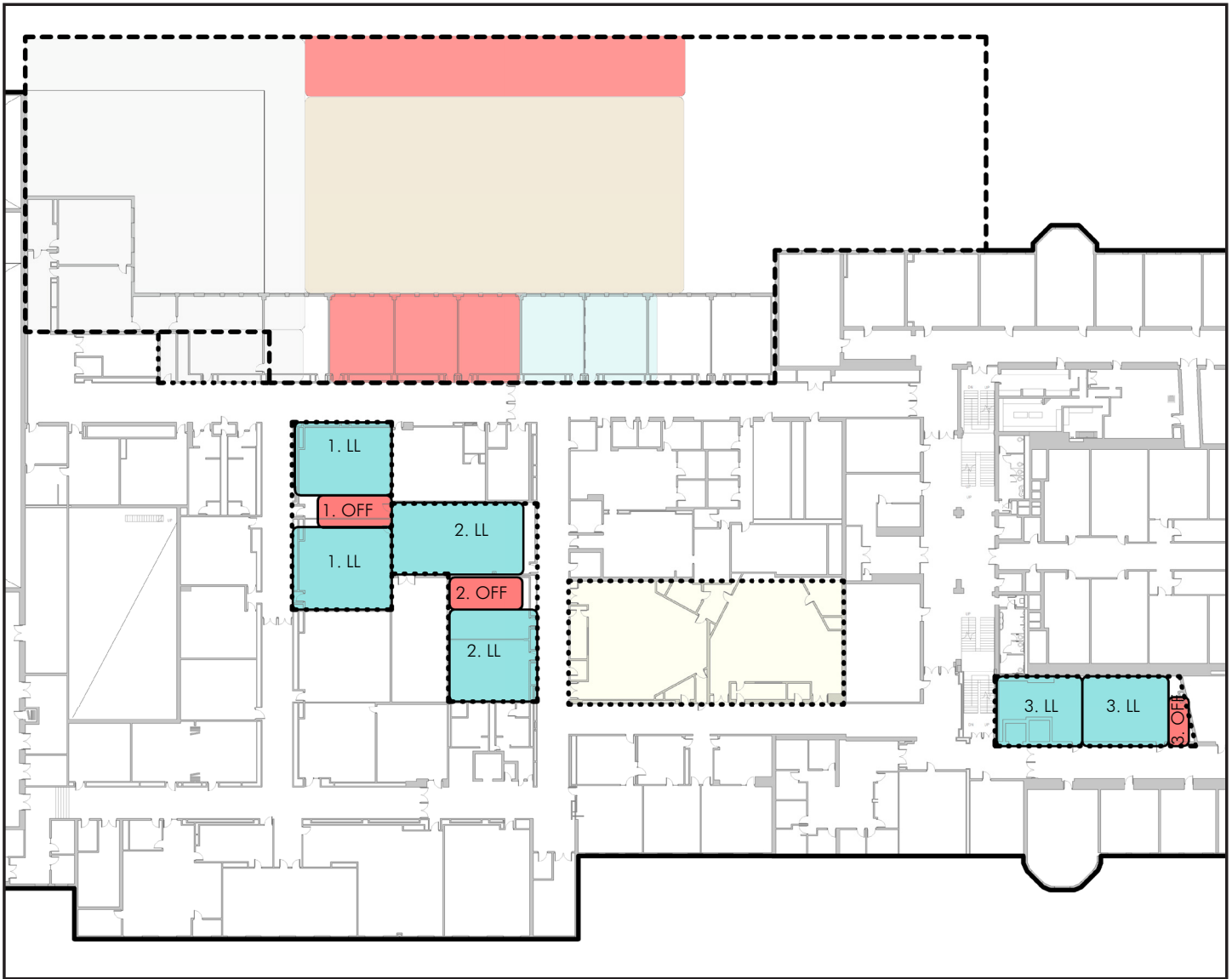
The start of the facilities development process begins with reconfiguring the south end of the building. The Board could structure a series of community conversations, similar to those held in April 2016, to review and consider the south end options and to gauge community support. In addition to addressing the need for new aquatics facilities, some students and community stakeholders have suggested building a 200-meter indoor track. Increasing the size of the track would require a complete reconfiguration of the south end of the building. Shown earlier as South End Option 3, this option maintains the amount of physical education stations, and the school would have one 40-meter pool that would need to be placed in a basement level. Even if the direction is to work with one of the other concepts presented, this is the work of the first five years of the facility improvement process.

Designing Future Learning Environments

As OPRFHS continues the practice of shared classrooms, faculty's comfort and confidence with facilities and technology-rich learning environments bears consideration. Also, the facility needs to contain spaces for teachers to prep for lessons, meet with students, and collaborate with their colleagues. Before moving forward with large-scale development of offices and classrooms, the LTFPC identified several spaces that could use the existing Active Learning Spaces process that has come out of the strategic planning facilities planning team over the past two years. Working with teachers and students, the administration could renovate and improve a small number of learning spaces, by identifying specific learning ideas and spaces that would spark innovative teaching and foster collaboration and sharing of facilities.

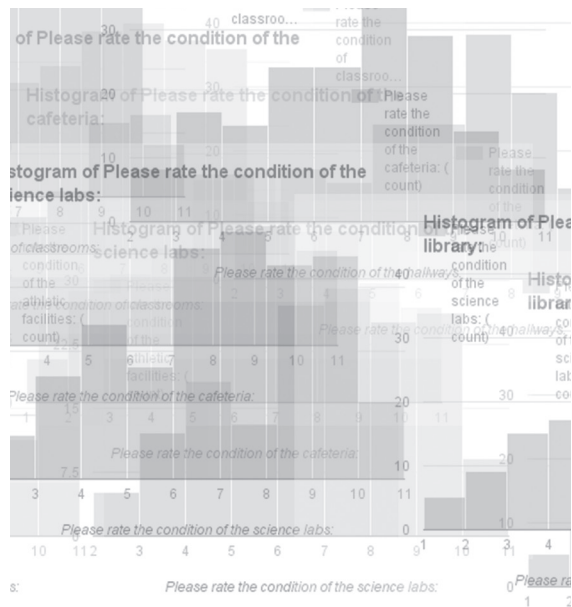
Conclusion

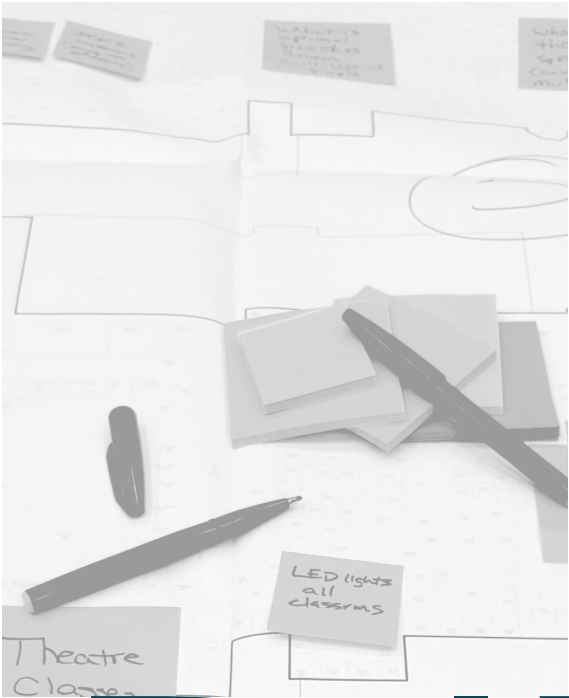
The three options presented examine the school holistically, addressing the overall needs of the facility, students, and staff. This is the first step in moving forward with a comprehensive plan and strategically plan to improve the facility over the next ten years. As any of the concepts move forward, the design and construction teams would work with specific divisions to develop the space to best meet the needs of students and the adults who will be working with those students. This master plan reflects sizes, and volumes of spaces needed but does not necessarily reflect the aesthetics or specifics that each division would need or want. Finally, needs may arise because of fluctuations in enrollment projections, changes in the ways administration and faculty address the design of future learning environments, and how the building may change to accommodate new ideas about teaching and learning.



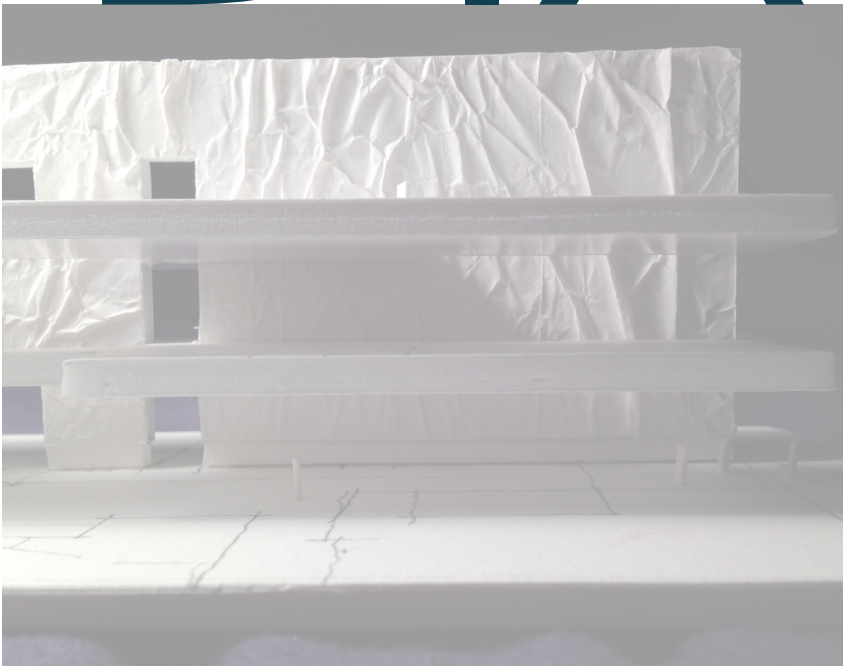
Where the Design of Future Learning Environments can be Tested







DIX



G
A
T
H
E
R



Gather

The beginning of the process: collecting information on the condition of the facilities.

The Long Term Facility Plan process was a response to the future vacant pools. The community was to determine what to do with this extra space, and examine the domino effect it would have through the building. Before beginning the community engagement, the team reviewed the assessment completed in 2012-2013. The previous assessment looked into a shared classroom model, and an 85% utilization for the facility. See the next page for the results of this planning. Building off of this plan, the team examined programmatic possibilities, and areas that could be applied to this long term plan.

The team also issued a survey to the community. This was to gather how the community viewed the facility, what was good, and what could be improved.

At this time the school began to look into enrollment projects. The results were that there would be some growth, 3,600 students by 2020. This will create a stress on the current cafeteria's capacity.

Facility Utilization Assessment 2012

As the projected enrollment is now 3,600 students, the number of available classrooms increases. The growth though still creates a need for more physical education stations, more performing arts space, and an improved cafeteria space

Sch. Efficiency	85%	Academic					
Reg. Class Size	28	Standard Use					
3903		Computer Lab	Regular Classroom	Group/Team	Small Classroom	Science Lab	Interdisciplinary
Rooms Required		3	77	1	42	20	3
Existing Classrooms		13	68	1	69	21	3
Rooms Needed		-10	9	0	-27	-1	0

	Class Types	Class Code	Design Class Size	Area per Student	Suggested Area
Normal Use	1 Computer Lab	C	28	30	840
	2 Group / Team	G	6	50	300
	3 Interdisciplinary	I	60	30	1800
	4 Science Lab	L	28	60	1680
	5 Reg. Classroom	R	28	30	840
	6 Small Classroom	S	18	50	900
Special Use	7 Home Ec Lab	U10	24	75	1800
	8 Child Care Lab	U11	27	50	1350
	9 Foods Lab	U12	24	75	1800
	10 Band Room	U13	80	35	2800
	11 Chorus Room	U14	60	30	1800
	12 Music Practice	U15	10	25	250
	13 Music Theory Lab	U16	24	40	960
	14 Technology Lab	U17	24	75	1800
	15 Production Lab	U18	24	100	2400
	16 Graphics/Drafting Lab	U19	24	75	1800
	17 Art Studio 2D	U20	24	66	1584
	18 Art Studio 3D	U21	24	66	1584
	19 Gym Space	U22	45	150	6750
	20 Weight/Aerobics Class	U23	40	100	4000
	21 Driver's Education	U24	35	28	980
	22 Natatorium	U25	40	400	16000
	23 Drama Classroom	U26	24	75	1800
	24 TV Production	U27	24	40	960
	25 Orchestra	U28	60	35	2100
	26 Dance	U29	40	50	2000
	27 Photography	U30	0	0	0

Sch. Efficiency	85%	Academic																				
Reg. Class Size	28	Special Use																				
3903		Home Ec Lab	Child Care Lab	Foods Lab	Band	Chorus Room	Music Practice	Music Theory Lab	Technology Lab	Production Lab	Graphics/Drafting Lab	Art Studio 2D	Art Studio 3D	Gym Space	Weight/Aerobics Class	Driver's Education	Natatorium	Drama Classroom	TV Production	Orchestra	Dance	Photography
		0	1	2	2	1	1	0	0	2	0	3	2	10	1	2	3	1	1	0	1	1
		1	4	1	2	1	1	1	0	7	0	3	2	12	1	2	2	1	1	0	1	1
		-1	-3	1	0	0	0	-1	0	-5	0	0	0	-2	0	0	1	0	0	0	0	0
Rooms Needed		-1	-3	1	0	0	0	-1	0	-5	0	0	0	-2	0	0	1	0	0	0	0	0

Sch. Efficiency	62.5%	Academic					
Reg. Class Size	28	Standard Use					
3903	Computer Lab	Regular Classroom	Group/Team	Small Classroom	Science Lab	Interdisciplinary	
	Rooms Required	3	80	1	54	27	3
	Existing Classrooms	13	68	1	69	21	3
	Rooms Needed	-10	12	0	-15	6	0

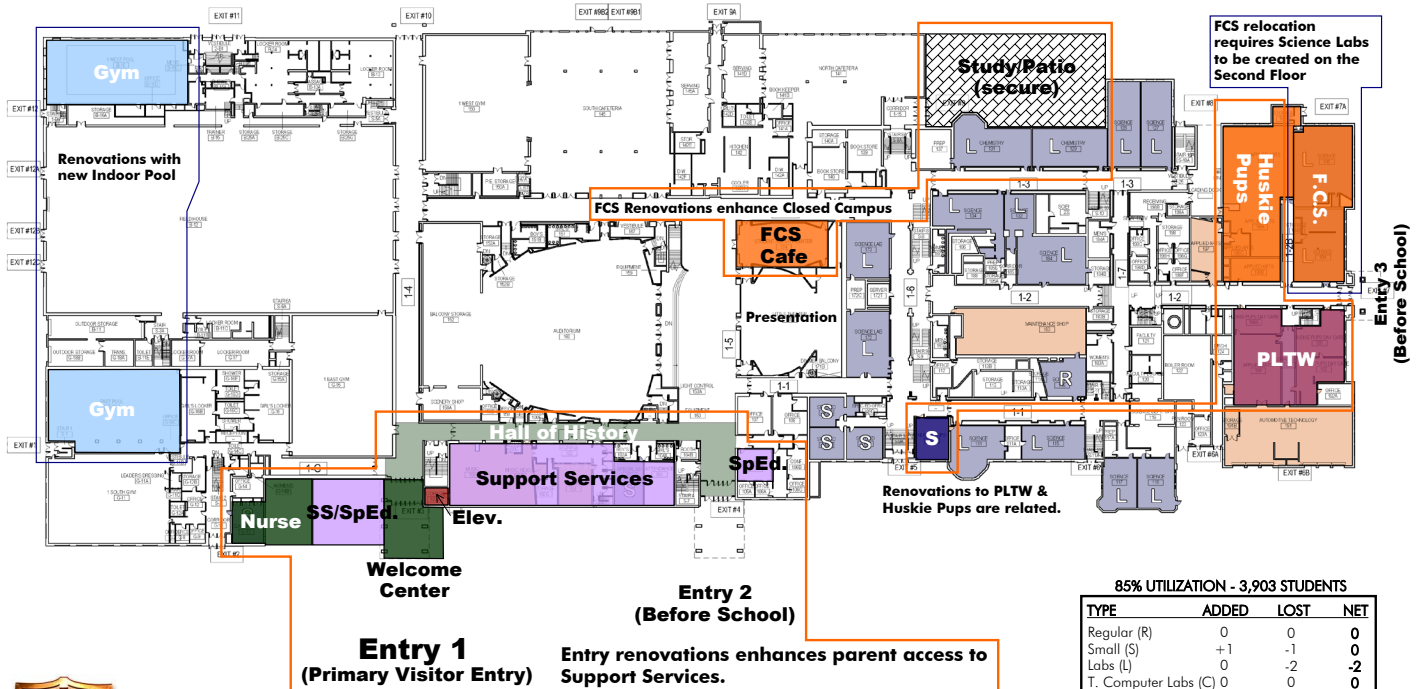
	Class Types	Class Code	Design Class Size	Area per Student	Suggested Area
Normal Use	1 Computer Lab	C	28	30	840
	2 Group / Team	G	6	50	300
	3 Interdisciplinary	I	60	30	1800
	4 Science Lab	L	28	60	1680
	5 Reg. Classroom	R	28	30	840
	6 Small Classroom	S	18	50	900
Special Use	7 Home Ec Lab	U10	24	75	1800
	8 Child Care Lab	U11	27	50	1350
	9 Foods Lab	U12	24	75	1800
	10 Band Room	U13	80	35	2800
	11 Chorus Room	U14	60	30	1800
	12 Music Practice	U15	10	25	250
	13 Music Theory Lab	U16	24	40	960
	14 Technology Lab	U17	24	75	1800
	15 Production Lab	U18	24	100	2400
	16 Graphics/Drafting Lab	U19	24	75	1800
	17 Art Studio 2D	U20	24	66	1584
	18 Art Studio 3D	U21	24	66	1584
	19 Gym Space	U22	45	150	6750
	20 Weight/Aerobics Class	U23	40	100	4000
	21 Driver's Education	U24	35	28	980
	22 Natatorium	U25	40	400	16000
	23 Drama Classroom	U26	24	75	1800
	24 TV Production	U27	24	40	960
	25 Orchestra	U28	60	35	2100
	26 Dance	U29	40	50	2000
	27 Photography	U30	0	0	0

Sch. Efficiency	62.5%	Academic																					
Reg. Class Size	28	Special Use																					
3903		Home Ec Lab	Child Care Lab	Foods Lab	Band	Chorus Room	Music Practice	Music Theory Lab	Technology Lab	Production Lab	Graphics/Drafting Lab	Art Studio 2D	Art Studio 3D	Gym Space	Weight/Aerobics Class	Driver's Education	Natorium	Drama Classroom	TV Production	Orchestra	Dance	Photography	
		Rooms Required	0	1	2	2	1	1	0	0	2	0	4	2	13	1	3	4	2	1	0	1	1
		Existing Classrooms	1	4	1	2	1	1	1	0	7	0	3	2	12	1	2	2	1	1	0	1	1
		Rooms Needed	-1	-3	1	0	0	0	-1	0	-5	0	1	0	1	0	1	2	1	0	0	0	0

Facility Utilization Assessment - 85% Utilization

Direct instructional spaces on this floor are not impacted by student population increases and may be phased in accordance with other needs.

These drawings are master plan concepts for discussion purposes only. The Board of Education and District Administration have not endorsed or adopted these ideas for implementation.



Long Term Facility Planning: **Concept C.1** - First Floor Phased

May 8th, 2013

These drawings are master plan concepts for discussion purposes only. The Board of Education and District Administration have not endorsed or adopted these ideas for implementation.

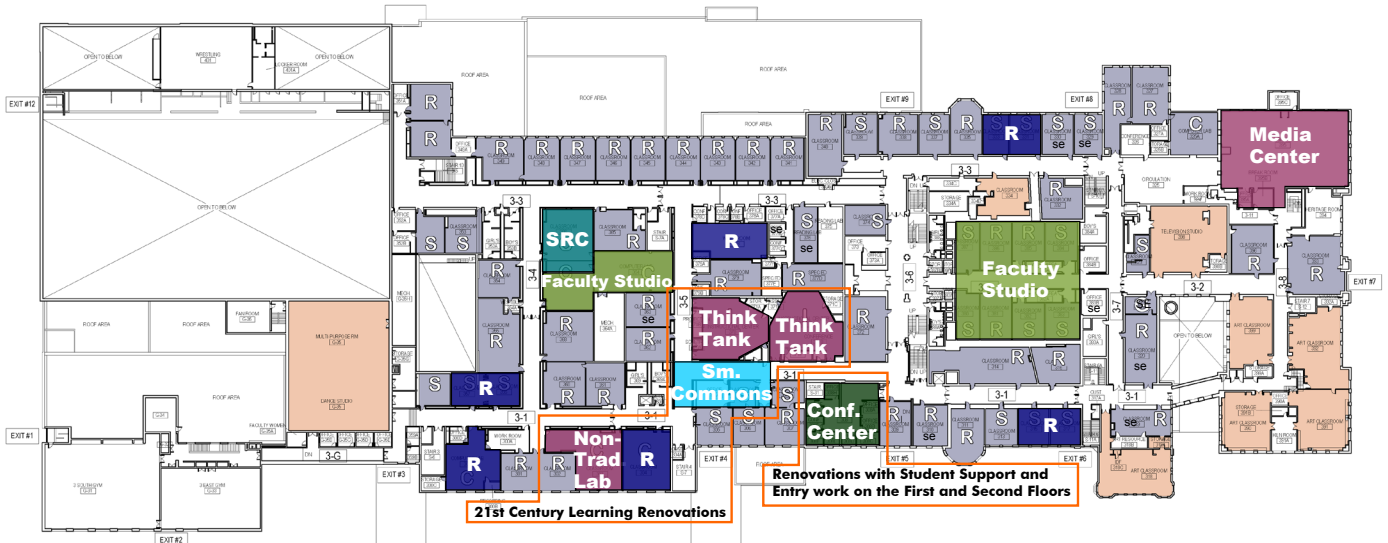


Long Term Facility Planning: **Concept C.1** - Second Floor Phased

May 8th, 2013

LEGATARCHITECTS
sustainability performance design

These drawings are master plan concepts for discussion purposes only. The Board of Education and District Administration have not endorsed or adopted these ideas for implementation.



