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## Music Department - Band Room

Music facilities built and last upgraded in 1967

Home to 5 bands, 5 choirs, 3 orchestras (curricular)  
Home to robust jazz program (curricular and extracurricular)  
Offer sound production and music theory classes  
Music related extracurricular activities engage more than 400 students each year

Challenges in the Music Department learning spaces include:

**INACCESSIBILITY**--Band and Orchestra classrooms have ADA accessibility issues, and most practice rooms are accessible only by stairs.

**SOUND VOLUME**--the air volume of these classrooms is far less than OSHA recommends (and requires for new construction) because of the low ceilings.

**INDIVIDUAL ASSESSMENT**--State-mandated individual student assessment is difficult and takes away from full-class time, because of the lack of individual practice rooms and lack of recording capability.

**MARCHING BAND**--one of the largest OPRF extracurricular activities lacks any dedicated rehearsal and storage space.

**ADJACENCIES**--Because music classrooms are not all adjacent to each other and performance spaces, costs are higher, instructional time is lost, and curricular collaboration opportunities are fewer.

**INSUFFICIENT FACILITIES LIMIT GROWTH:** Sound Production is a fast-growing program that prepares students for careers, including members of Hip Hop Club. Insufficient facilities cannot meet growing demand. Students are turned away.

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## Americans with Disabilities Act (ADA) Accessibility

The 1990 ADA mandates accessibility requirements for any new construction or substantial renovation project. Many aspects of existing buildings, however, are grandfathered in and do not have to meet the same requirements unless they are undergoing significant renovations.

OPRF has made many changes to make the building more accessible, despite the lack of new construction or major renovations since 1967.

- This wooden ramp illustrates the need to go even further in making OPRF facilities more fully accessible to all users.
- Many spaces require users to navigate stairs, including some fourth floor classrooms, several science labs, second floor music practice rooms, the wrestling room, several sports spectator areas, and the childcare facilities, to name a few.
- Insufficient elevator capacity causes students to miss instructional time in order to navigate the building between classes.
- Bathrooms with accessibility barriers cause students to miss instructional time in order to navigate the building between classes.
- Many doorways are not wide enough to accommodate wheelchairs.

The Imagine facilities master plan will:

- Improve elevator access throughout the building.
- Remove accessibility barriers to learning spaces and bathrooms.
- Improve building navigability for all users, including those using wheelchairs.
- Ensure that points of access and egress are free of accessibility barriers.
- Meet all ADA requirements in any new construction or significant renovations.

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## Restroom & Changing Area for Gender-Expansive Students

Significant increases in the number of people, including students, identifying as transgender or non-binary highlight the need for improved privacy for all users of restrooms and locker rooms.

OPRF restroom facilities do not meet the needs of gender-expansive students, staff, or visitors.

- Insufficient number: Only 3 all-gender restrooms on campus.
- Inconveniently located: None are centrally located near cafeterias or main entry/auditorium nor on 3rd & 4th floors
- Lost instructional time: Lack of convenient restrooms makes students late to class.
- Missing amenities: All-gender restrooms should have urinals, privacy dividers, and menstruation supplies.
- Unsafe: Some students use remote all-gender restrooms inappropriately, making it awkward for students who need to use them.

OPRF lacks a dedicated, centrally accessible locker room for non-binary and transgender students and community users (including families with young children).

- This restroom is the closest all-gender space to change for PE or extracurriculars.
- It serves that function poorly due to size, configuration, and lack of lockers and showers.
- Students using the West Pool must walk (in wet bathing suits), through the Field House, open hallways, and locker areas to get here -- just to change for class.
- Privacy needs of all students are not being met in current boys and girls locker rooms, where changing areas, toilets/urinals, and showers lack amenities such as privacy curtains/stalls.

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## Field House

Built in 1927  
Original wood court and cinder track replaced in 1979  
Current track surface installed in 1999  
Basketball backboards replaced in 2014  
No major renovations beyond maintenance done in recent decades

Very heavily used facility

- Field House courts and track used for Physical Education all periods of school day year-round
- Athletic use includes: Volleyball, Basketball, Wrestling, Track, Badminton, Baseball, Softball, Lacrosse, Soccer
- OPRF club use includes intramurals
- OPRF summer camps
- OPRF school assemblies, dances, and events
- Community use by Park District, Concordia University, and other youth groups

- One of the most highly used areas on campus, yet does not accommodate any of its users adequately – too large for most activities that take place here, yet too small for competitive indoor track.
- Track is not regulation-sized, surface is cracked and in need of repair, tight corners and inadequate cushioning raise safety concerns.
- Court surface will need to be replaced by 2019.
- Overcrowding leads to functionality and safety issues. More than 5 teams frequently use the Field House simultaneously with insufficient space dividers.
- Balconies and bleachers are difficult to navigate, not easily ADA-accessible, and described by students and faculty as “scary” and “unsafe.”
- Sound system is inadequate for size of space – difficult to hear during assemblies or sporting