Required to support 3600 Students
Required to support 3700 Students
Required to support 3800 Students

85% UTILIZATION - 3,903 STUDENTS

TYPE	ADDED	LOST	NET
Regular (R)	+6	-3	+3
Small (S)	0	-12	-12
Labs (L)	0	0	0
T. Computer Labs (C)	0	-6	-6

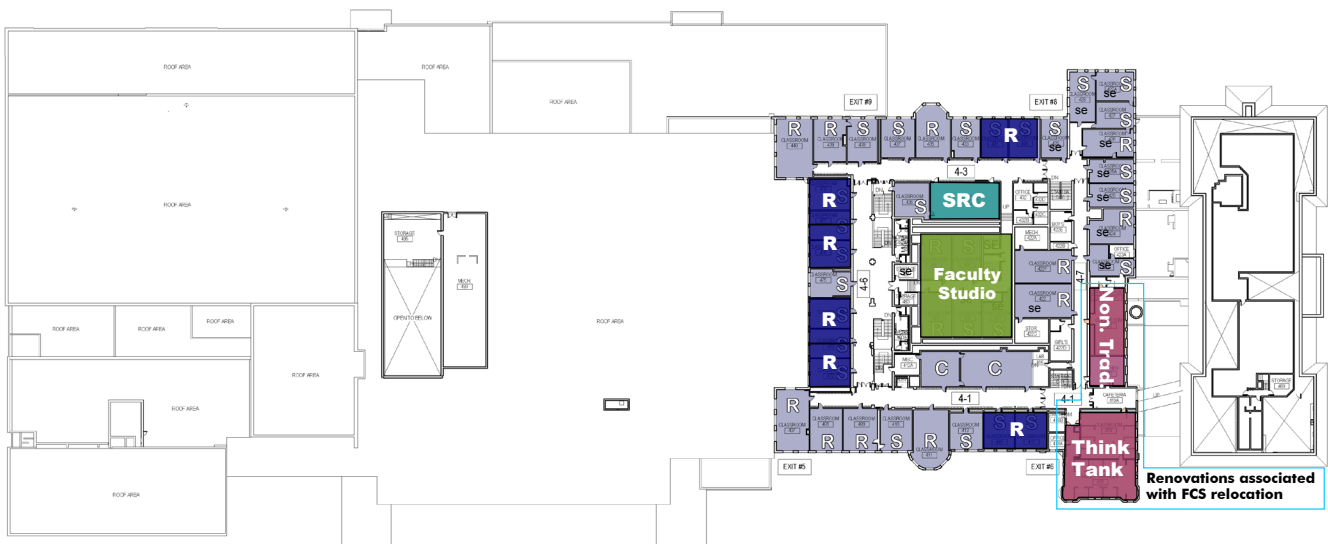
LEGATARCHITECTS
sustainability performance design



Long Term Facility Planning: **Concept C.1** - Third Floor Phased

May 8th, 2013

These drawings are master plan concepts for discussion purposes only. The Board of Education and District Administration have not endorsed or adopted these ideas for implementation.



Required to support 3600 Students
Required to support 3900 Students

85% UTILIZATION - 3,903 STUDENTS

TYPE	ADDED	LOST	NET
Regular (R)	+6	-2	+4
Small (S)	0	-13	-13
Labs (L)	0	0	0
T. Computer Labs (C)	0	0	0

LEGATARCHITECTS
sustainability performance design



Long Term Facility Planning: **Concept C.1** - Fourth Floor Phased

May 8th, 2013

The Survey

Over 300 people took the survey to assess the condition of the building from a user’s standpoint. Below shows the demographics of those who took the survey.

The survey indicated the community found the facility to be of overall good quality. Many written responses told a story of great teachers, and a supportive community built around learning. When asked “what do you like best about OPRFHS?” many of the responses said “the teachers”. One response said “The teachers and all the school offers to the kids”.

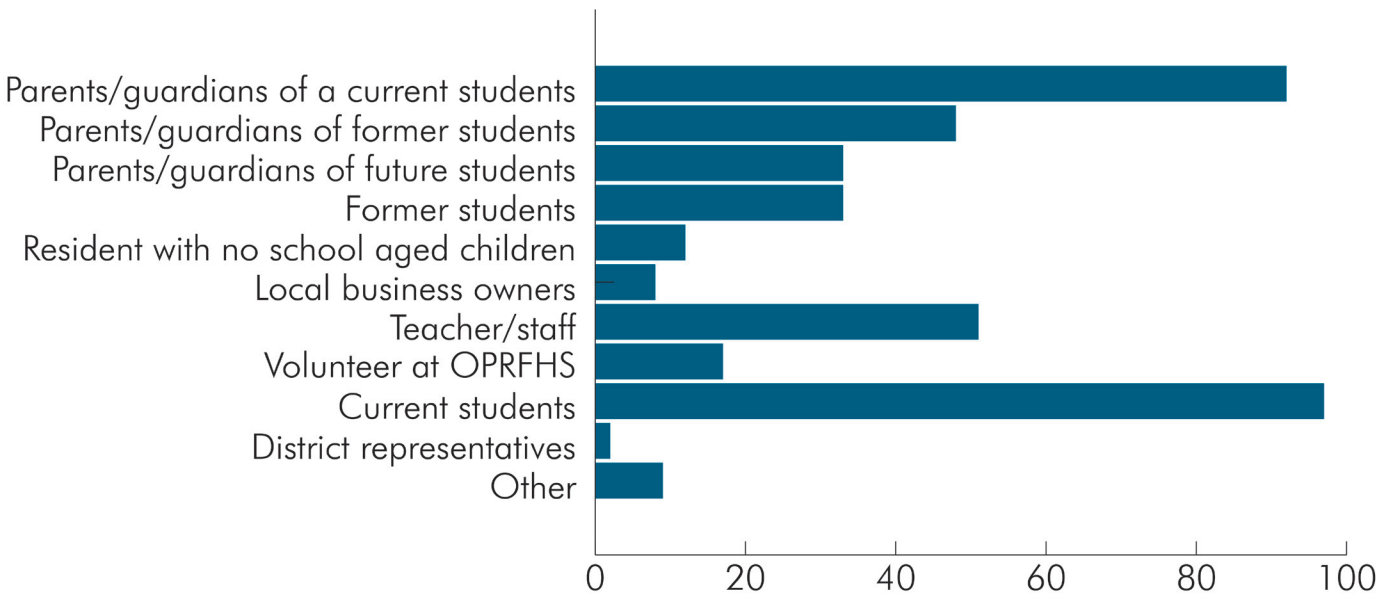
The pain points for the facilities were the athletic facilities and the cafeteria, which received the lowest ratings.

The survey also indicated a problem of crowding within the hallways, and a desire to see natural light. Though the physical condition of the facilities appears to the community fine on the surface level, when examining the comments left, the lack of connections to nature,

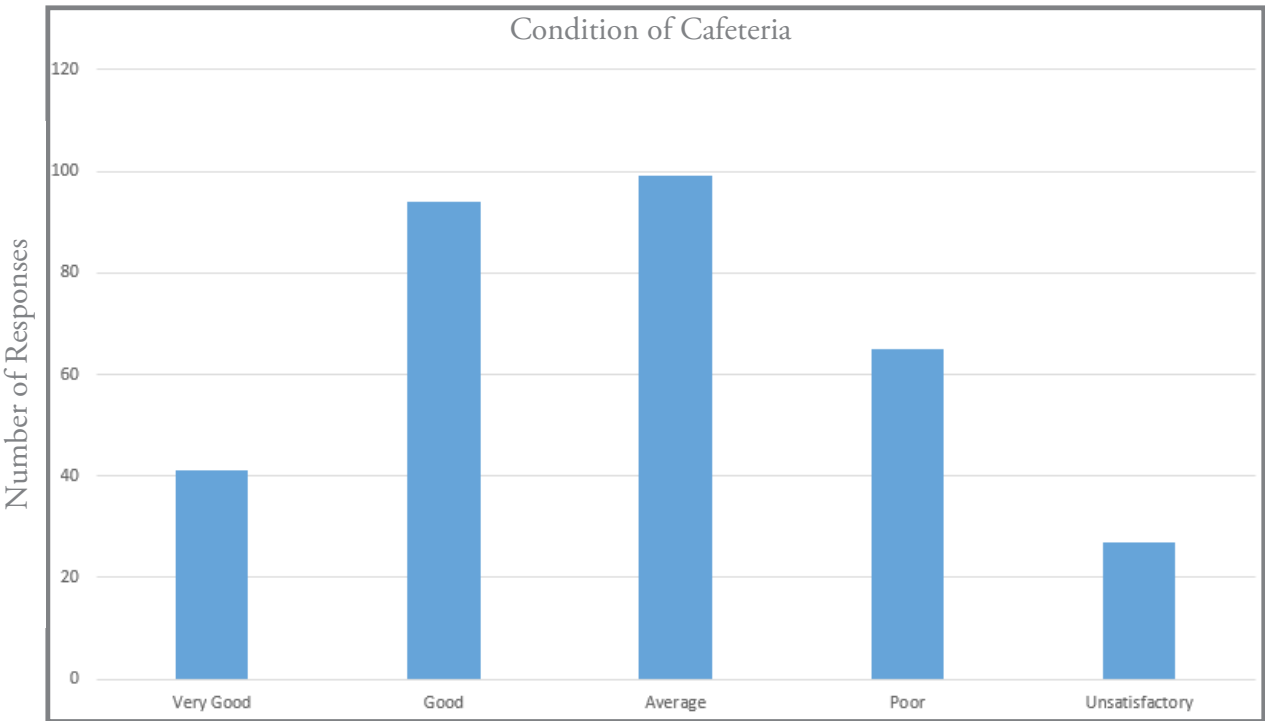
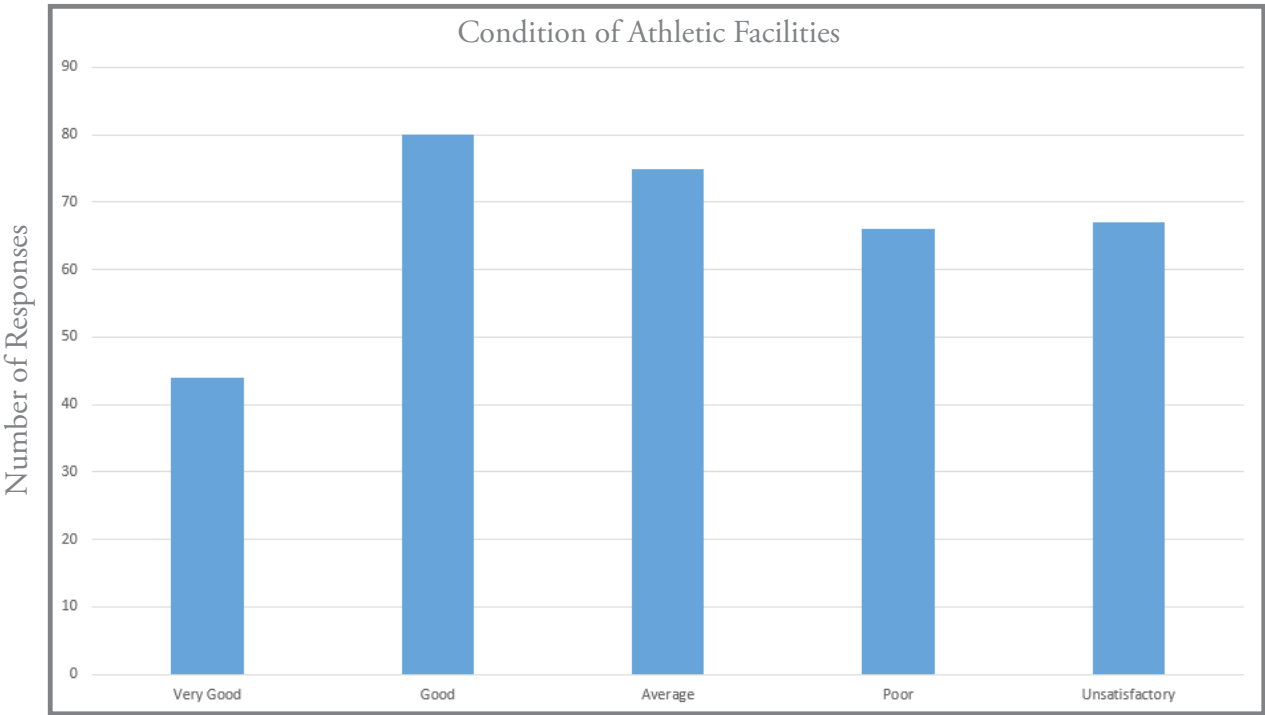
location of communal space, the interior aesthetics, and way-finding were problematic.

Many written responses had concerns about losing the historic qualities within the facility. Due to this concern, and the value the community has for the aesthetics of the school, the team took care to plan around, and celebrate the heritage of the building.

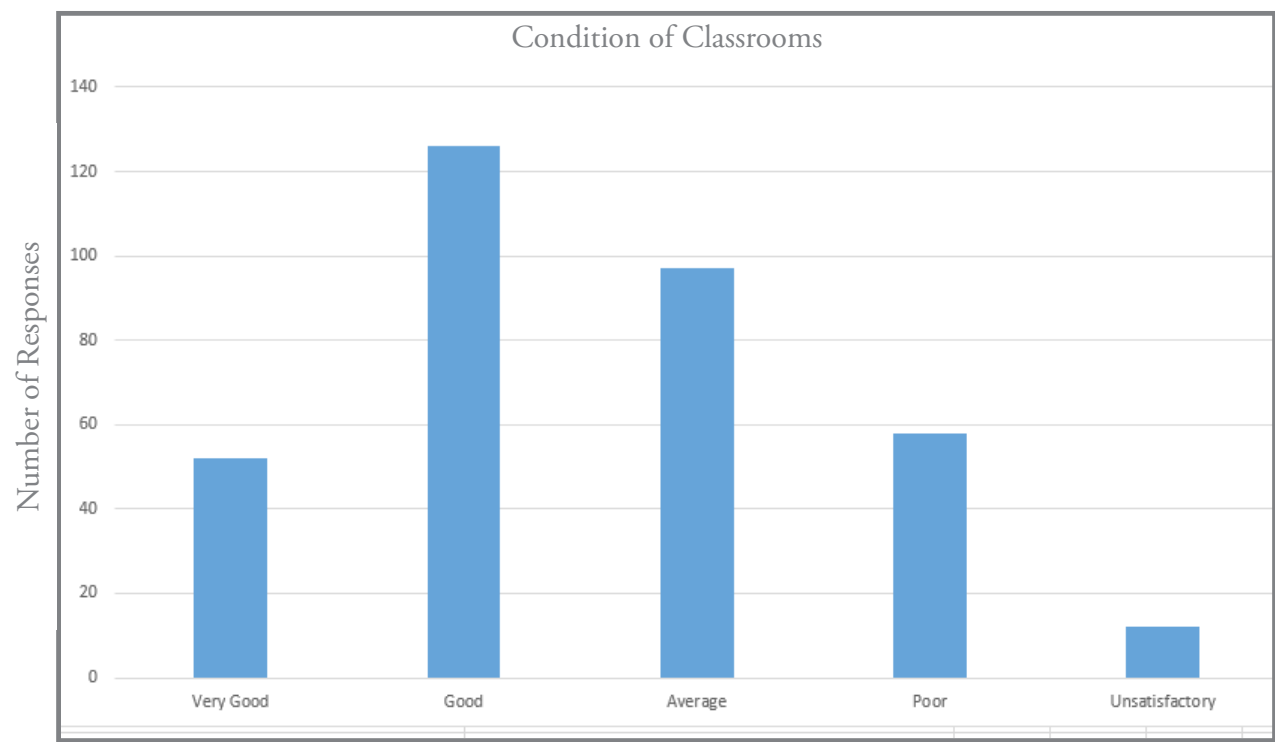
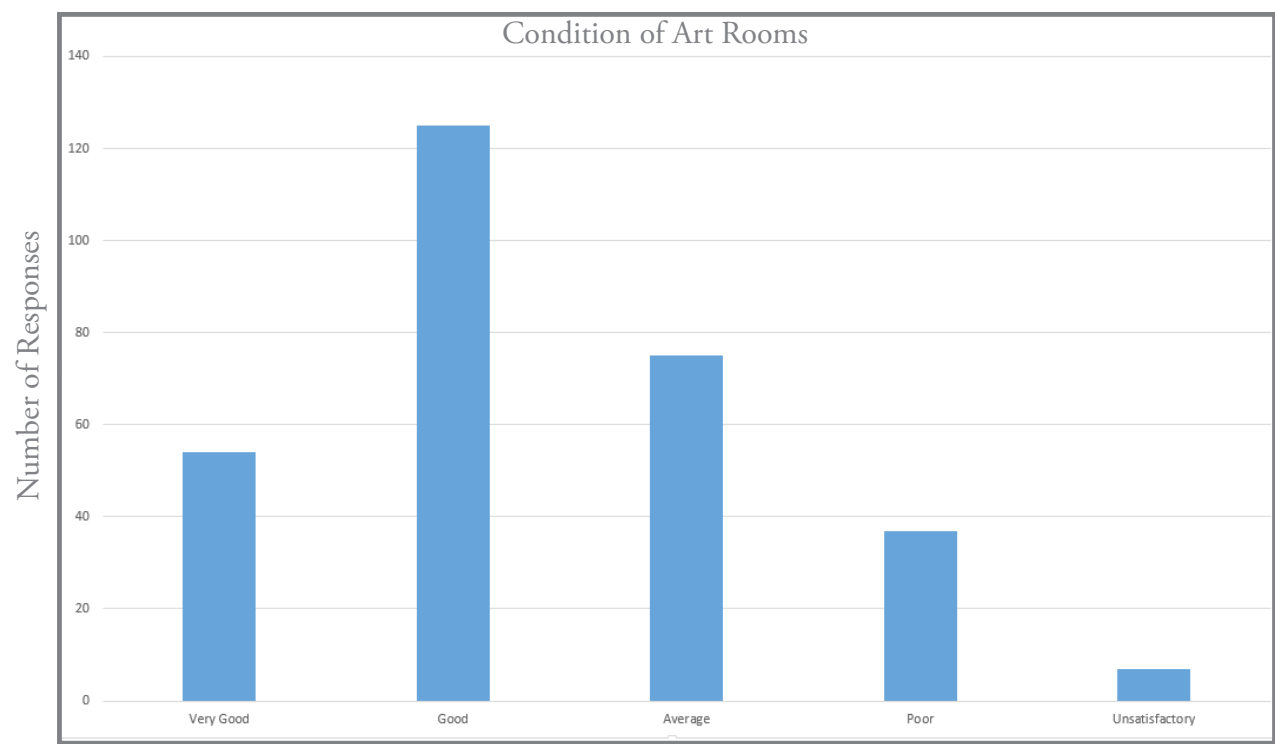
Moving forward, the results indicated that there is much for the community to build on, but to plan the facility to allow for natural light, connections to the outdoors, larger hallways, improved way finding, seamless technology integration, and flexibility of space. During the process it was found that this could be done with minimal additions, heavy interior renovations, and through the reexamination of how space is used.

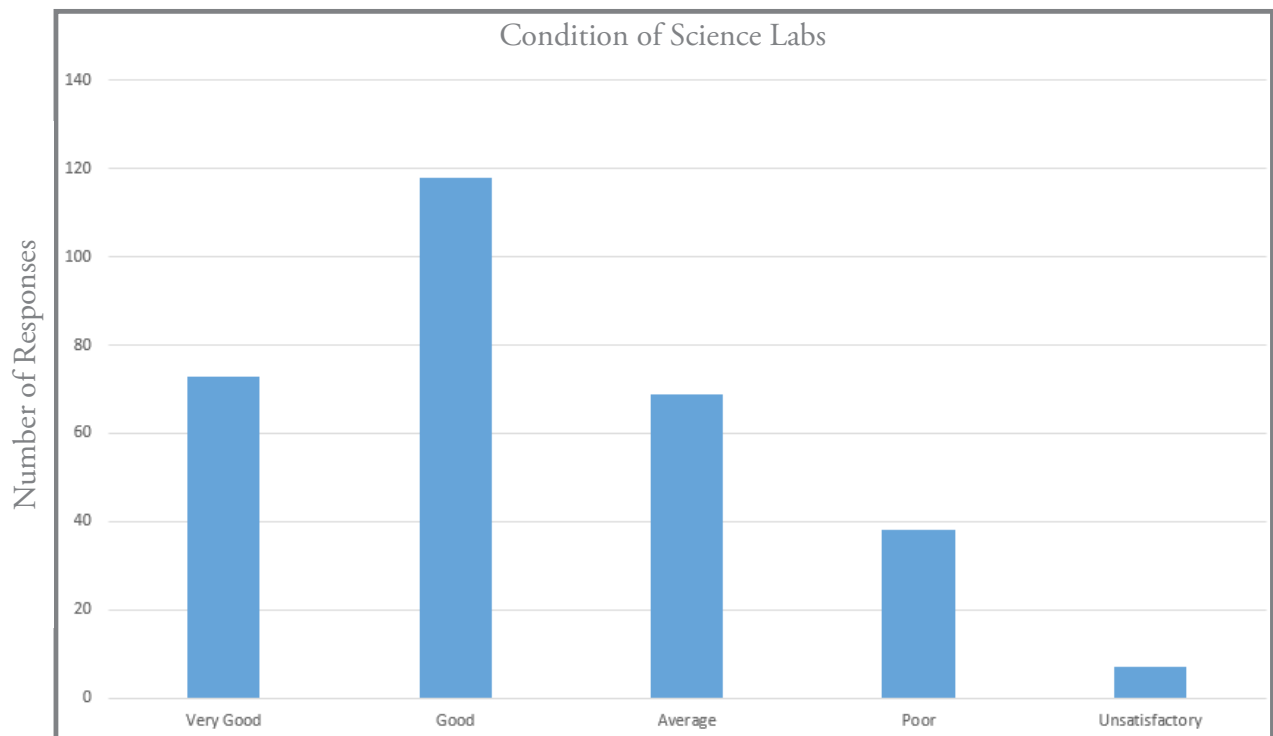
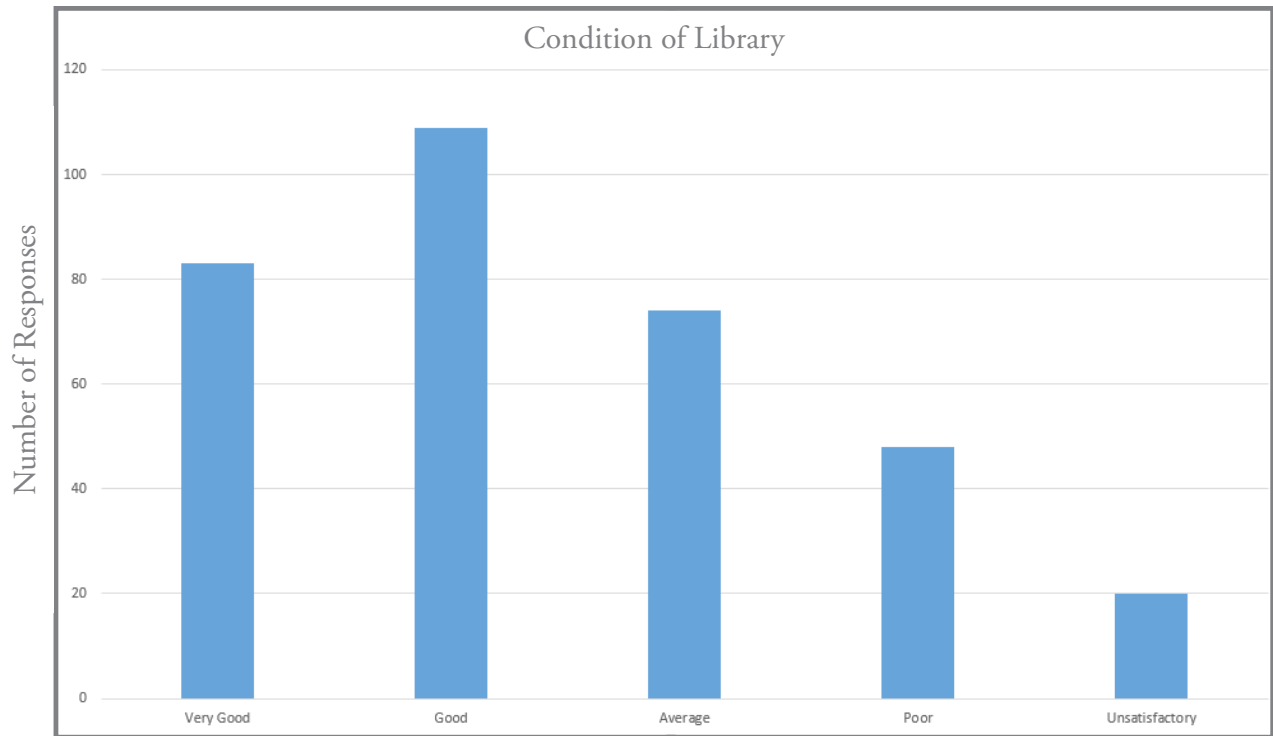


Survey - Perception of Existing Conditions



Survey - Perception of Existing Conditions Cont.

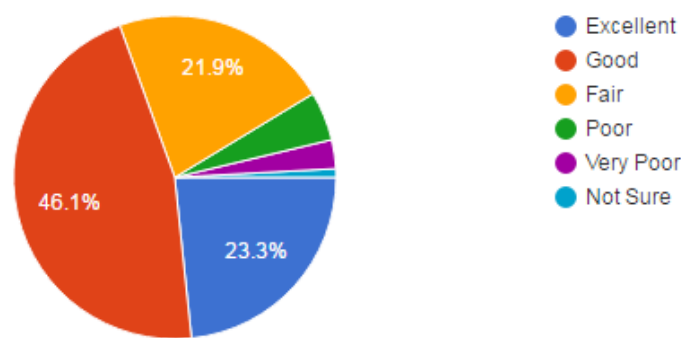




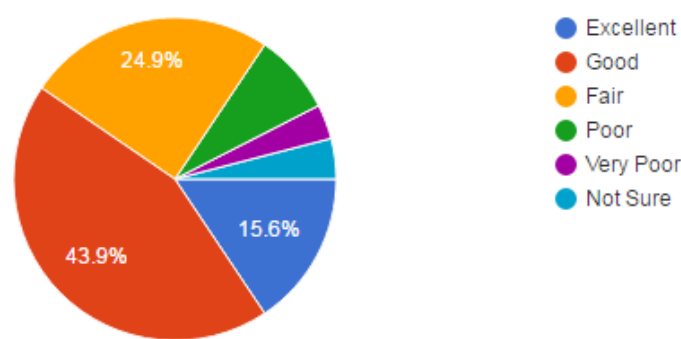
The Survey - The Future of Learning

The general consensus amongst those surveyed is that OPRFHS accommodates diverse learning needs, provides hands on opportunities, integration of technology, and has flexible learning spaces. The responses to these areas that are considered the “Future of Learning” had a majority of positive responses in the good and fair categories. Outdoor learning opportunities are OPRFHS received the lowest scoring in the “Future of Learning” portion of the survey.

How would you rate Oak Park and River Forest High School in supporting the diverse learning needs and interests of its students?
(347 responses)

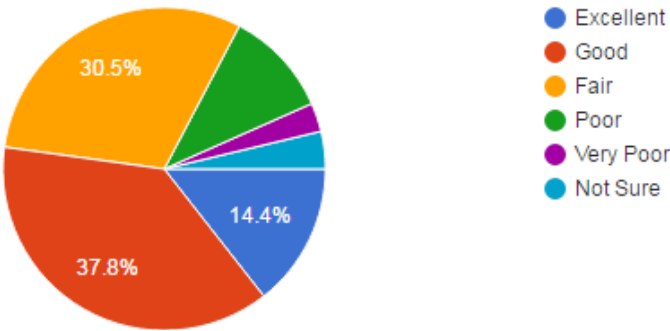


How would you rate the opportunity Oak Park and River Forest High School provides for hands on learning?
(346 responses)



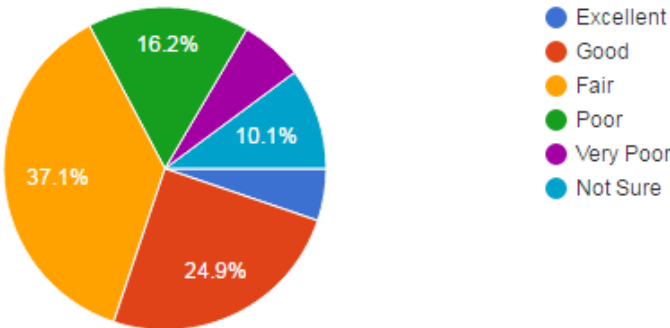
How would you rate Oak Park and River Forest High School on the integration of technology into the existing facility?

(347 responses)



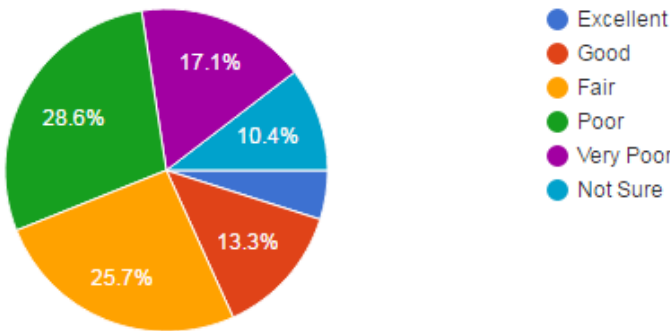
How would you rate Oak Park and River Forest High School on the flexibility of teaching spaces?

(345 responses)



How would you rate Oak Park and River Forest High School on accessible outdoor learning opportunities?

(346 responses)



The Survey - Comments

The survey comments began to tell a story of what the facility needs according to the users. In general people valued what was within the facility, as demonstrated in the existing facility survey results on the previous page, but were concerned about, as one person stated, how OPRFHS could become “tomorrow’s school”.

Comments regarding what amenities OPRFHS is lacking:

General:

- More parking/buses
- Creativity on the wall
- Good air quality
- Better furniture
- Better lighting/Natural light
- More large gathering spaces
- Better, less congested circulation
- Quiet spaces
- Spaces for group work
- Storage
- Improved cafeteria/Coffee bar
- Community space
- Better resources for teachers

“The air quality is bad in general, the color is depressing on the inside it is unimaginative space. It is not ‘tomorrow’s school’”

“I wish that there were more communal spaces where friends can hang out and talk to each other. It seems as though the only place to hang with friends is the balcony: everywhere else we are asked to move somewhere else.”

“Locker Rooms, Classrooms, Science Labs, Library, Tutoring Center..... kind of a lot.”

“The cafeterias have been refurnished in a way that cheapened them. There used to be tables that allowed students to feel more like people- not cattle at a feeding trough of collapsible benches. The lockers in the older building need more sophisticated treatment. Allow the building to be an aesthetically beautiful, calm and inviting environment for all students [...] Students respond to their environment. Help them to feel more respected.”

Athletics:

- The tracks needs to 200 meters
- More Athletic fields
- Competition size pool
- Locker rooms need improvement

“More student friendly spaces that are welcoming and can be used for a variety of things; clubs, hanging out, swapping out chromebooks, etc.”

Classrooms

- Bigger and better robotics lab
- Larger classrooms

“Teachers having the opportunity to teach in a 21st century environment. Students getting the chance to see the sun once in awhile.”

Visual and Performing Arts

- Better art rooms
- More space for band, choir, and orchestra
- Improved technology for performing arts

Many of those surveyed left additional comments, and there was concern about providing diverse opportunities, capturing available space, having access to daylight, but many were glad to give their input and excited for the results.

Additional Comments:

“OPRF does a fantastic job with the resources it has; but it can do even better!”

“I can’t wait to see how the district utilizes its resources in order to create a welcoming, effective learning environment for all students. I know there is great energy toward more forward-thinking teaching and learning.”

Student comfort:

“I am a senior, however I think to keep making this a good place to learn student comfort should be taken into account.”

“We need nicer desks and chairs. More comfortable chairs. More help in the art department.”

Opportunities for all learners:

“Would like to see more opportunities for students that decide not to pursue academic post secondary education.”

“I also support the need for increased technology opportunities and ‘hands on’ classes for our students.”

“We need to integrate the local resources more into the curriculum [sic]”

Nature and the Environment:

“I hope that any future work on the school is done with an eye on environmental concerns. We should use LEED

certified products and designs whenever feasible.”

General Facility Comments:

“We should put a patio or something on the roof.”

“I believe the development of the south end of the building should be a consideration of the committee. Athletics is in need of new facilities. With this development additional classroom space could be developed.”

“This school has a great deal of history and the students within it have a lot to contribute, but the space itself, once inside, does not give off that feel of sharing and collaboration in learning. The lighting is oppressive in places and so are some of the spaces; we are trying to cram a lot into little spaces instead of making the most of the spaces available while still maintaining the history. Please consider those attributes in your designs.”

“just please make it easier to find clubs and extracurricular activities, we dont always know where to go”

ENVISION | DEFINE



Envision | Define Session

December 14, 2015: Discussion of the vision for student experiences + the facilities that will support that vision.

This meeting marks the first time the community at large was asked to assemble, and discuss the facility of OPRFHS. Until this session, the two internal core teams had been working to gather, then assess the state of the facility. The attendees were asked to discuss the future of education, first in broad terms, by *envisioning* the ideal experiences that will prepare students for the future. The second part of the discussion was facility specific, and the community was asked to *define* the spaces needed within OPRFHS to allow for these experiences to happen.

These two questions were crafted to discuss and determine the problem. The combined Envision and Define Workshop was problem seeking. Without finding the problem, and then understanding the problem, we cannot solve it.

From the workshop summary points were created based on each discussion. These summary points were taken as a collective response from the group, and summarize what the problem is, and what the community wants their facility to be. A total seven points were then used to inform the subsequent consider session.

As apart of the Envision + Consider step, the team spent two days at OPRFHS connecting with students during their lunch period. The students were asked what spaces would be in their dream school.

Refer to the appendix for agenda and full meeting minutes.

Envision | Define Summary Points

Envision

Question 1

What are the essential experiences needed to prepare students for the future?

- 1 In preparing students for the future it is **essential to create a community around learning, educating the whole student.**
- 2 **Forward thinking educational experiences** for students, staff, and the community that reinforce diversity of thought, and **prepare learners for a global world.**
- 3 Celebrating diversity: **an education that allows for all students to find what makes them unique,** and allow for all students to meet their full potential.

Define

Question 2

If environments can educate, how do we support the vision and mission of OPRFHS with facilities, as we prepare for the future?

- 1 The educational environment should **allow for variety in learning styles,** creating equal opportunities for all learners, providing space diverse in scale, texture, and use.
- 2 OPRFHS needs to celebrate architectural heritage and significance, while having vibrant and engaging spaces infused with technology, **inspiring students to be lifelong learners.**
- 3 The environment of OPRFHS needs to be safe and healthy, while also **welcoming, and engage the community.**
- 4 The educational environment of OPRFHS should **allow students access to natural daylight,** connections to nature, and the surrounding environment.

Flexibility
Value
Diversity:
Hands-on Learning
Support for All Students
Global Learning
Teamwork
Holistic Learning
Educating the Whole Student
Collaborative Experiences
Passionate Community
Compassion
Life Experiences
Problem solving
In Learning
In Thinking
Of Language
Engaged Learning
Multi-faceted Learning

Question 1

Safety
Daylight
Celebrate Heritage
Supportive Environment
Intuitive Layout
Comfortable
Open
Wayfinding
Collaborative Space
Multi-use Space
Presentation Space
Inspiring
Resource Center
Welcoming
Temperature Control
Diversity of Space
Flexible Spaces
Outdoor learning
Engaging
Vibrant Colorful Bright
Technology
Gather
Flexible + Soft Furniture

Question 2



Student Lunch Sessions





Conclusions:

The students were overall very satisfied with the education they are receiving at OPRFHS, and there were many compliments about the educators and the opportunities they receive. Many valued the diversity of thought present at the school.

The students at the lunch sessions though expressed a concern about the overcrowding in the hallway, lack of daylight and opportunities to go outdoors, and a desire to have spaces to relax.

The responses told a story about having a variety of spaces within the educational environment. One student wrote that there is a need to “Allow for different learning

strategies”. There was a desire to have more spaces to do independent and group work, simply put a “variety of spaces”.

The classrooms were also talked about, some students spoke (and wrote) about the over crowding within their classes.

Ultimately though, the learners at OPRFHS are passionate about their education, after all “Learning = Fun”. The environment needs to reflect this belief.

CONSIDER



Fieldhouse w/
wood bball
floor

UPDATE
Classrooms
(bring into
21st century)

What is
optimal
size class
Room.
- Multi Use vs
Single

What is
the total
sqft to be
converted to
Multi Use class

Consider Session

January 26, 2016: The time to solve the problem.

Taking the summary points developed from the Envision | Define session, the community members who attended the Consider Session were tasked with designing their ideal school. This was the time to solve the problem. The school design was to include programmatic elements that supported the Envision and Define summary points. These elements were then to be arranged by crucial adjacencies to further support the summary points.

To facilitate the designing of an ideal school by the community, they were broken into six groups of four, and given post-it notes that represented different program areas. See the next page for the full key.

After the work session, each group presented back their ideas to the large group. There was much discussion concerning how to let light in, over crowding of hallways and classrooms, and connections to nature.

See appendices for images of all the concepts from the community.

Skylights
in inside
classrooms

CLASSROOMS
LED lights
(INSIDE rms)

STUDY ROOMS
separate from
library
(for freestudent
use for projects, lunch

Skylight
in inside
classrooms

CLASSROOMS
LED lights
(INSIDE rms)

STUDY ROOMS
separate from
library
(for freestudent
use for projects, lunch
meetings)

Consider Session Tools

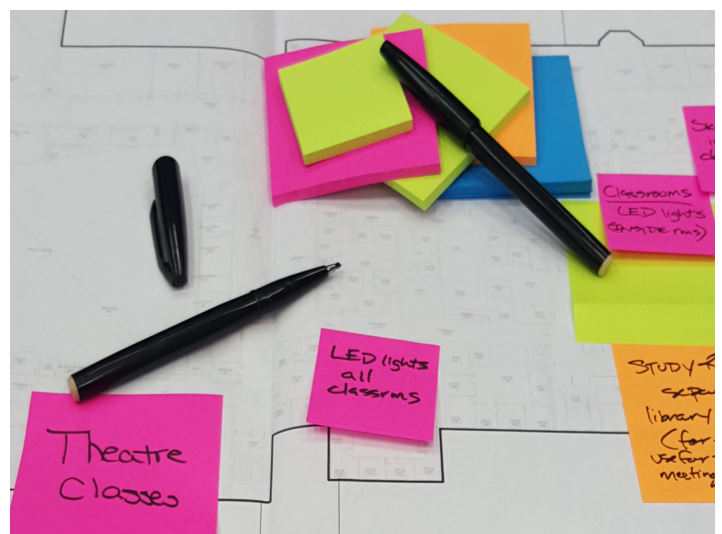


The Puzzle Pieces

To allow for freedom of design the LTFPC determined that it was best to use post-it notes to represent different programmatic elements. This allowed the community to write what they needed and place it within the school.

With the post-it notes a key was created to reflect the information that was gathered from the community as a part of the programmatic discussion during the Envision | Define session. The key is pictured on the fold out to the right.

These are the tools that allowed the community to design their ideal school.



Classrooms

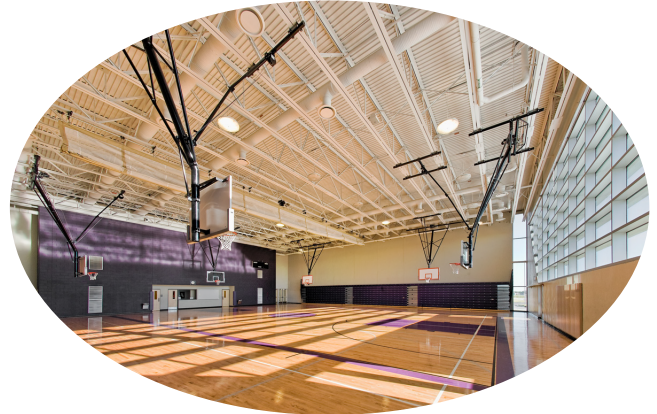
- + Spaces for Music
- + Spaces for Visual Arts (Multi-media)
- + FCS Classrooms
- + FCS Cafe
- + Think Tank
- + PLTW
- + STEM/STEAM

Resource Spaces

- + Student Resource Space or Tutoring Center
- + Teacher Resource Space
- + Spaces for Student/Teacher Collaboration
- + Spaces for Students to Socialize and Relax
- + Media Center

Athletics

- + Multi-use Gymnasium Space



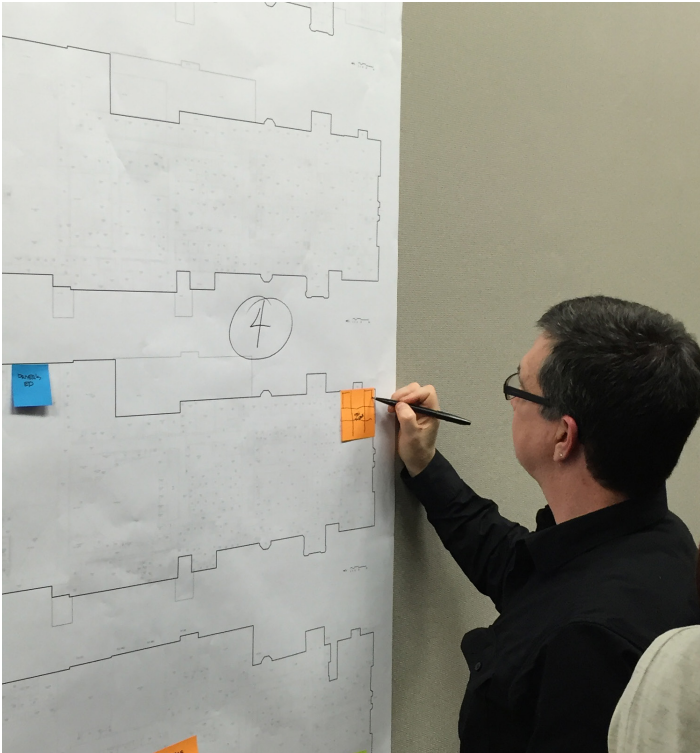
Sustainable + Outdoor Learning Spaces

- + Rooftop Study Cafe



- + Outdoor Classrooms
- + Access to Natural Daylight
- + Greenhouse Space

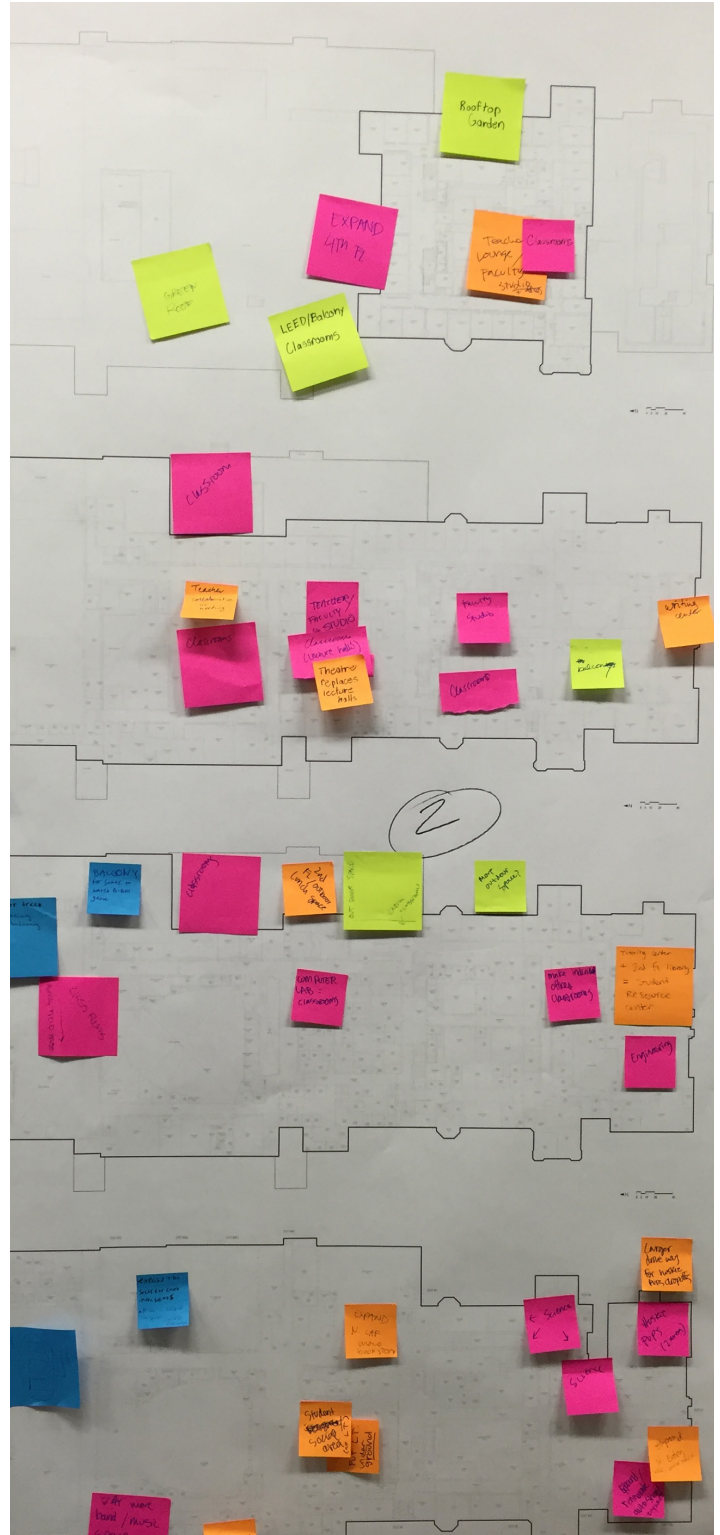
The Workshop

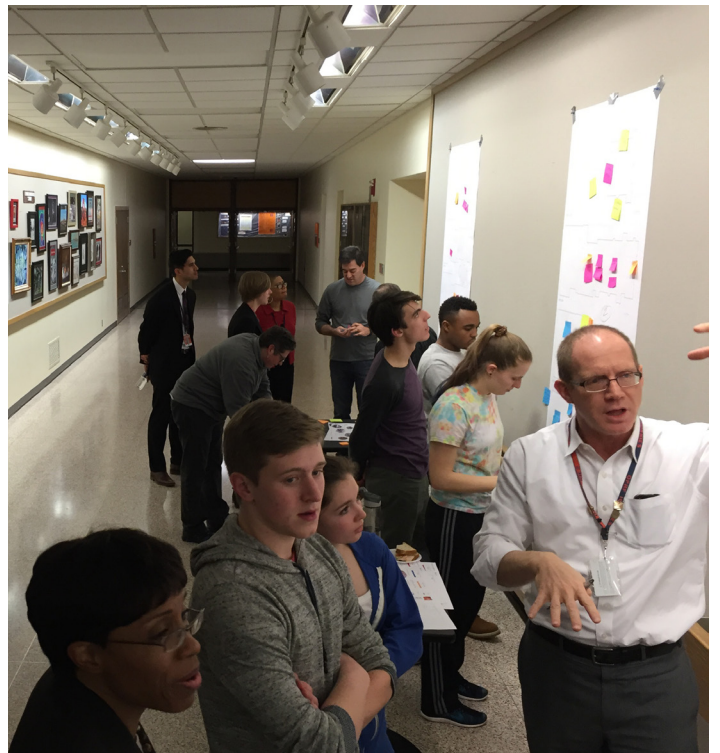
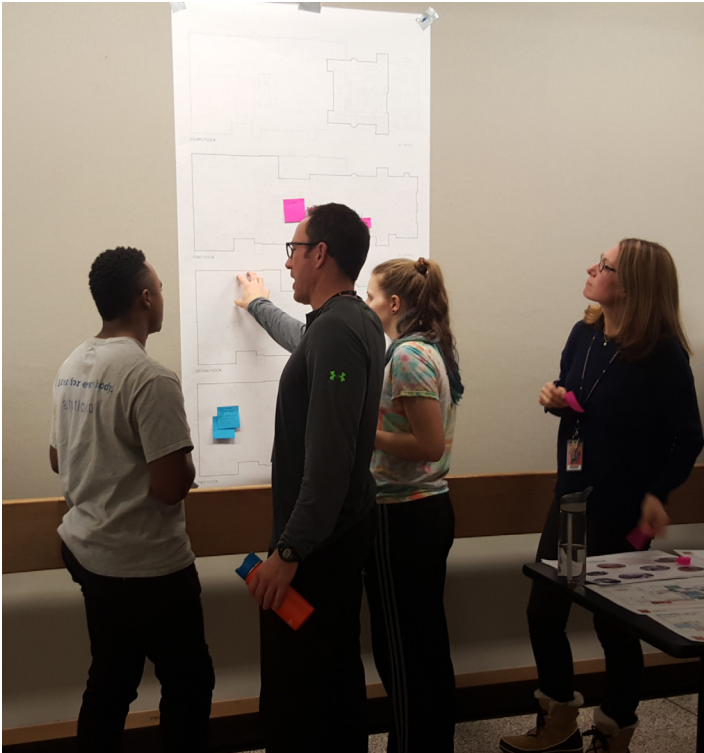


The workshop for consider was interactive, and problem solving oriented. Everyone who attended were able to express their ideas about planning. Going back to the summary points developed during the Envision | Define Session, there were many discussions about community, diversity in learning, a safe and secure environment, and access to nature and light.

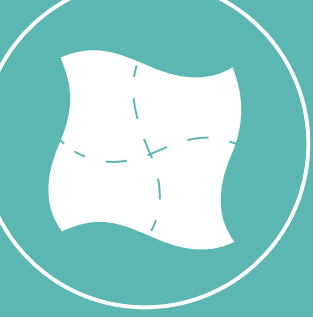
Many of the plans had similar attributes, such as a central heart of the school. This “heart” of the school varied from plan to plan. There were also ideas about capturing vertical space, and making small additions.

The community expressed enthusiasm in the discussion of what Oak Park and River Forest High School's educational environment could become.





TRANSFORM





Transform

March 14, 2016: Determining priorities for Oak Park + River Forest High School

From the Consider Session, the team took the plans developed by the community and refined them. During the Transform Session, the team then presented back the options for OPRFHS. Part of the Transform Session agenda was to determine priorities for the facilities of Oak Park + River Forest High School. After a presentation on the complete master plan, the community evaluated the individual pieces of the master plan, that had been separated by program theme. The master plan was separated into the following pieces: Performing Arts Addition, Cafeteria Addition, Consolidating Disciplines, and Learning Commons and Library Renovation. Though each piece is part of the complete master plan, the goal was to get feedback on priorities, on the individual pieces that made up the whole.

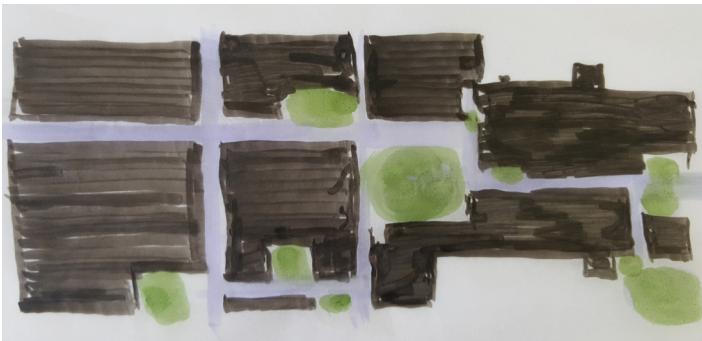
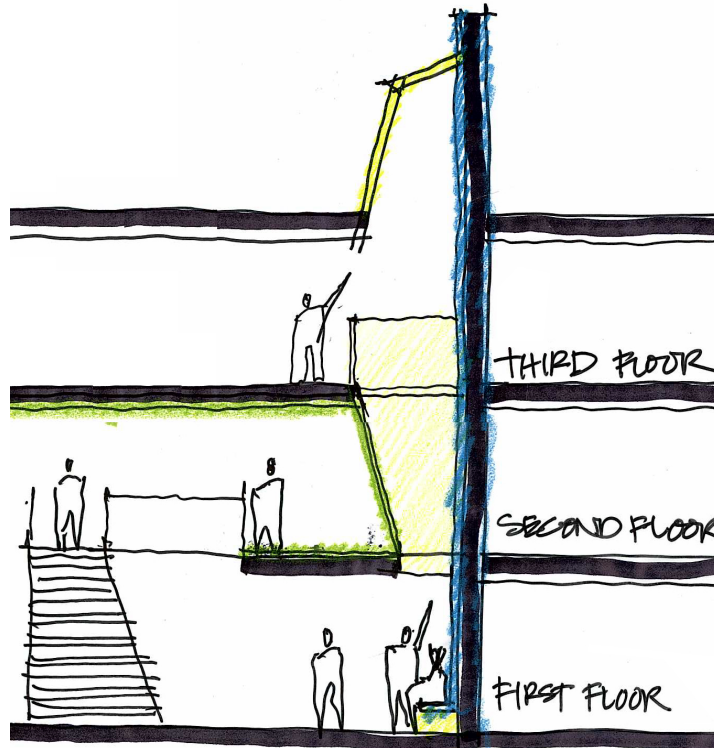
The complete master plan was designed around letting light into the building, creating views to the exterior, and the summary points created during the envision and define session. This was done through what was termed a 'Lens Corridors'. A Lens Corridor is a horizontal or vertical axis through the building, that reaches to the exterior, carving light in.

The original design of OPRF HS had light wells. Due to population increase, and need for space, those were filled in over the years. Through the community engagement process, there was concern about the lack of daylight in the building, and access to outdoors. One student had a plea "I just want to be able to go outside, to see nature". With new technologies, and flexible furniture, spaces can be used for more than one purpose, freeing up space. This allows for light wells to be reintroduced into the dense building.

Process - Organizing Program Around Light

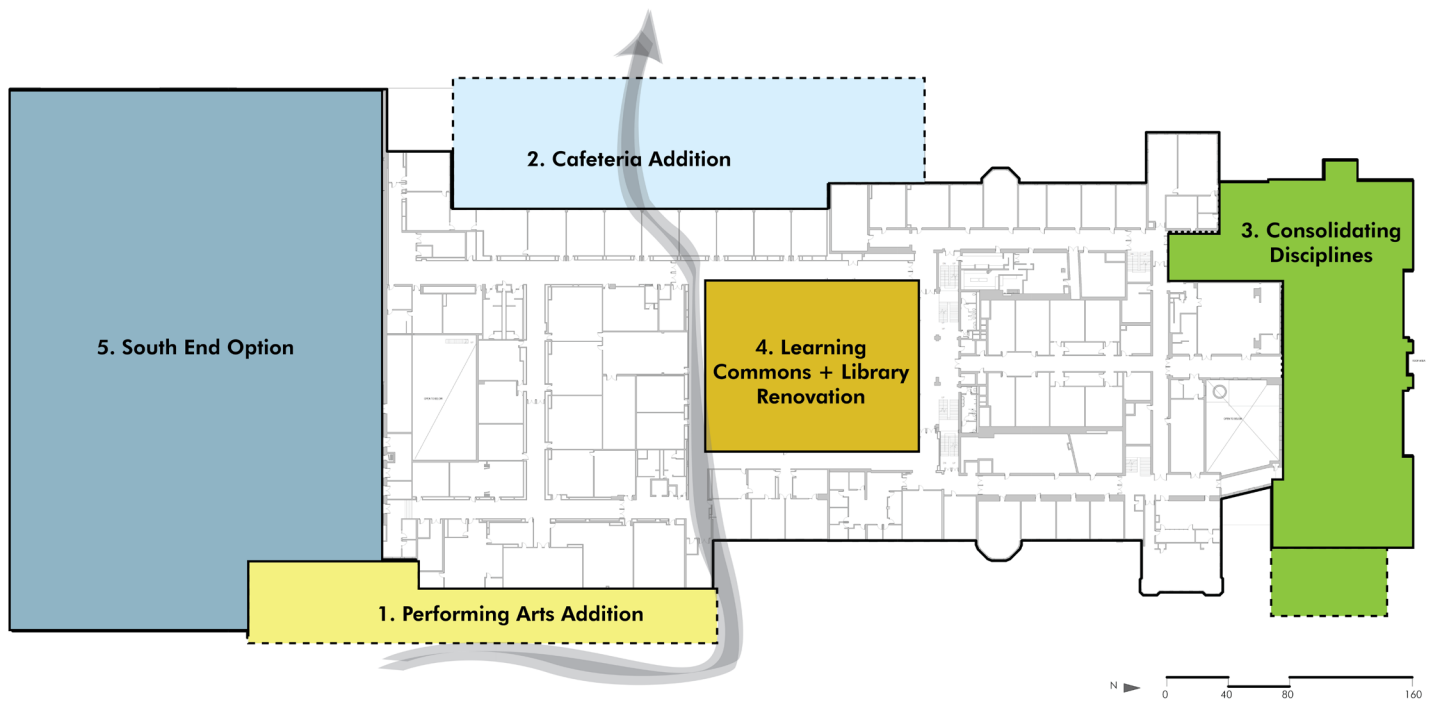
The images show the study of the Lens Corridor as an architectural element, and planning tool. Through the planning process, the existing conditions were evaluated to determine areas where axes could reach to an perimeter wall, or through to the roof. The program was then organized around these axes.

The main axis through the center of the building was designed in plan and in section. The axis carries through from the entry, straight through the cafeteria addition, and is stacked on floors two and three, see the next page for the overall master plan diagram.





Process - Organizing Program Around Light



The overall master plan, showing the pieces that make up the whole

The main axis shown by the gray arrow in the diagram above, or Lens Corridor begins at the entry and wraps around the Learning Lounge, and in section, goes up through to the learning commons on the third and fourth floor. See the subsequent pages for the planning, and descriptions of each portion of the master plan. The numbers correspond to the option.

Beginning the plan with this axis, the program was organized around it. This allowed maximum light into the building in an area that all students will pass through during their day. By moving the library, expanding it to be a Learning Commons and Library spaces, at the center of the school, the heart of the school is a center for knowledge, collaboration, and individual study. It is accessible to everyone, and has a shorter travel distance than where it was, at the North-West area of the building.

Throughout the plan there were other opportunities to introduce Lens Corridors, on a smaller level. The interventions all had an underlying planning them of letting light in, along with views out.

The next page shows precedents for what these interventions could become. Many of the spaces are about informal learning, allowing students to perform group work, independent study, and socialize. The planning also took into account how students could receive help from teachers.

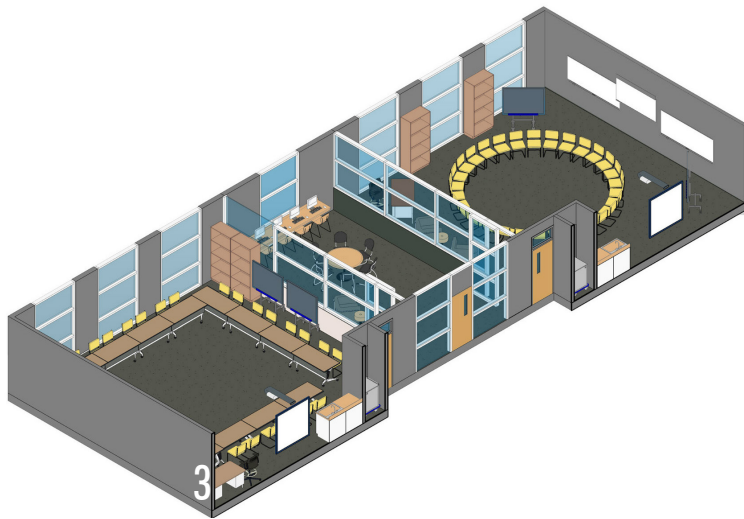
The plans also have associated dollar amounts, based on the budget of 20 million for the first 5 years. The estimates are based on a cost per square footage, and are preliminary. As options develop, a more detailed and accurate estimates would be performed. All estimates are based on 2015 construction cost.



St. Nicolaasyceum, Library Precedent



Georgetown University Student Center, Cafeteria Precedent



Classroom Block, Consolidating Disciplines Precedent



Far Rockaway Library, Learning Lounge Precedent



Cultural Quarter, Wellington College, Performing Arts Addition Precedent

Performing Arts Addition - First Floor

Plan Narrative:

To accommodate OPRFHS growing performing arts program, an addition along Scoville is proposed in this option.

As part of the addition, the current Little Theatre is moved from the center of the building, to create a Learning Lounge.

There is a green roof above the second floor, that can be accessed by the business department. The third floor and fourth floor remain unchanged.

This relates to the summary points about creating a welcoming environment to the school, and connections to the outdoors.

What this plan accomplishes:

Needs

- More space for performing arts
- Alleviate crowding in the hallway by creating more space within the center of the building

Wants

- Collaborative and informal student study space
- A more welcoming entry

Preliminary estimates indicate 1a is approximately 20 million dollars and can be accomplished years 1 to 5. 1b would be years 6 to 10.*

*Based on 2015 Construction Costs (Assume 3.5% Inflation per Year)

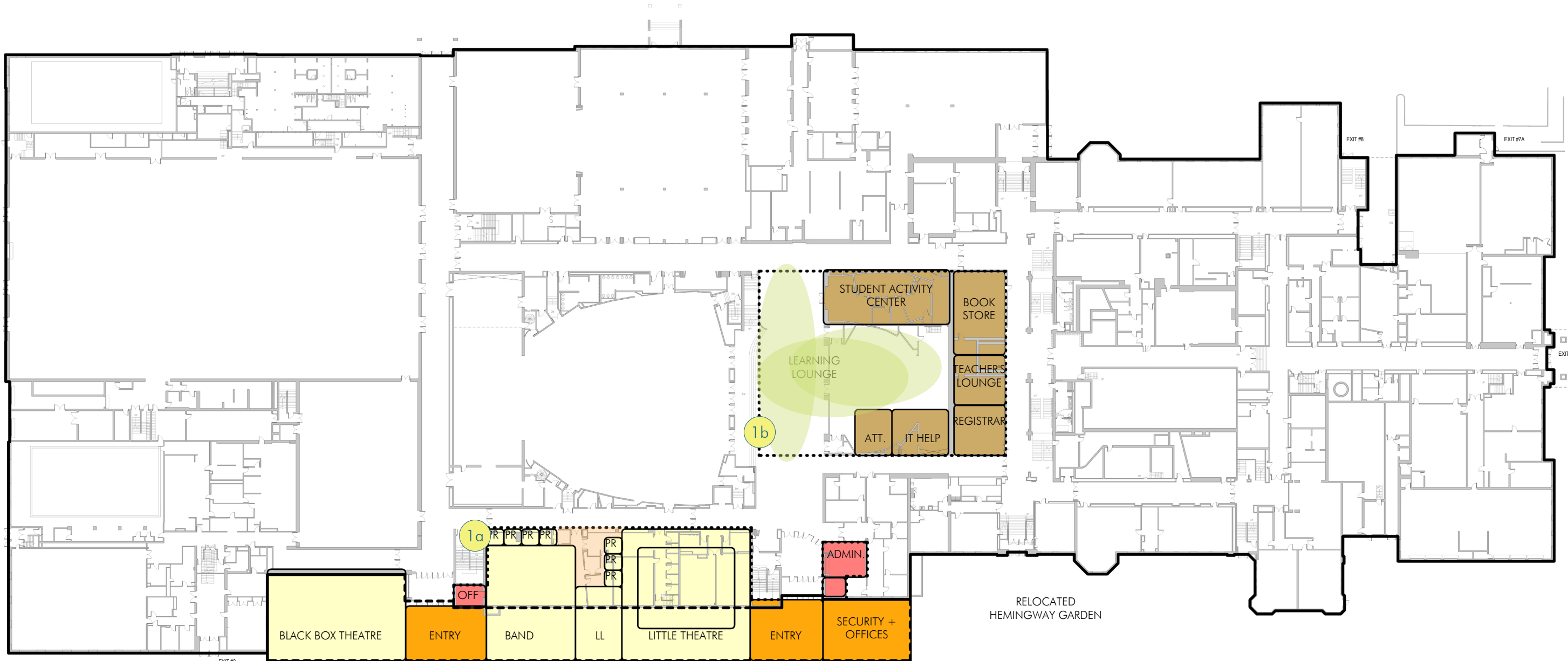
Options	Desired Effect	Dependencies	Space Gained	Space Loss	Key Number
Create an addition along Scoville	This allows the performing arts department to have more space, and creates an opportunity to make a centralized student gathering space. Pulling security forward provides more office space.	Relocate Hemingway Garden	2000sf office block, increased size of performing arts wing, a black box theatre (replacing studio 200) and a green roof off of the business wing.	Relocating the Hemingway Garden, administration and attendance, Studio 200.	1a
Learning Lounge and Welcome Center	This space doubles as spill out for the cafeteria, creates a centralized gathering space for students, and lets in natural light to the center of the building. Opening a space within the center of the building will also alleviate crowding within the hallway.	The performing arts addition, and moving the Little Theatre	Learning lounge for student gathering, class use, display, picture day, etc., and a student resource space off of main stair.	The Little Theatre is moved	1b

Performing Arts Addition - First Floor Plan

EAST AVE.

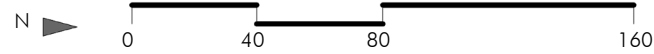
LAKE ST.

ERIE CT.



SCOVILLE

RELOCATED
HEMINGWAY GARDEN



Circulation

Collaborative Node/Student Breakout Space

ATT

Attendance

FCS

Family and consumer sciences

LL

Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF

Office space

PR

Practice Room

RC

Resource Center, a place for students to go to receive help, study, etc.

Applied Arts

Athletics

Classroom Space

Cafeteria

Huskie Pups

Office Space

Performing Arts

Resource (Teacher + Student)

Science

Special Education

Visual Arts

Welcome/Entry

Addition Perimeter

Existing Envelop Perimeter

Interior Renovations Perim

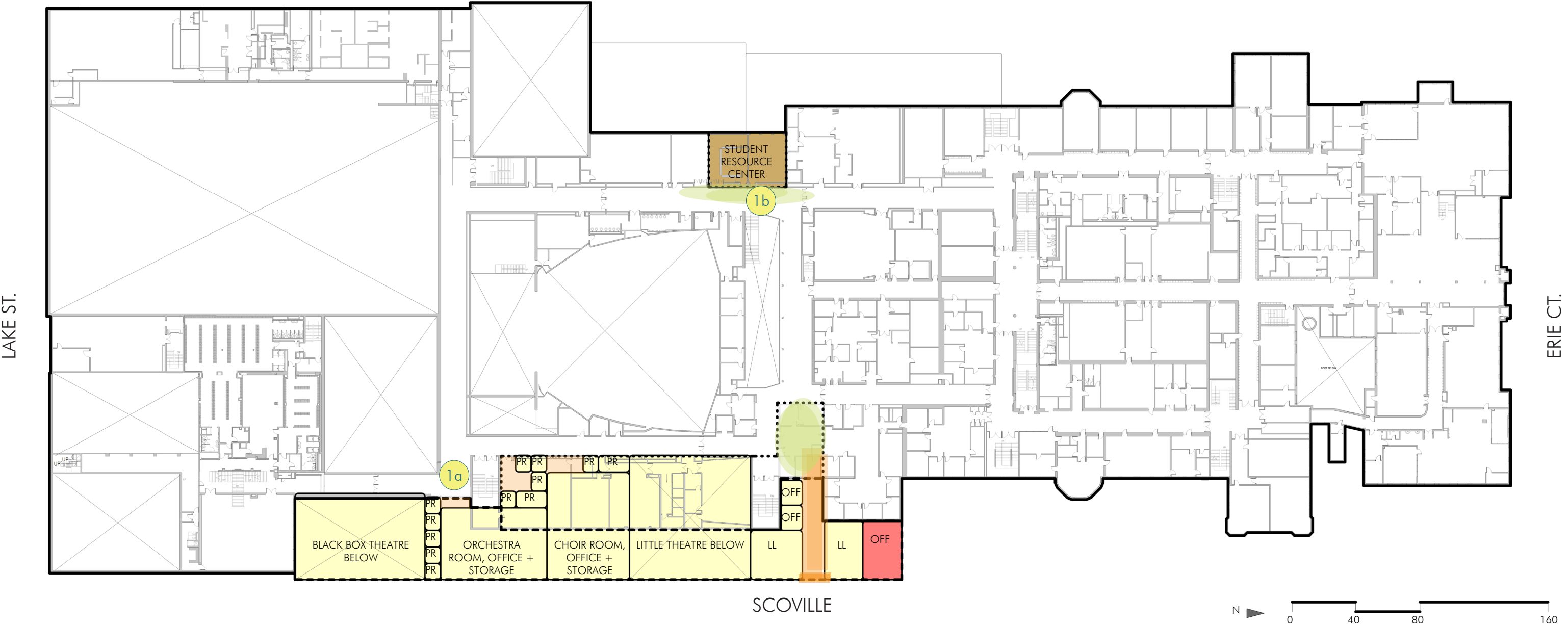
Lens Corridor

Legat Architects

73

Performing Arts Addition - Second Floor Plan

EAST AVE.



- Circulation

ATT Attendance

FCS Family and consumer sciences
- Collaborative Node/Student Breakout Space

LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF Office space
- PR Practice Room

RC Resource Center, a place for students to go to receive help, study, etc.
- Applied Arts

Athletics

Classroom Space
- Cafeteria

Huskie Pups

Office Space
- Performing Arts

Resource (Teacher + Student)

Science
- Special Education

Visual Arts

Welcome/Entry
- Addition Perimeter

— Existing Envelop Perimeter

..... Interior Renovations Perim

Lens Corridor

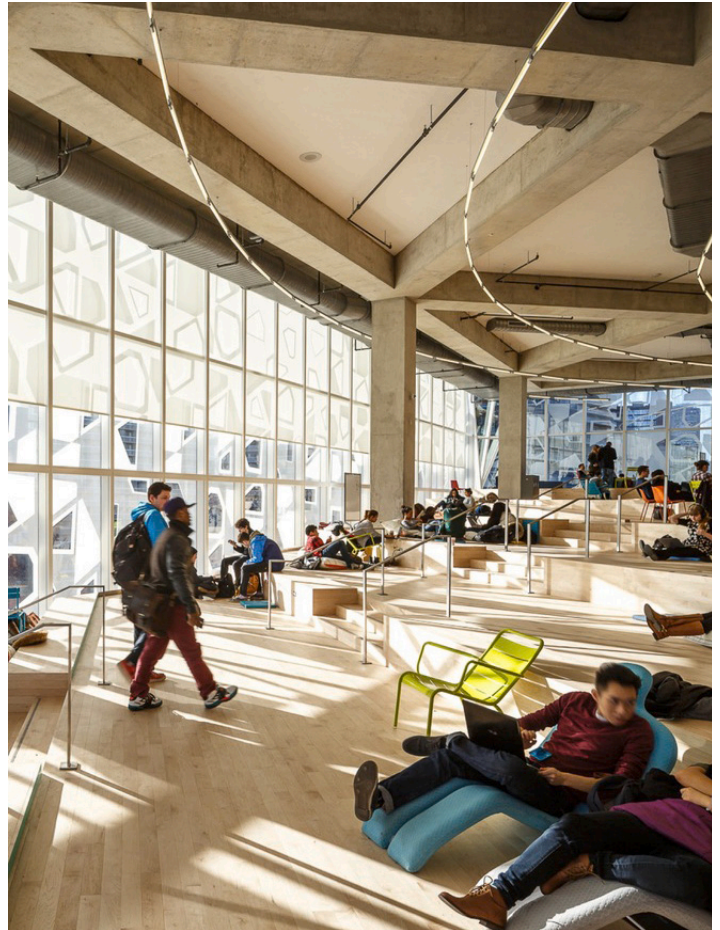
Performing Arts Addition - Second Floor



Vagen High School, Little Theatre Precedent



Tohogakuen School of Music, Practice Room Cluster Precedent



Ryerson University Learning Center, Learning Lounge Precedent



Los Nogales School, Practice Room/Band Room Precedent



Nordahl Grieg High School, Student Center Precedent

Cafeteria Addition - First Floor

Plan Narrative:

To accommodate OPRFHS growing population, the size of the cafeteria needs to be increased. In order to accomplish this a portion of the cafeteria will be torn down and built out, and up. Above the cafeteria addition will be more classrooms, and a basement below for storage.

Rebuilding the cafeteria also presents the opportunity to create a more pleasant eating environment. Currently the cafeteria is noisy and crowded during lunch. The survey indicated that this space was one of the points that the school population felt needed to be addressed by the long term plan.

Students have expressed how they eat in classrooms due to the social pressures of eating in the cafeteria; the goal on one of the summary points is to create a safe, inviting environment. By expanding, and rethinking the layout of the furniture, the cafeteria can be a place that students feel welcome and safe.

What this plan accomplishes:

Needs

- More space for student dining, as the population grows
- Alleviate crowding in the hallway by creating more space within the center of the building
- More student resource space
- Letting light into the building
- Connections to the outdoors
- Teacher collaboration space

Wants

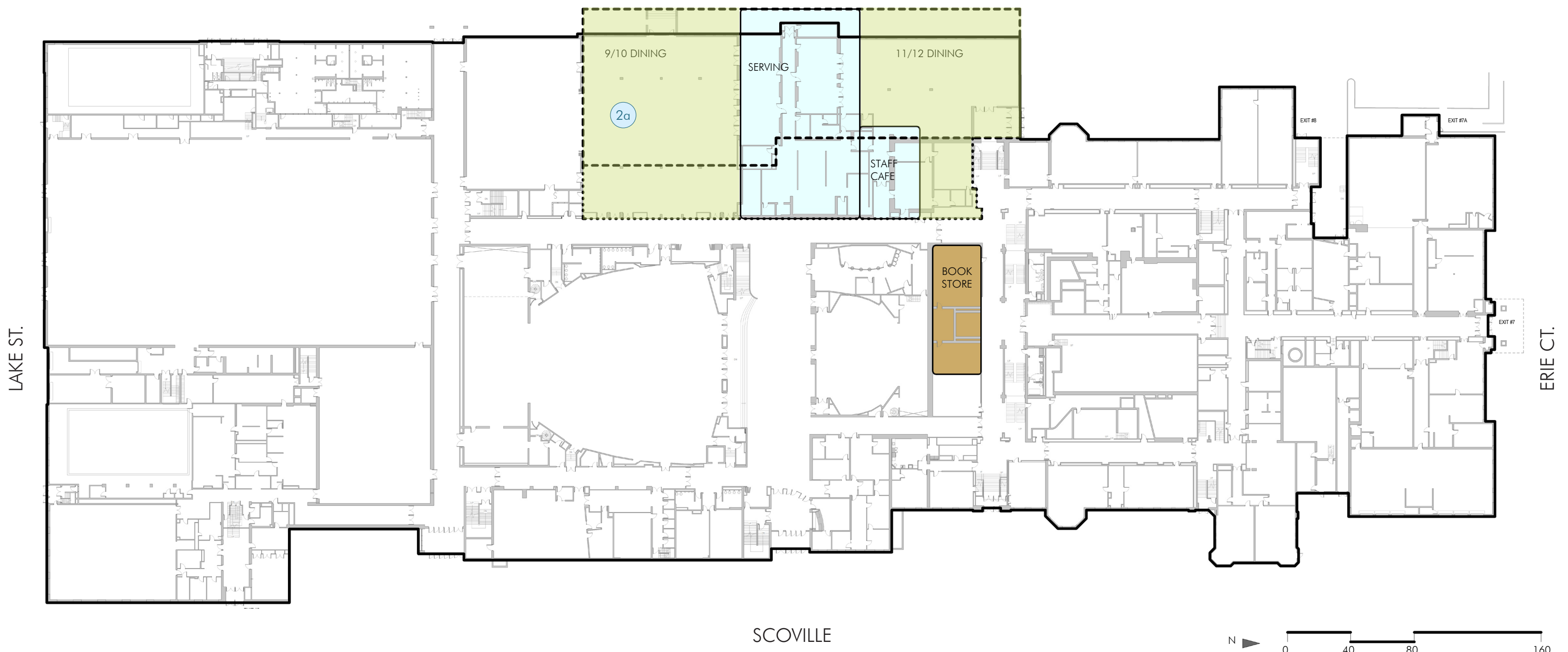
- Vibrant and contemporary dining space
- More classroom space

Preliminary estimates indicate 2a is within the 20 million dollars and can be accomplished years 1 to 5. 2b and 2c would be years 6 to 10.*

*Based on 2015 Construction Costs (Assume 3.5% Inflation per Year)

Options	Desired Effect	Dependencies	Space Gained	Space Loss	Key Number
Repurpose and build new the cafeteria	Provide flexible space, that can allow for larger gathering and meetings, as well as small scale dining experiences.		More cafeteria space and basement space for storage, etc.	Relocating the bookstore, (2) classrooms	2a
Classroom/resource space addition and renovation	More classroom space that has technology and flexible furniture.	Cafeteria demolition and rebuild	(16) classrooms minimum 1000 sf each, (11) office or small group work spaces, (1) teacher resource room, (2) student resource spaces, (1) area for student break out and collaboration.	(10) classrooms, (1) instructional center	2b
Green roof	Allow for controlled access to nature during classes or free periods for students, and staff.	Cafeteria demolition and rebuild	Green space that is controlled		2c

Cafeteria Addition - First Floor Plan



Circulation

ATT Attendance

FCS Family and consumer sciences

Collaborative Node/Student Breakout Space

LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF Office space

PR Practice Room

RC Resource Center, a place for students to go to receive help, study, etc.

Applied Arts

Athletics

Classroom Space

Cafeteria

Huskie Pups

Office Space

Performing Arts

Resource (Teacher + Student)

Science

Special Education

Visual Arts

Welcome/Entry

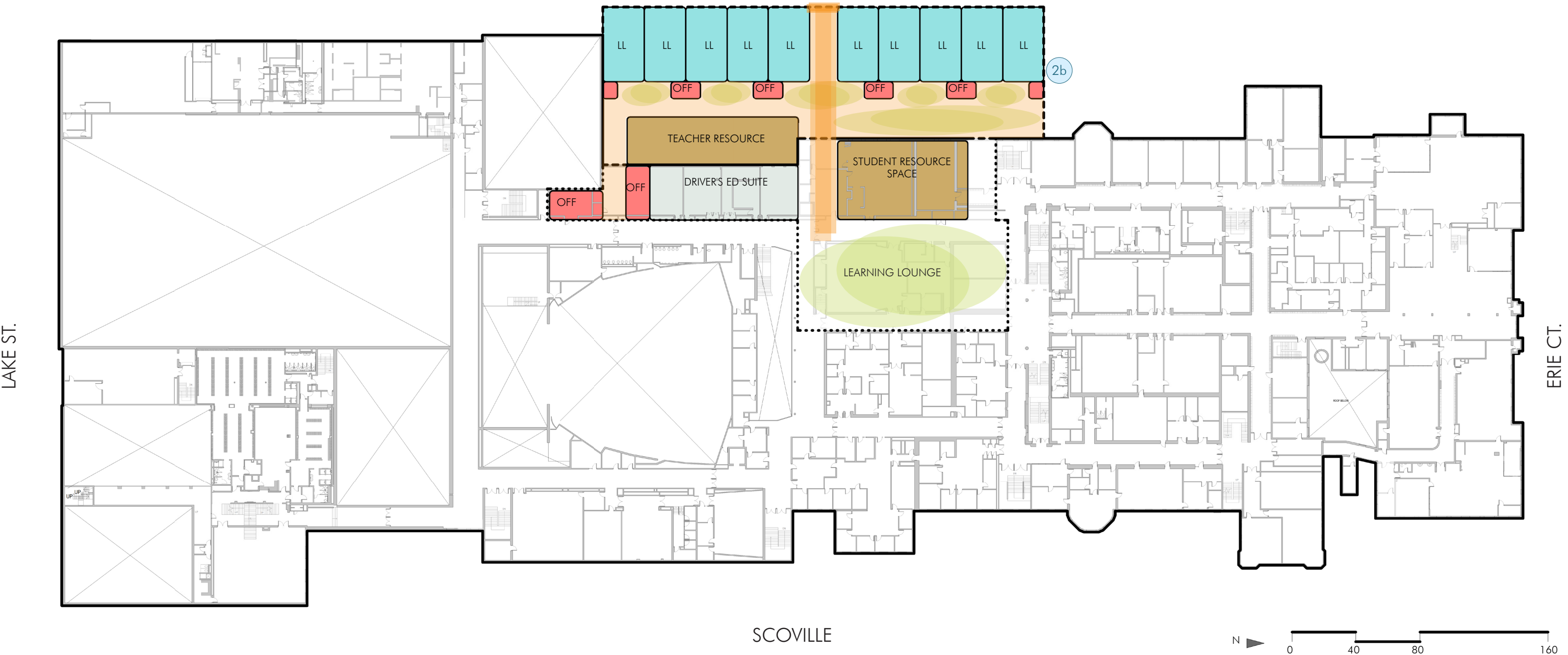
Addition Perimeter

Existing Envelop Perimeter

Interior Renovations Perim

Lens Corridor

Cafeteria Addition - Second Floor Plan



Circulation

Collaborative Node/Student Breakout Space

ATT Attendance

FCS Family and consumer sciences

LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF Office space

PR Practice Room

RC Resource Center, a place for students to go to receive help, study, etc.

Applied Arts

Athletics

Classroom Space

Cafeteria

Huskie Pups

Office Space

Performing Arts

Resource (Teacher + Student)

Science

Special Education

Visual Arts

Welcome/Entry

--- Addition Perimeter

— Existing Envelop Perimeter

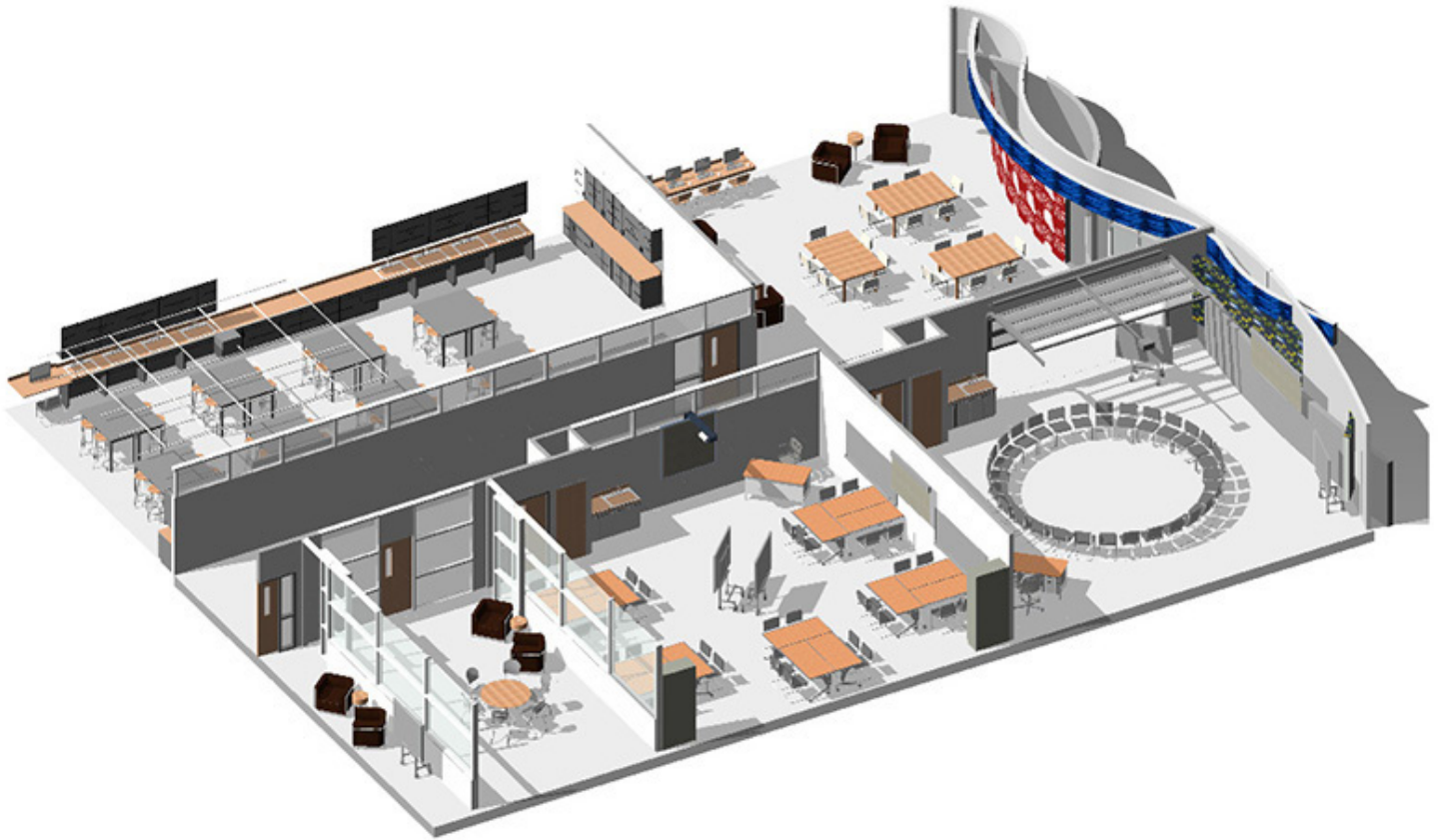
..... Interior Renovations Perim

— Lens Corridor

78

Oak Park and River Forest High School

Cafeteria Addition - Second Floor



Classroom Block Study

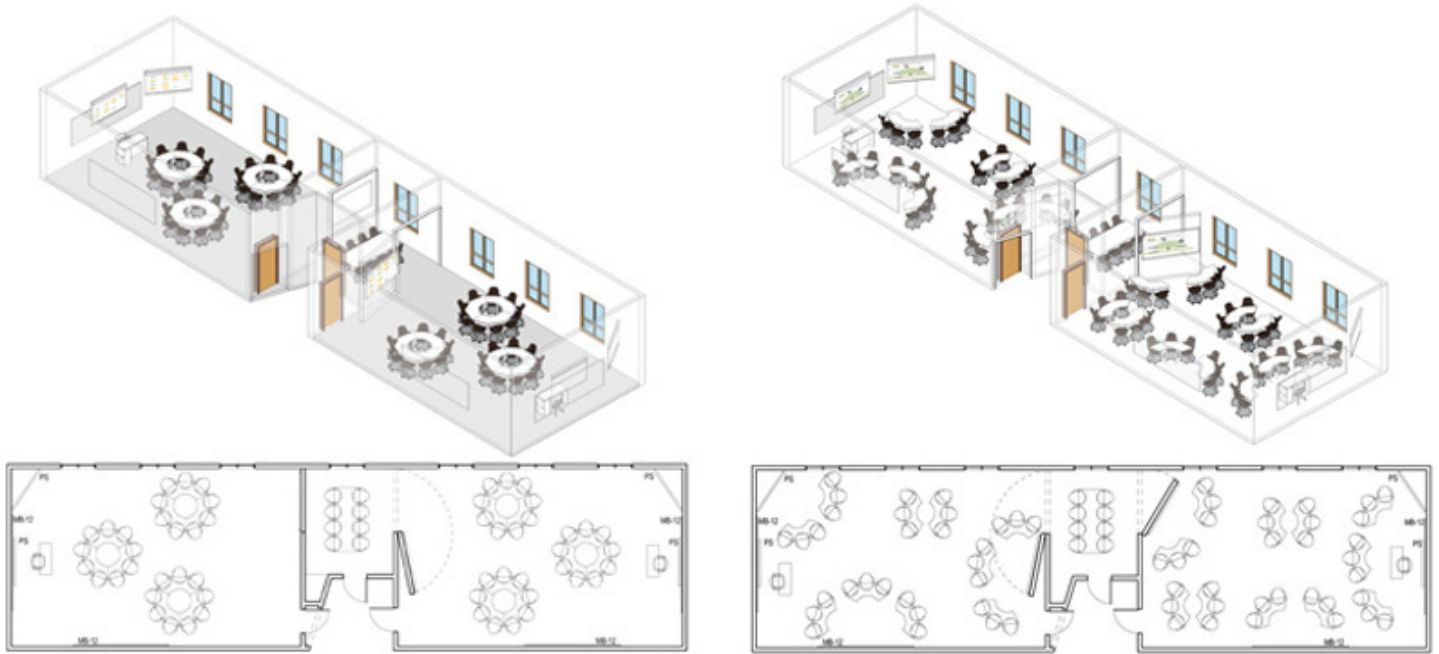


New Trier High School Study, Student Resource Space Precedent



Poynton High School Cafe, Cafeteria Precedent

Cafeteria Addition - Third Floor

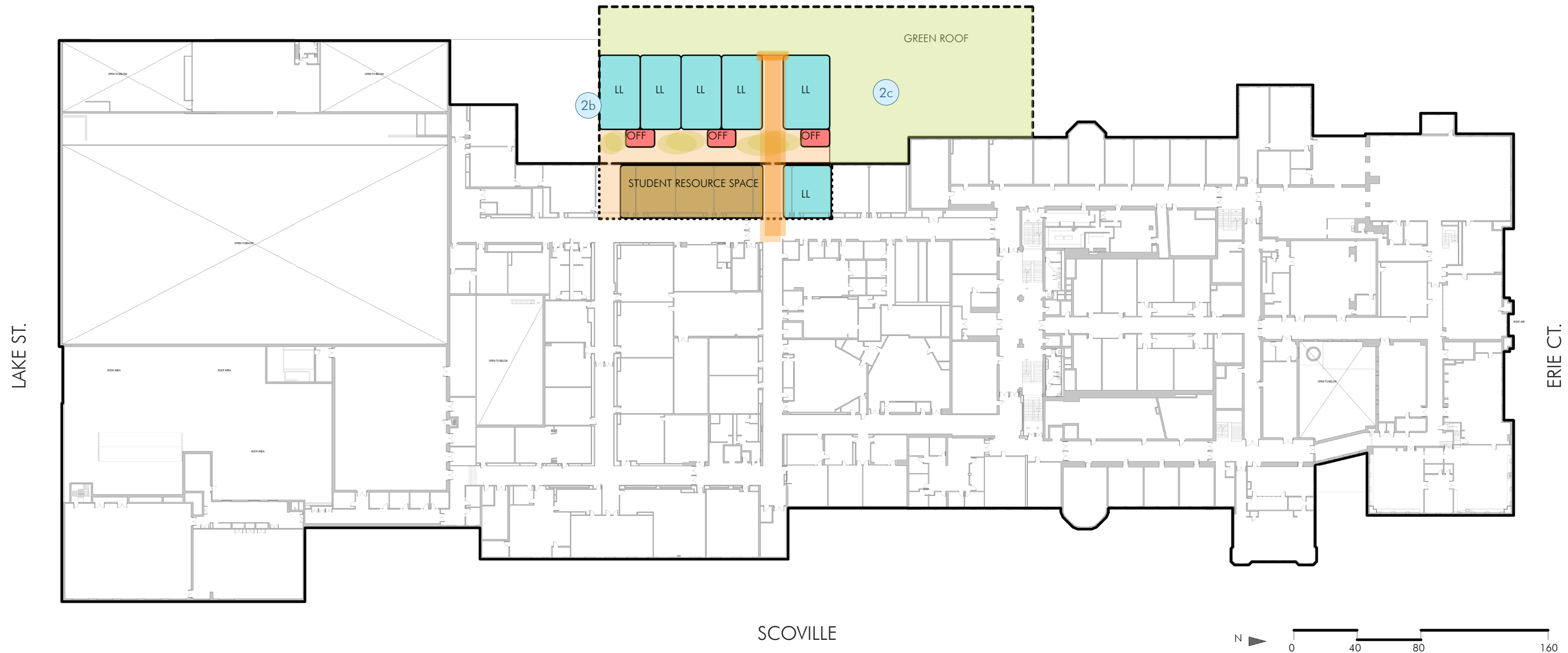


Classroom Block Study



Niles West High School, Student Presentation Space Precedent

Cafeteria Addition - Third Floor Plan



Circulation

ATT Attendance

FCS Family and consumer sciences

Collaborative Node/Student Breakout Space

LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF Office space

PR Practice Room

RC Resource Center, a place for students to go to receive help, study, etc.

Applied Arts

Athletics

Classroom Space

Cafeteria

Huskie Pups

Office Space

Performing Arts

Resource (Teacher + Student)

Science

Special Education

Visual Arts

Welcome/Entry

Addition Perimeter

Existing Envelop Perimeter

Interior Renovations Perim

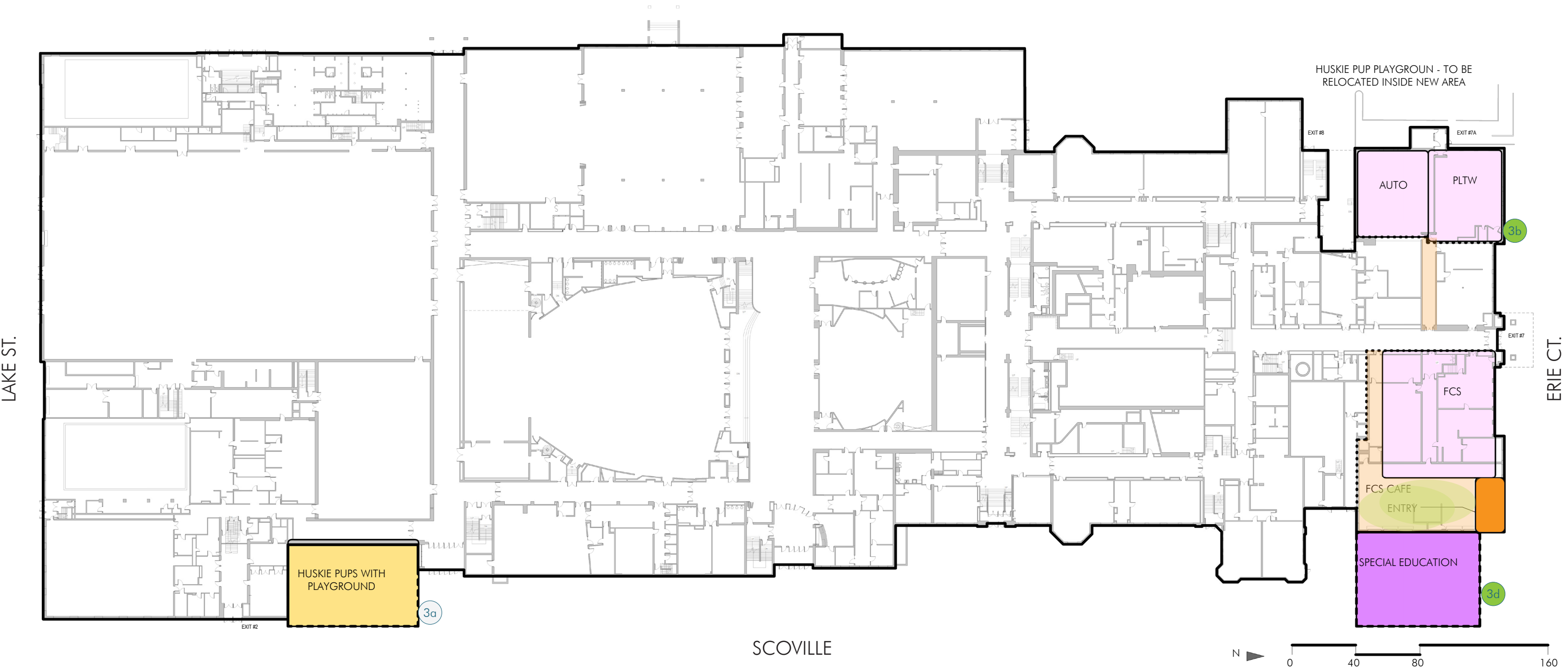
Lens Corridor

Legat Architects

81

Consolidating Disciplines - First Floor Plan

EAST AVE.



- | | | | | | | |
|----------------------------------|--|---|-----------------|-----------------|------------------------------|----------------------------|
| Circulation | Collaborative Node/Student Breakout Space | Applied Arts | Cafeteria | Performing Arts | Special Education | Addition Perimeter |
| ATT Attendance | LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block. | PR Practice Room | Athletics | Huskie Pups | Resource (Teacher + Student) | Existing Envelop Perimeter |
| FCS Family and consumer sciences | OFF Office space | RC Resource Center, a place for students to go to receive help, study, etc. | Classroom Space | Office Space | Science | Interior Renovations Perim |
| | | | | | Welcome/Entry | Lens Corridor |

Consolidating Disciplines - First Floor

Plan Narrative:

The opportunity for shared space, interdepartmental communication, and wayfinding is being addressed with this concept. The current environment of the school is difficult to navigate.

With this plan, Huskie pups would be moved to one location. This would allow for them to have their own entry, making drop-off and pick-up easier. Special education for students over 18, that is currently off site, would be brought back to the high school site. This allows the program to have easier access to the resources of the high school, an example being IT support.

The programmatic moves also allow for community space to be created along the Erie Court, which faces the residential neighborhood. This addresses the point of creating community connections. Creating an FCS addition with cafe space on the ground floor invites the community into the space. By moving this space to the first floor there is a greater opportunity for cross discipline group study, the cafe could become a business and FCS project.

What this plan accomplishes:

Needs

- An environment that is easier to navigate
- Group similar disciplines
- Allowing for real world experiences
- Cross collaboration between disciplines
- Easier communication between departments, allowing for collaboration

Wants

- Welcoming the community within the school
- More classroom space

Preliminary estimates indicate all the work proposed can be done within the 20 million dollars.*

*Based on 2015 Construction Costs (Assume 3.5% Inflation per Year)

Options	Desired Effect	Dependencies	Space Gained	Space Loss	Key Number
Move Huskie Pups to one area, with its own entrance.	Provides a safer environment for the children in the daycare program, and makes drop-off and pick-up for parents easier.		Recapture space that huskie pups occupied in the north end of the building	Adjacency to the playground, can internalize in new addition.	3a
Move applied arts, replace with FCS. Add a special education wing, classrooms, and a green roof.	By placing community oriented program on Erie and Scoville, the space re-engages with the neighborhood.	Huskie pups addition.	Special education space, (2) science labs, and (1) green roof.		3b
Repurpose underutilized library space to become classroom space.	Give more classroom space to the school, and allows for offices to be located adjacent to instructional space.	Moving applied arts, and recapturing underutilized library space.	(10) classrooms, (5) offices		3c
Move graphics lab to be by other arts rooms, expanding art department.	Allows for collaboration between the arts instructors.	Addition on the corner of Scoville and Erie	(2) classrooms, (1) office	Instructional space in the library.	3d

Consolidating Disciplines - Second Floor



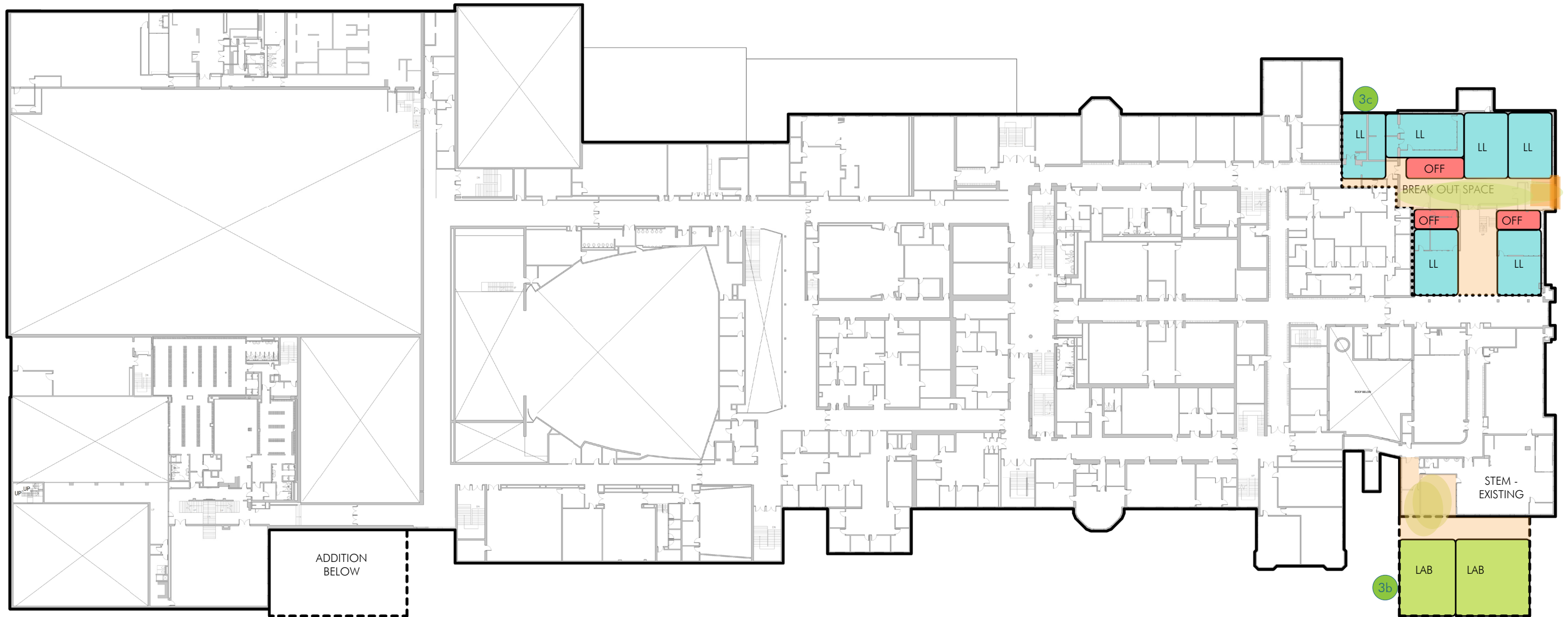
Niles West High School, PLTW/Science Addition Precedent

Consolidating Disciplines - Second Floor Plan

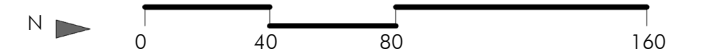
EAST AVE.

LAKE ST.

ERIE CT.



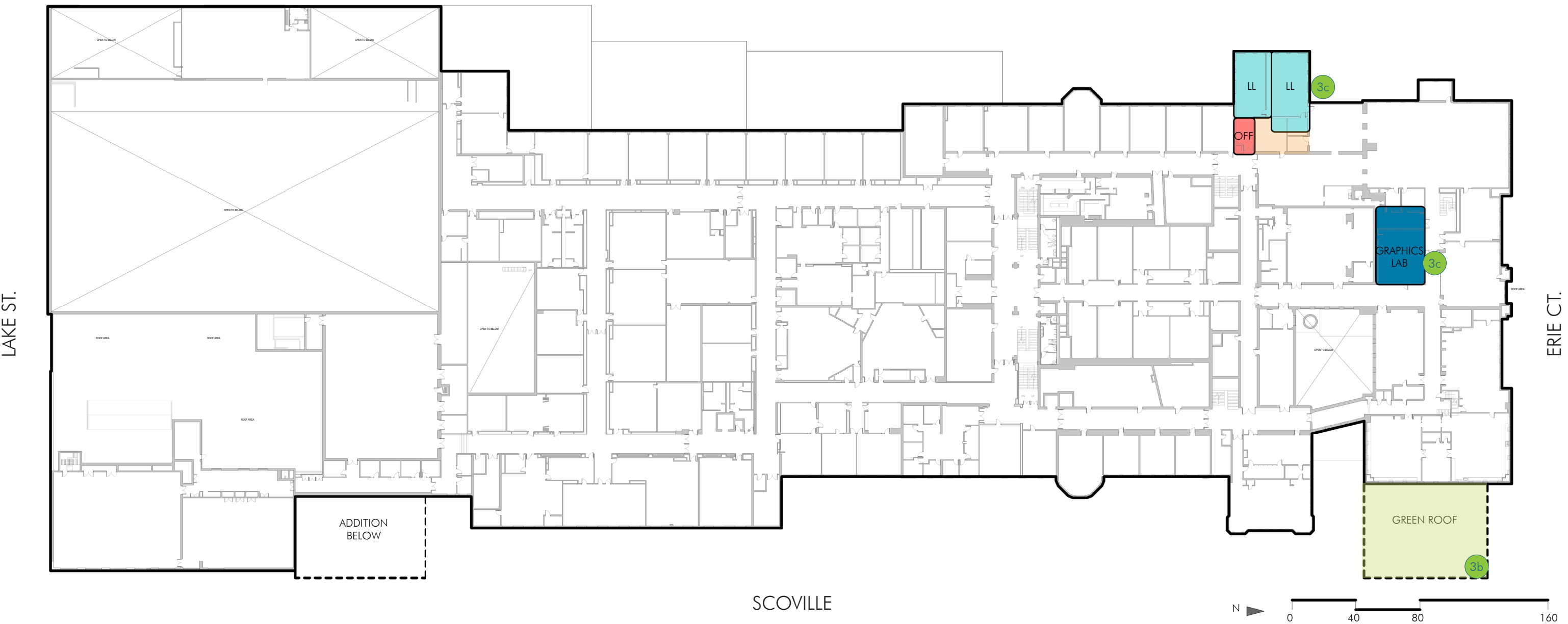
SCOVILLE



Circulation	Collaborative Node/Student Breakout Space	Applied Arts	Cafeteria	Performing Arts	Special Education	Addition Perimeter
ATT Attendance	LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.	Athletics	Huskie Pups	Resource (Teacher + Student)	Visual Arts	Existing Envelop Perimeter
FCS Family and consumer sciences	OFF Office space	Classroom Space	Office Space	Science	Welcome/Entry	Interior Renovations Perim
		PR Practice Room				Lens Corridor
		RC Resource Center, a place for students to go to receive help, study, etc.				

Consolidating Disciplines - Third Floor Plan

EAST AVE.



Circulation	Collaborative Node/Student Breakout Space	Applied Arts	Cafeteria	Performing Arts	Special Education	Addition Perimeter
ATT Attendance	LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.	PR Practice Room	Huskie Pups	Resource (Teacher + Student)	Visual Arts	Existing Envelop Perimeter
FCS Family and consumer sciences	OFF Office space	RC Resource Center, a place for students to go to receive help, study, etc.	Office Space	Science	Welcome/Entry	Interior Renovations Perim
			Classroom Space			Lens Corridor

Consolidating Disciplines - Third Floor



British High School of Art and Design, Arts Department Precedent



Olson Kundig, Arts Department Precedent



Erasmus University Rotterdam, Student Work Space Precedent

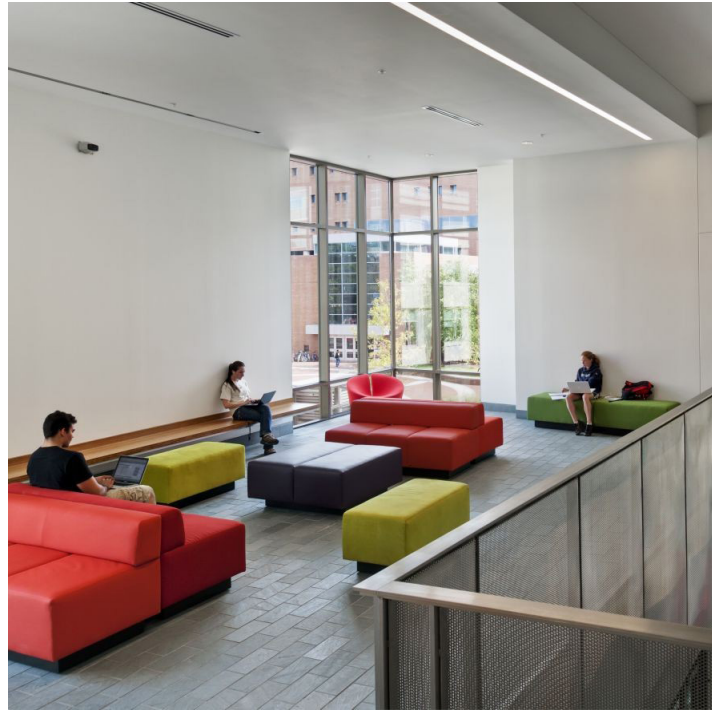


Branson School Student Commons, FCS Cafe Precedent

Consolidating Disciplines - Fourth Floor



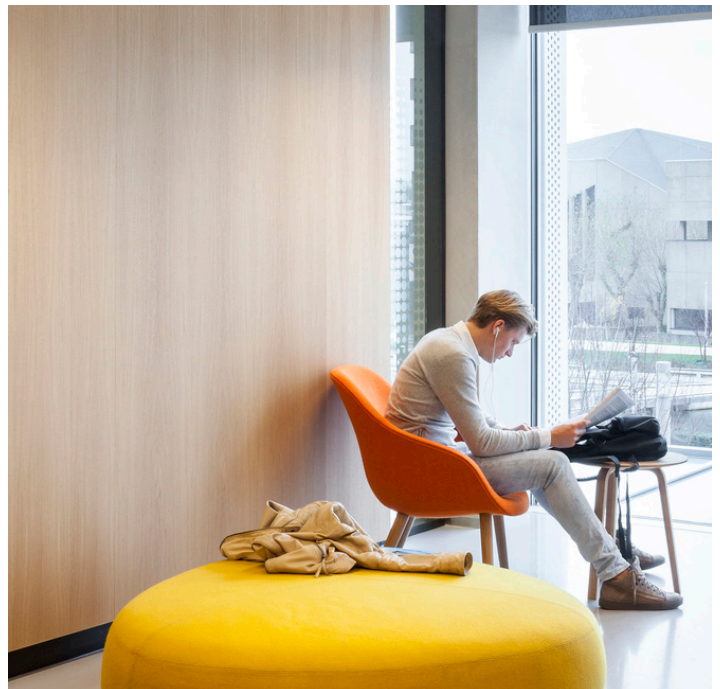
Image courtesy of carleton.edu, Classroom Precedent



University of Connecticut SS building, Breakout space precedent



High Tech High Chula Vista, Classroom Precedent



Erasmus University Rotterdam, Breakout Space Precedent

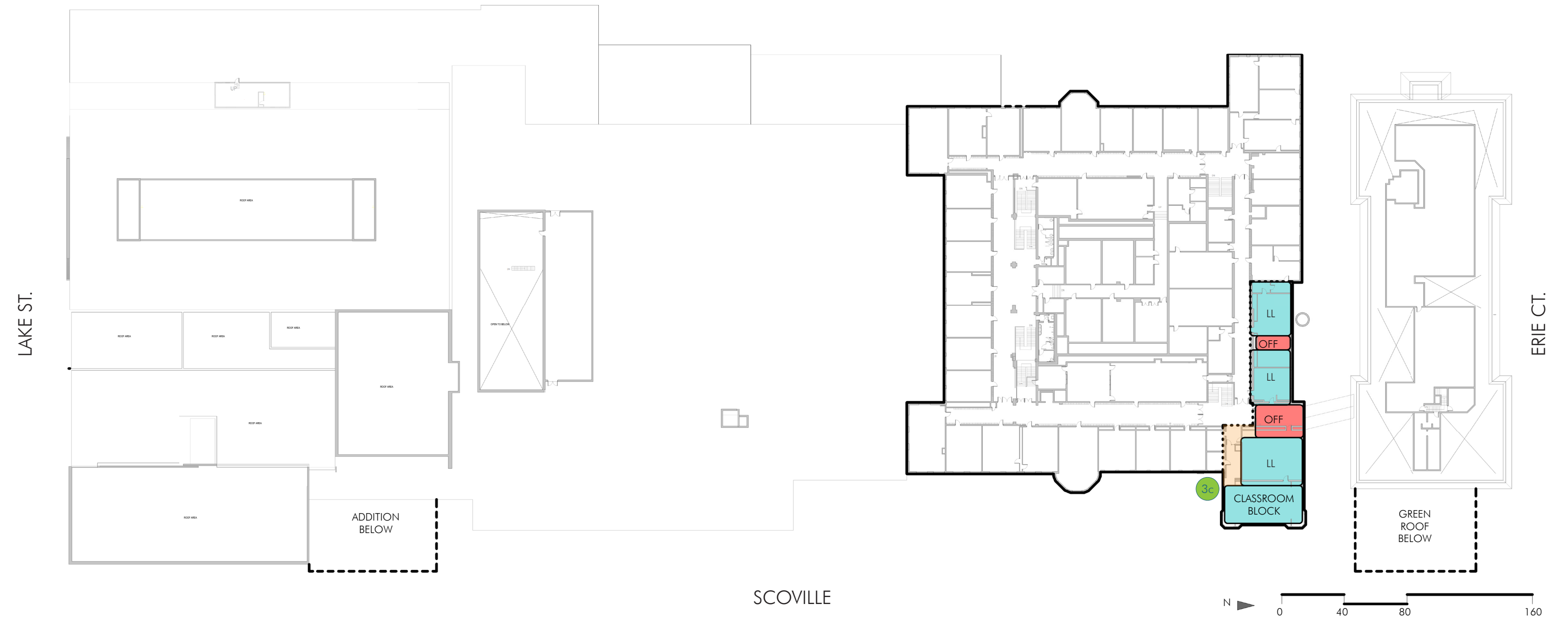
Consolidating Disciplines - Fourth Floor Plan

EAST AVE.

LAKE ST.

ERIE CT.

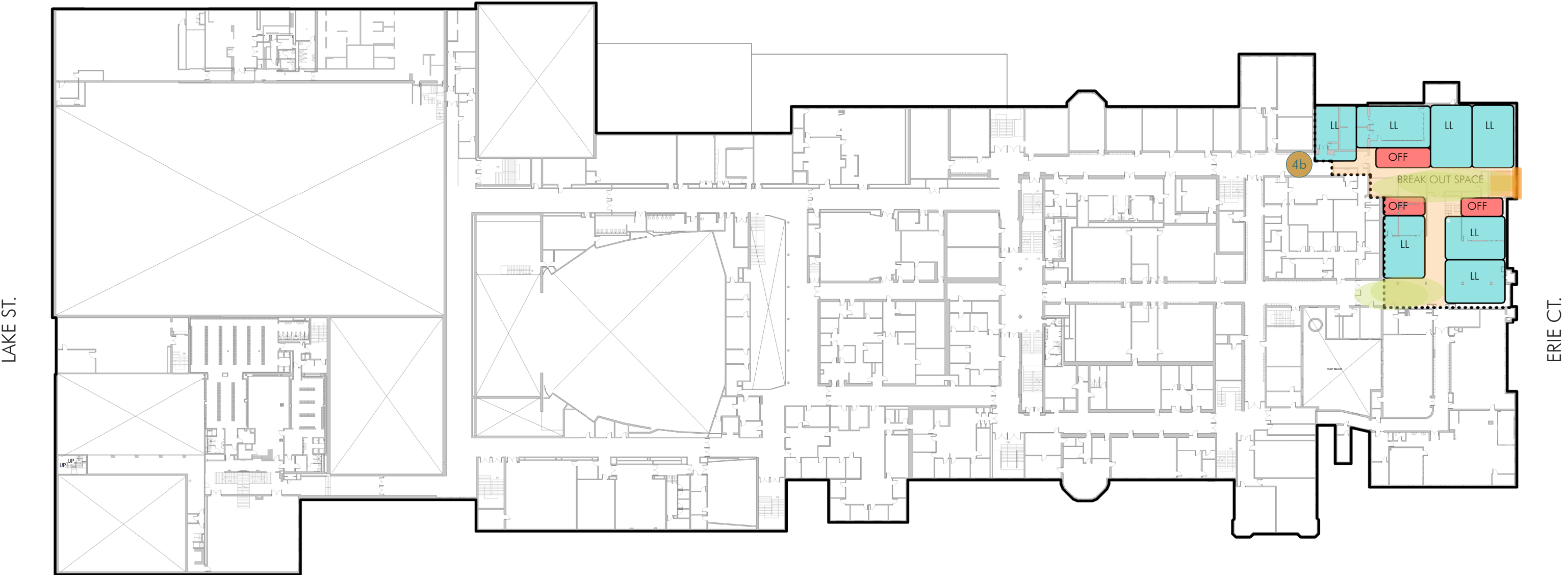
SCOVILLE



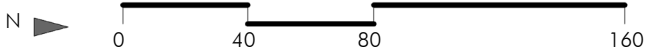
- | | | | | | | |
|----------------------------------|--|---|--------------|------------------------------|-------------------|----------------------------|
| Circulation | Collaborative Node/Student Breakout Space | Applied Arts | Cafeteria | Performing Arts | Special Education | Addition Perimeter |
| ATT Attendance | LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block. | Athletics | Huskie Pups | Resource (Teacher + Student) | Visual Arts | Existing Envelop Perimeter |
| FCS Family and consumer sciences | OFF Office space | Classroom Space | Office Space | Science | Welcome/Entry | Interior Renovations Perim |
| | | RC Resource Center, a place for students to go to receive help, study, etc. | | | | Lens Corridor |

Learning Commons + Library - Second Floor Plan

EAST AVE.



SCOVILLE



- Circulation

Collaborative Node/Student Breakout Space

ATT Attendance

FCS Family and consumer sciences

LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF Office space

PR Practice Room

RC Resource Center, a place for students to go to receive help, study, etc.
- Applied Arts

Athletics

Classroom Space

Cafeteria

Huskie Pups

Office Space

Performing Arts

Resource (Teacher + Student)

Science

Special Education

Visual Arts

Welcome/Entry
- Addition Perimeter

Existing Envelop Perimeter

Interior Renovations Perim

Lens Corridor

Learning Commons + Library - Second Floor

Plan Narrative:

The currently library is located in the far north west corner of the building. By centralizing the library and expanding the space, creating a Learning Commons/Library, the average travel distance is shorted for students and teachers. The Learning Commons and Library becomes the heart of the building, creating a community around this learning space.

The new Learning Commons and Library space would have room for stacks, as well as technology, tutoring, group work, individual study. As the new heart of the school, classrooms can move to the perimeter to receive natural daylight, natural ventilation, and views. The Learning Commons and Library space would receive light from above, through a clerestory condition.

The plan affects the second, third and fourth floor, the first floor remains unchanged.

What this plan accomplishes:

Needs

- More student and teacher resource space
- Classrooms that have access to views and light
- Access to more light throughout the building
- Better air flow through the building

Wants

- Centralized library space
- More classroom space

Preliminary estimates indicate all the work proposed can be done within the 20 million dollars.*

*Based on 2015 Construction Costs (Assume 3.5% Inflation per Year)

Options	Desired Effect	Dependencies	Space Gained	Space Loss	Key Number
Centralize the library (Learning Commons).	This allows for students to have shorter travel distance to the library from anywhere in the building.	The current library needs to be renovated to hold classrooms.	Increased size of library	Third Floor - (2) instructional centers, (10) office spaces, (2) classrooms, (1) work room. Fourth Floor - (11) classrooms, (7) offices	4a
Classrooms to replace current library space	Classroom space that is flexible, has access to natural daylight, and allows for diversity in learning.	The current library (learning commons) moves to center of the building.	Classroom block - (22) classrooms and (10) office	Library Space	4b

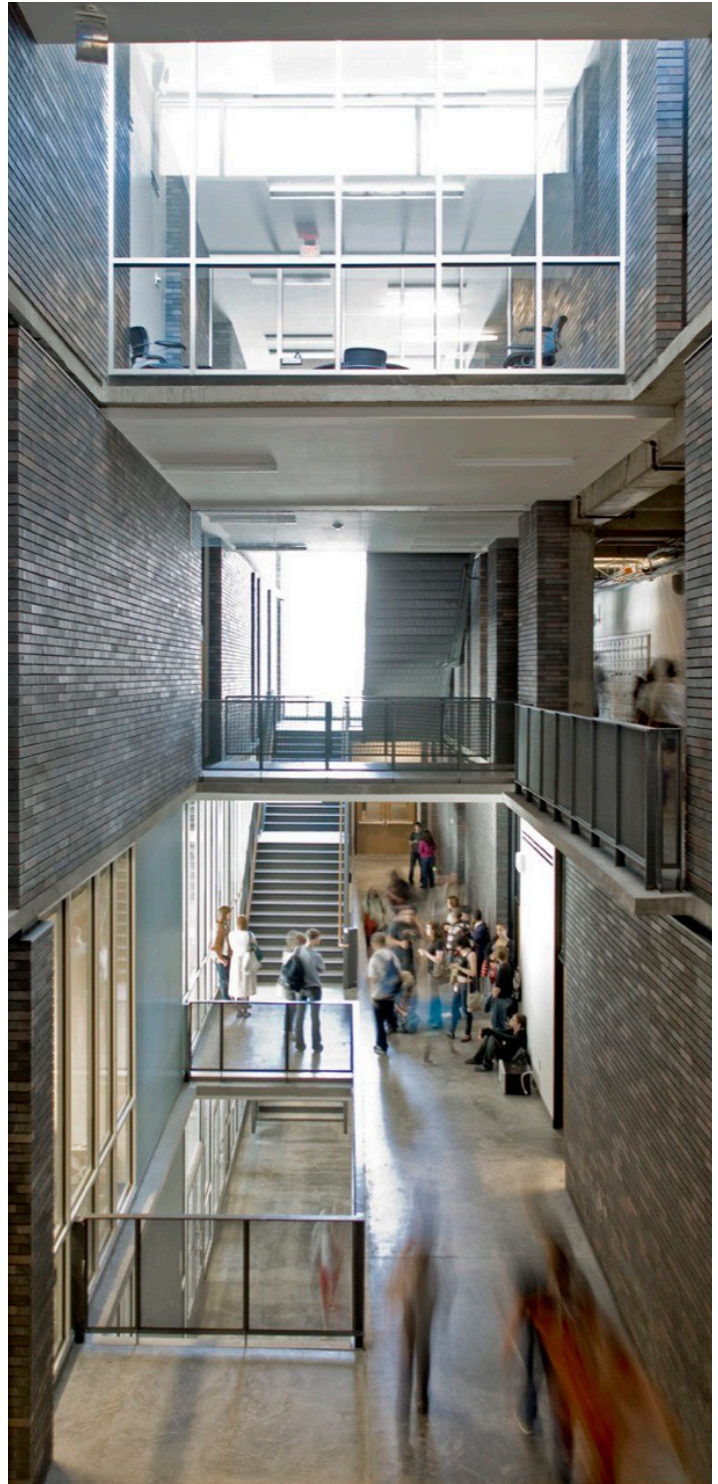
Learning Commons + Library - Third Floor



Nursery School in Hamburg, Clerestory/Skylight Precedent



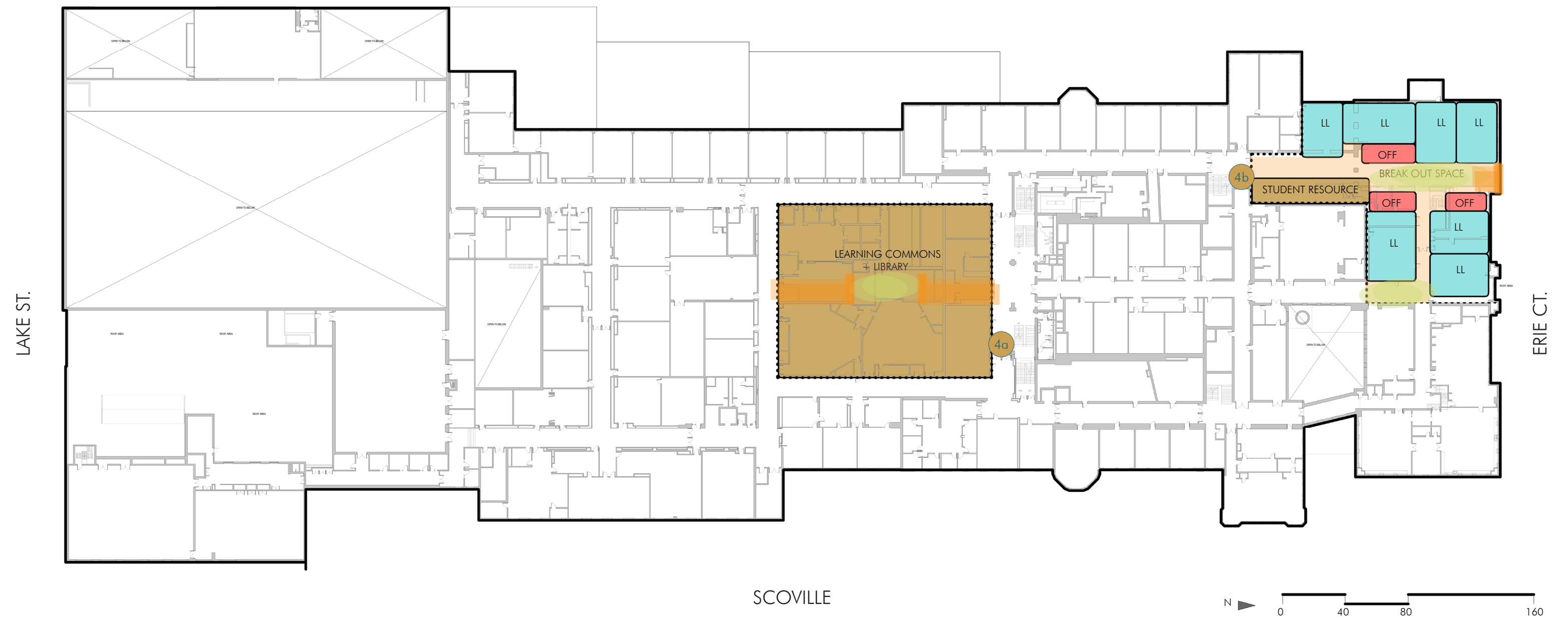
Erasmus University Rotterdam, Library Precedent



Booker T. Washington H.S. for the Arts, Lens Corridor Precedent

EAST AVE.

Learning Commons + Library - Third Floor Plan



Circulation

ATT Attendance

FCS Family and consumer sciences

Collaborative Node/Student Breakout Space

LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF Office space

PR Practice Room

RC Resource Center, a place for students to go to receive help, study, etc.

Applied Arts

Athletics

Classroom Space

Cafeteria

Huskie Pups

Office Space

Performing Arts

Resource (Teacher + Student)

Science

Special Education

Visual Arts

Welcome/Entry

--- Addition Perimeter

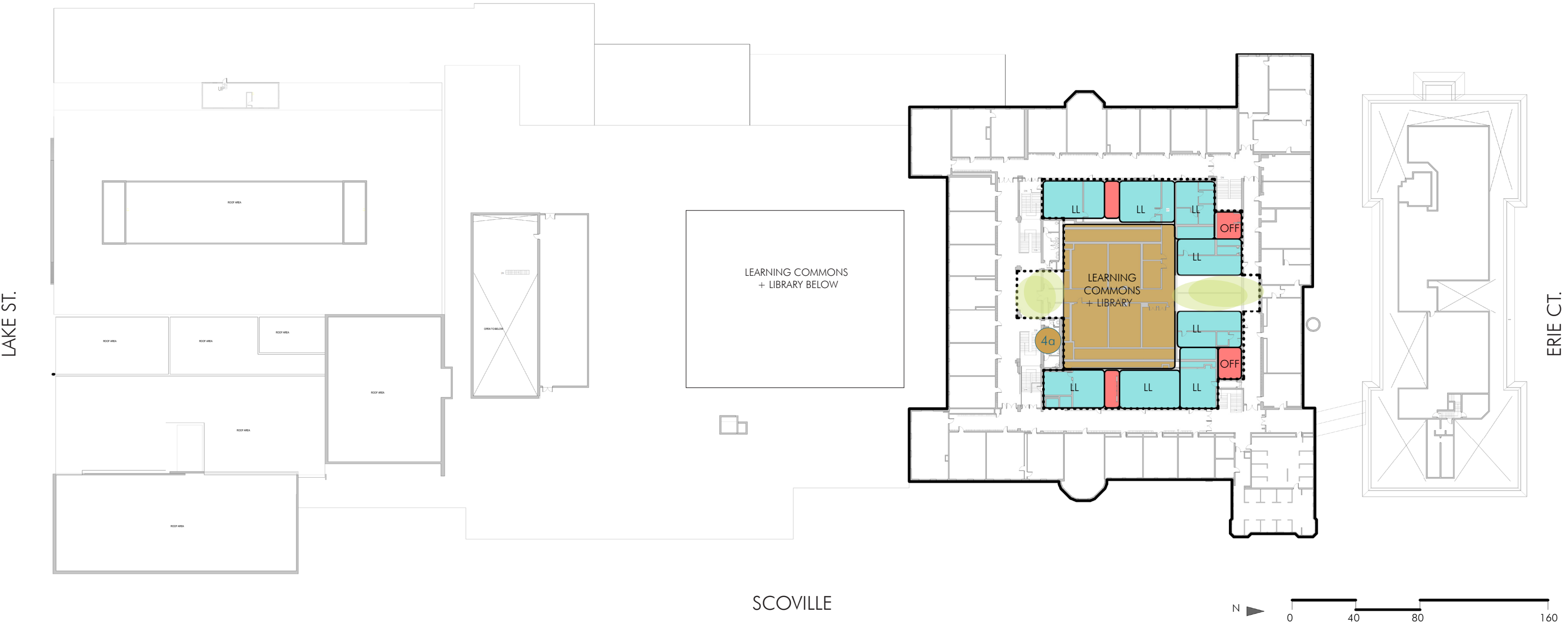
— Existing Envelop Perimeter

..... Interior Renovations Perim

— Lens Corridor

Learning Commons + Library - Fourth Floor Plan

EAST AVE.



- Circulation

Collaborative Node/Student Breakout Space

ATT Attendance

FCS Family and consumer sciences

LL Learning Lab, ie flexible classroom space, combined with an office make up a Classroom Block.

OFF Office space

PR Practice Room

RC Resource Center, a place for students to go to receive help, study, etc.

Applied Arts

Athletics

Classroom Space
- Cafeteria

Huskie Pups

Office Space

Performing Arts

Resource (Teacher + Student)

Science

Special Education

Visual Arts

Welcome/Entry
- Addition Perimeter

— Existing Envelop Perimeter

..... Interior Renovations Perim

— Lens Corridor

Learning Commons + Library - Fourth Floor



Governor's State Library Renovation, Library Precedent



Erasmus University Rotterdam, Library Instructional Space Precedent

Community Feedback + Results

The community session focused on gathering pros and cons for the options. The community had the following comments:

1. Performing Arts Addition

Pros:

- New front door
- State of the art theatre
- Accessible and outdoor box office
- Band room has street access
- Green roof
- Learning lounge and student commons space

Cons:

- Performing arts does not need windows, flip with student commons space?
- Does not give space to everyone

2. Cafeteria Addition

Pros:

- More space
- Everyone is impacted for the position (everyone eats)
- Extra classrooms

Cons:

- Construction - we would compromise cafeteria space during the school year
- Bookstore is inaccessible
- Staff cafeteria location

3. Consolidating Disciplines

Pros:

- Family + Consumer Sciences in one location
- Creating a connection to the community through the cafe
- Consolidating Huskie pups with own entry
- Visual arts in one location

Cons:

- Keep the current aesthetic of the FCS cafe
- Huskie pups location does not work
- Losing outdoor playground for Huskie pups
- Huskie pups needs to be close to FCS
- Huskie pups needs more space
- Losing instructional space in the library to move the graphics lab
- Move PLTW closer to STEM

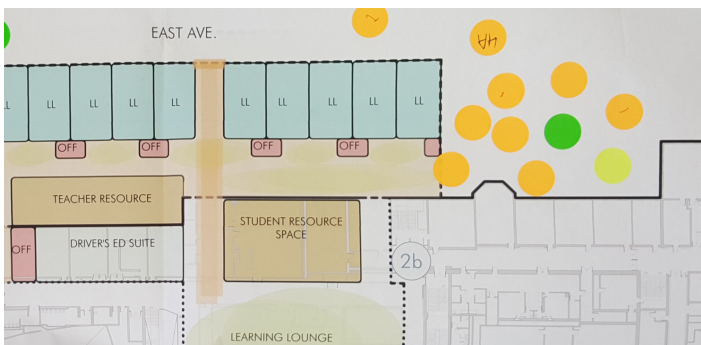
4. Learning Commons + Library Renovation

Pros:

- Classrooms with light and views
- Centralized library
- More resource space

Cons:

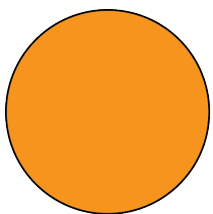
- Nothing is gained, space is just moved around



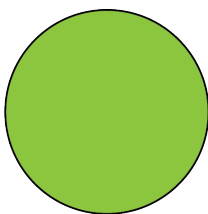
Mark-ups from Transform Session

The Results:

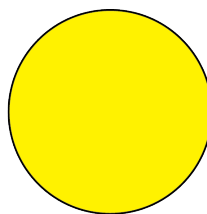
After the work session where the pros and cons were collected concerning each option, the community was given 4 colored dots to indicate the order of their preferences for the options. See below for dot key. The results are as follows:



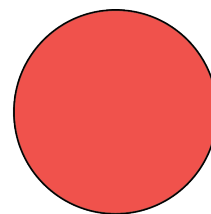
First Priority



Second Priority



Third Priority



Fourth Priority

Conclusions:

Based on the results the community found that adding performing arts space and cafeteria space would be valuable to the educational environment of OPRFHS.

1. Performing Arts Addition



12



8



3



1

2. Cafeteria Addition



9



12



2



0

3. Consolidating Disciplines



2



1



10



6

4. Learning Commons + Library



1



1

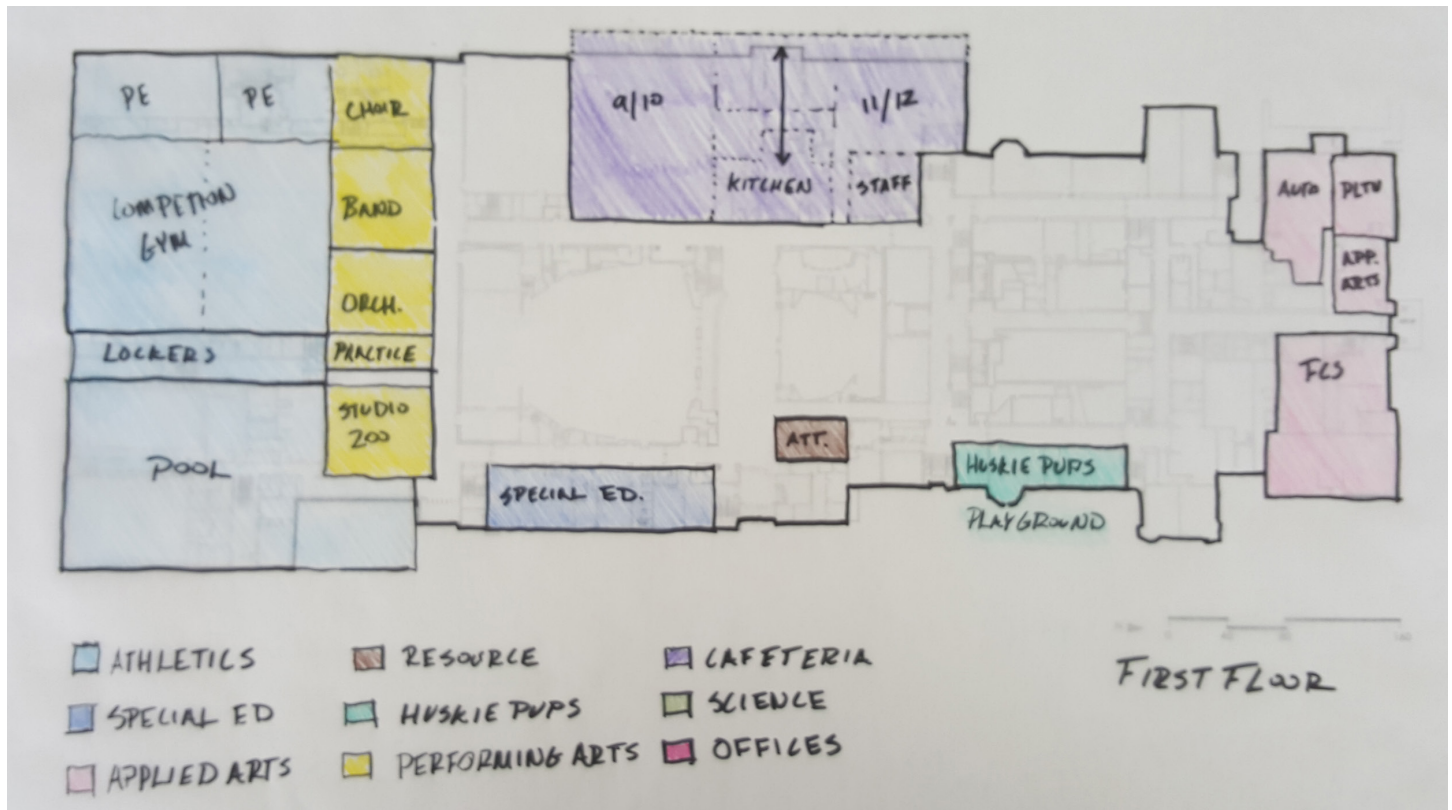


5



13

Combining Plans

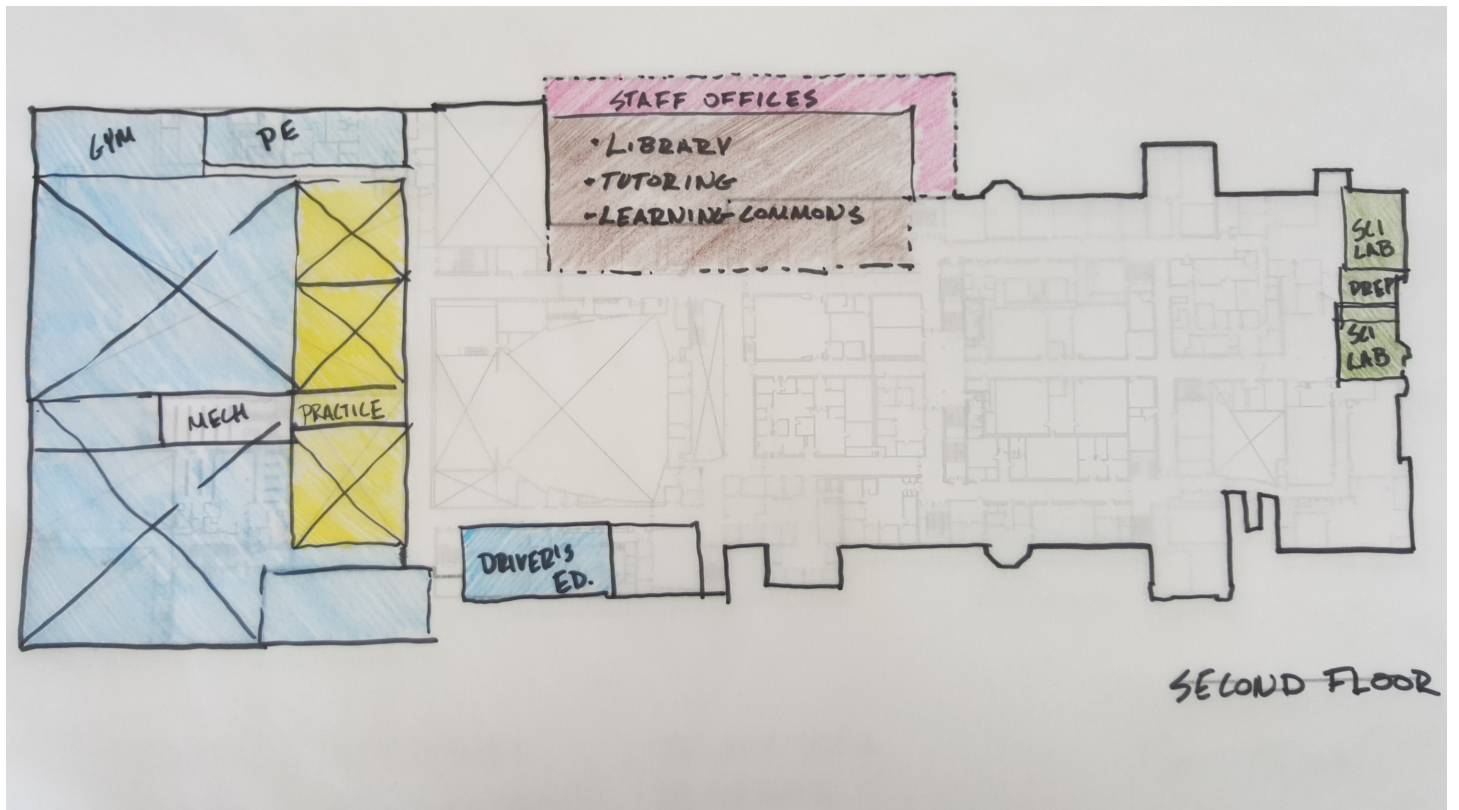


After the Transform Session the team began to consolidate the natatorium discussion and the long term facility plan. The new plans addressed the feedback received from the Transform Session, and the need for a new pool. The above sketch shows the beginning of a comprehensive long term plan for OPRFHS, that includes a pool, expansion of the cafeteria and performing arts department, centralizing the learning commons and library above the cafeteria, bringing family and consumer sciences (FCS) down, creating an area for Huskie Pups, and moving special education on site.

Any portion of the master plan that is implemented will be designed with the consultation of the department the space is intended for. The plans in the above sections,

and this page represent needed square footages for the programs to operate. The fenestration, acoustical, lighting, layout and any other needs would be developed in schematic design, the next phase of a project.

See the executive summary for the combine pool options and Long Term Plan in full. See next page for the options developed for the natatorium.



Natatorium Options + Summary

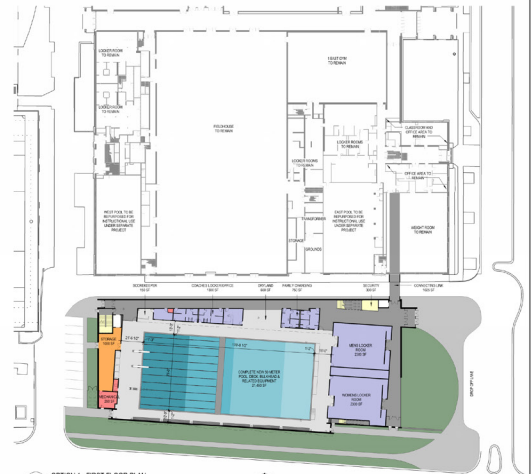
OPTION 1: 50-METER POOL, NO GARAGE



5 OPTION 1 - THIRD FLOOR PLAN
1" = 30'-0"



4 OPTION 1 - SECOND FLOOR PLAN
1" = 30'-0"



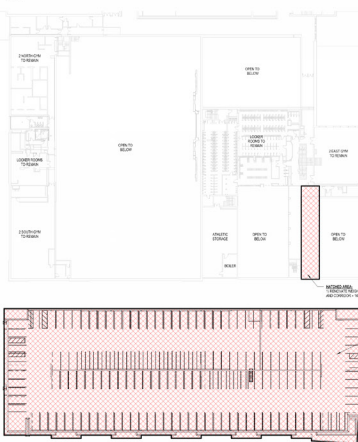
3 OPTION 1 - FIRST FLOOR PLAN
1" = 30'-0"

SPACE	OPTION 1	OPTION 2	OPTION 3	OPTION 4
LOBBY/RECEPTION	25.0 SF	25.0 SF	25.0 SF	25.0 SF
AMPHIPHIL POOL	NA	75.0 SF	75.0 SF	NA
TOTAL AREA OF WATER	0.0 SF	75.0 SF	75.0 SF	0.0 SF
TRAINING	25.0 SF	25.0 SF	25.0 SF	25.0 SF
WOMEN LOCKER ROOM	200.0 SF	200.0 SF	200.0 SF	200.0 SF
MEN'S LOCKER ROOM	200.0 SF	200.0 SF	200.0 SF	200.0 SF
CHANGING LOCKER ROOMS	100.0 SF	100.0 SF	100.0 SF	100.0 SF
LOCKER ROOMS	100.0 SF	100.0 SF	100.0 SF	100.0 SF
STORAGE	100.0 SF	100.0 SF	100.0 SF	100.0 SF
FAMILY CHANGING	75.0 SF	75.0 SF	75.0 SF	75.0 SF
OFFICE	80.0 SF	80.0 SF	80.0 SF	80.0 SF
PUBLIC TOILET ROOMS	80.0 SF	80.0 SF	80.0 SF	80.0 SF
CONCERNS/SUPPORT	80.0 SF	80.0 SF	80.0 SF	80.0 SF
MEETING	20.0 SF	20.0 SF	20.0 SF	20.0 SF
MECHANICAL	400.0 SF	400.0 SF	400.0 SF	400.0 SF
CLASSROOM	140.0 SF	140.0 SF	140.0 SF	140.0 SF
SECURITY	30.0 SF	30.0 SF	30.0 SF	30.0 SF

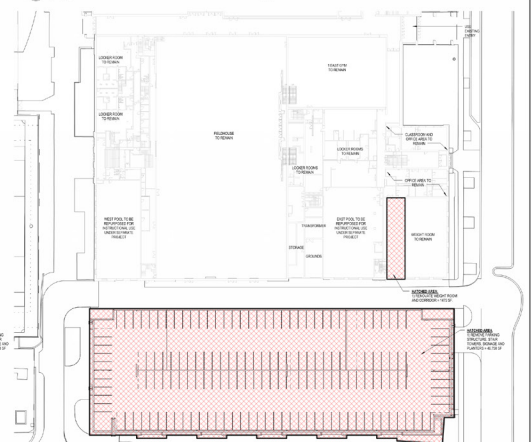


Oak Park and River Forest
High School
APRIL 2016

LEGATARCHITECTS
SUSTAINABILITY | PERFORMANCE | DESIGN



2 EXISTING - SECOND FLOOR PLAN
1" = 30'-0"



1 EXISTING - FIRST FLOOR PLAN
1" = 30'-0"

Pool Option Summary

See next page for links.

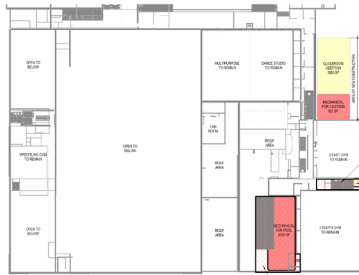
Option 1 - Replace parking garage with 50 meter pool facility

Option 2 - Renovate pools in place and bring up to code

Option 3 - Renovate one pool and build an addition and new parking garage

Option 4 - Build a new 40 meter pool and garage

OPTION 2: RENOVATE EXISTING POOLS



5 OPTION 2 - THIRD FLOOR PLAN
1" = 32'-0"

SPACE	OPTION 1*	OPTION 2	OPTION 3	OPTION 4
CONCRETE POOL	NO	21,750 SF	21,750 SF	21,750 SF
WARMUP POOL	NO	12,125 SF	NO	NO
TOTAL AREA OF WATER	12,125 SF	21,750 SF	21,750 SF	21,750 SF
POOL DECK	12,125 SF	12,125 SF	12,125 SF	12,125 SF
WOMEN LOCKER ROOMS	2,000 SF	2,000 SF	2,000 SF	2,000 SF
WOMEN LOCKER ROOMS	2,000 SF	2,000 SF	2,000 SF	2,000 SF
COACHED LOCKER/STORAGE	1,500 SF	1,500 SF	1,500 SF	1,500 SF
BOILER ROOM	100 SF	100 SF	100 SF	100 SF
STORAGE	1,000 SF	1,000 SF	1,000 SF	1,000 SF
FAMILY CHANGING	750 SF	750 SF	750 SF	750 SF
POOL DECK	400 SF	400 SF	400 SF	400 SF
PUBLIC TOILET ROOMS	800 SF	800 SF	800 SF	800 SF
CONCRETE SUPPORT	400 SF	400 SF	400 SF	400 SF
CEILING	200 SF	200 SF	200 SF	200 SF
MECHANICAL	400 SF	400 SF	400 SF	400 SF
CLASSROOM	1,500 SF	1,500 SF	1,500 SF	1,500 SF
SECURITY	100 SF	100 SF	100 SF	100 SF

OPTION 2 - BUILDING NET GAINS

LOWER LEVEL
1. NEW MECHANICAL SPACE FOR TRANSFORMER AND BOILER = 2880 SF.

FIRST FLOOR

1. NEW PE & ATHLETIC DEPARTMENT OFFICES, AREA INCREASED BY 750 SF.

SECOND FLOOR

1. NEW PE LOCKER ROOM SPACE = 2880 SF.

THIRD FLOOR

1. NEW MECHANICAL ROOFTOP ENCLOSURE FOR POOL AHU AND NEW ADDITION AHU = 2880 SF.
2. ELEVATOR ACCESS FOR 1 SOUTH & 3 EAST GYMS.
3. NEW CLASSROOM SPACE = 1850 SF.

OPTION 2 - BUILDING NET LOSSES

FIRST FLOOR
1. WEST POOL/FIELDHOUSE STORAGE REDUCED BY 840 SF.

2. LOCKER ROOMS OFF FIELDHOUSE WOULD NEED TO BE RELOCATED.

3. 12,000 SERVICE TRANSFORMER WOULD NEED TO BE RELOCATED. RELOCATION OF SERVICE WILL CAUSE DISRUPTION FOR SOUTH END OF SCHOOL.

4. OUTDOOR STORAGE SPACE ELIMINATED.

5. GYMNASIUM WOULD NEED TO BE RELOCATED.

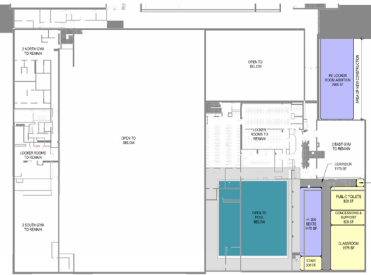
6. WEIGHT ROOM REDUCED BY 870 SF.

SECOND FLOOR

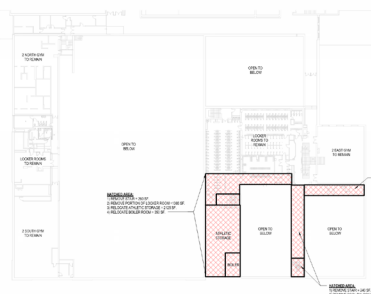
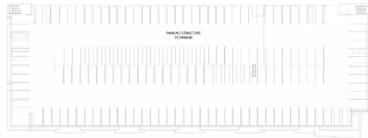
1. LOCKER ROOMS REDUCED BY 1365 SF.
2. ATHLETIC STORAGE WOULD NEED TO BE RELOCATED.
3. BOILER WOULD NEED TO BE RELOCATED.
4. 2 EAST GYM SUPPORT SPACES ELIMINATED.

THIRD FLOOR

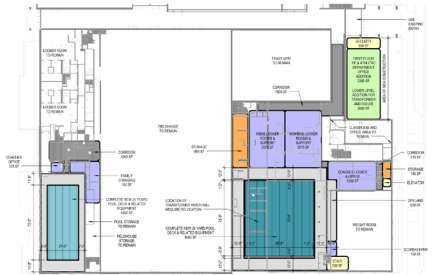
1. 3 EAST GYM REDUCED BY 475 SF.



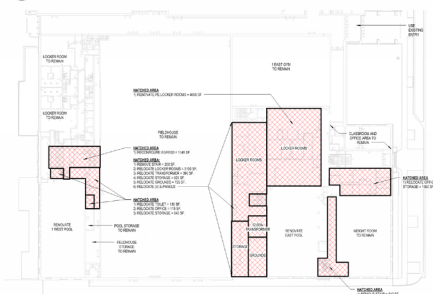
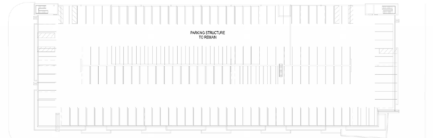
4 OPTION 2 - SECOND FLOOR PLAN
1" = 32'-0"



2 EXISTING - SECOND FLOOR PLAN
1" = 32'-0"



3 OPTION 2 - FIRST FLOOR PLAN
1" = 32'-0"



1 EXISTING - FIRST FLOOR PLAN
1" = 32'-0"



Oak Park and River Forest
High School APRIL 2016

LEGATARCHITECTS
SUSTAINABILITY | PERFORMANCE | DESIGN



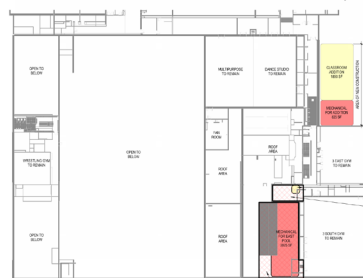
[Pool Option Summaries
+ Comparison Chart](#)



[Pool Options - Enlarged
Plans](#)

Natatorium Options + Summary

OPTION 3: RENOVATE ONE, BUILD ONE WITH NEW GARAGE



5 OPTION 3 - THIRD FLOOR PLAN

[illegible]

OPTION 3 - BUILDING NET GAINS

LOWER LEVEL

1. NEW MECHANICAL OR STORAGE SPACE = 2680 SF.
- FIRST FLOOR**
1. NEW PE & ATHLETIC DEPARTMENT OFFICES, AREA INCREASED BY 790 SF.
 2. NEW COMPETITION POOL ADDITION.
 3. NEW PARKING STRUCTURE.
 4. FIELDHOUSE STORAGE INCREASED BY 725 SF.

SECOND FLOOR
1. NEW PE LOCKER ROOM SP.

2. NEW CLASSROOM SPACE = 2680 SF.
- THIRD FLOOR**
1. NEW MECHANICAL ROOFTOP ENCLOSURE FOR POOL AHU AND NEW ADDITION AHU = 2850 SF.
 2. ELEVATOR ACCESS FOR 3 SOUTH & 3 EAST GYMS.
 3. NEW CLASSROOM SPACE = 1850 SF.



Oak Park and River Forest
High School

APRIL 2016

LEGATARCHITECTS
SUSTAINABILITY | PERFORMANCE | DESIGN

OPTION 3 - BUILDING NET LOSSES

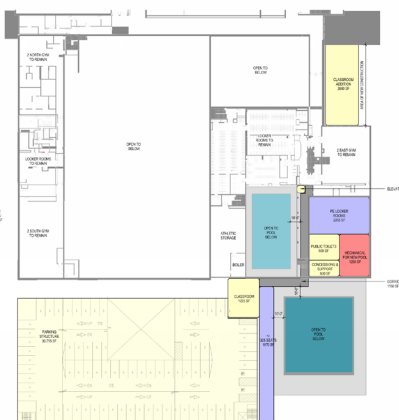
FIRST FLOOR

1. PORTION OF PE LOCKER ROOM WOULD NEED TO BE RELOCATED = 1452 SF.
 2. GROUNDS WOULD NEED TO BE RELOCATED.
 3. ALLEY ACCESS FROM SCOVILLE WILL BE ELIMINATED.
 4. FIELDHOUSE STORAGE REDUCED BY 1250 SF.
- SECOND FLOOR**

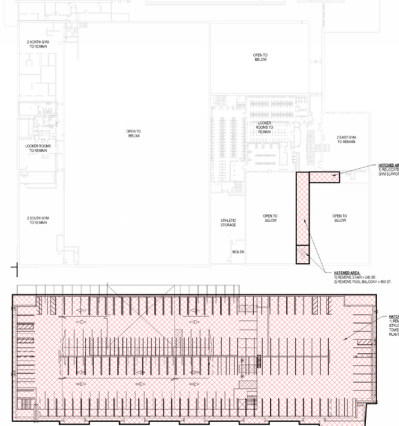
THIRD FLOOR

1. EXISTING MECHANICAL SPACE AND AHU WOULD NEED TO BE MODIFIED FOR ELEVATOR

NEED TO



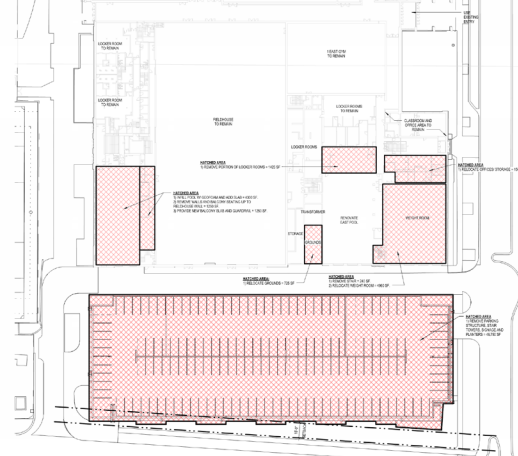
4 OPTION 3 - SECOND FLOOR PLAN



2 EXISTING - SECOND FLOOR PLAN

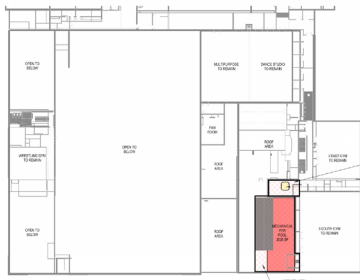


3 OPTION 3 - FIRST FLOOR PLAN



1 EXISTING - FIRST FLOOR PLAN

OPTION 4: 40-METER POOL WITH NEW GARAGE



5 OPTION 4 - THIRD FLOOR PLAN
1" = 30'-0"

SPACE	OPTION 1	OPTION 2	OPTION 3	OPTION 4
COMMUNICATION POOL	125.0 SF	125.0 SF	125.0 SF	125.0 SF
WARM-UP POOL	N/A	125.0 SF	125.0 SF	N/A
TOTAL AREA OF WATER	125.0 SF	250.0 SF	250.0 SF	125.0 SF
TRAINING	497.0 SF	1,175.0 SF	1,175.0 SF	497.0 SF
WOMEN LOCKER ROOMS	2,000.0 SF	2,000.0 SF	2,000.0 SF	2,000.0 SF
MEN'S LOCKER ROOMS	2,000.0 SF	2,000.0 SF	2,000.0 SF	2,000.0 SF
COACHES LOCKER/STORAGE	1,000.0 SF	1,000.0 SF	1,000.0 SF	1,000.0 SF
BOILER/GENERATOR	100.0 SF	100.0 SF	100.0 SF	100.0 SF
STORAGE	1,000.0 SF	1,000.0 SF	1,000.0 SF	1,000.0 SF
FAMILY CHANGING	750.0 SF	750.0 SF	750.0 SF	750.0 SF
OFFICE	400.0 SF	400.0 SF	400.0 SF	400.0 SF
PUBLIC TOILET ROOMS	800.0 SF	800.0 SF	800.0 SF	800.0 SF
CONCESSIONS/FOOD COURT	500.0 SF	500.0 SF	500.0 SF	500.0 SF
RECEPTION	200.0 SF	200.0 SF	200.0 SF	200.0 SF
MECHANICAL	4,000.0 SF	2,000.0 SF	2,000.0 SF	4,000.0 SF
CLASSROOM	1,000.0 SF	1,000.0 SF	1,000.0 SF	1,000.0 SF
SECURITY	100.0 SF	100.0 SF	100.0 SF	100.0 SF

OPTION 4 - BUILDING NET GAINS

- FIRST FLOOR**
1. NEW COMPETITION STRETCH POOL ADDITION.
 2. NEW PARKING STRUCTURE.
 3. NEW CLASSROOM SPACE = 2,000 SF.

SECOND FLOOR

1. NEW CLASSROOM SPACE = 6125 SF.

THIRD FLOOR

1. NEW MECHANICAL ROOFTOP ENCLOSURE FOR POOL AHU + 2,000 SF.
2. ELEVATOR ACCESS FOR 3 SOUTH & 3 EAST GYM.

OPTION 4 - BUILDING NET LOSSES

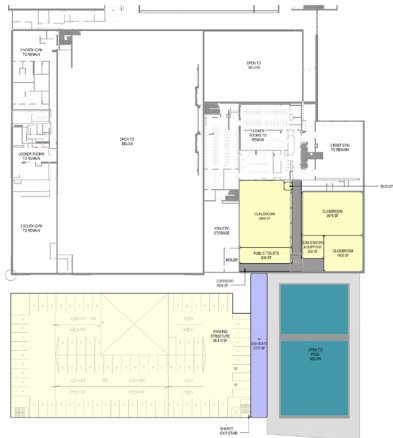
- FIRST FLOOR**
1. ALLEY ACCESS FROM SCOVILLE WILL BE ELIMINATED.
 2. FIELDHOUSE STORAGE REDUCED BY 1,200 SF.

SECOND FLOOR

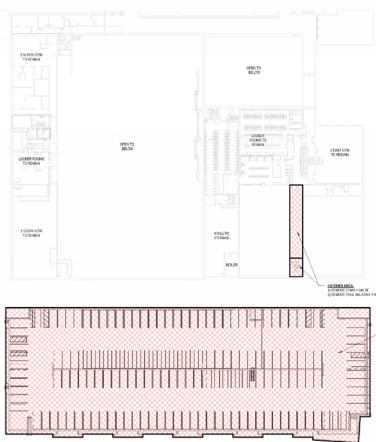
1. 2 EAST GYM SUPPORT SPACES ELIMINATED.

THIRD FLOOR

1. EXISTING MECHANICAL SPACE AND AHU WOULD NEED TO BE MODIFIED FOR ELEVATOR.



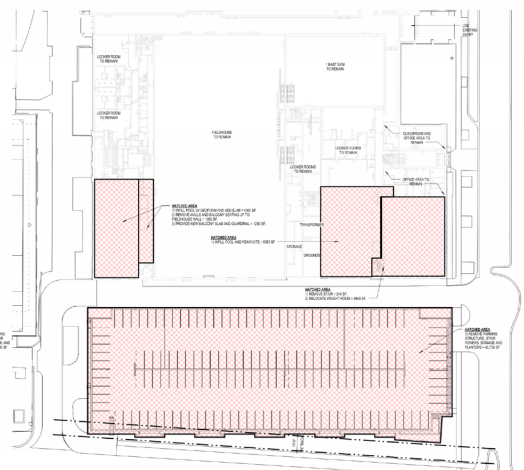
4 OPTION 4 - SECOND FLOOR PLAN
1" = 30'-0"



2 EXISTING - SECOND FLOOR PLAN
1" = 30'-0"



3 OPTION 4 - FIRST FLOOR PLAN
1" = 30'-0"



1 EXISTING - FIRST FLOOR PLAN
1" = 30'-0"



Oak Park and River Forest
High School
APRIL 2016

LEGATARCHITECTS
SUSTAINABILITY | PERFORMANCE | DESIGN



Oak Park and River Forest
High School

LEGATARCHITECTS
SUSTAINABILITY | PERFORMANCE | DESIGN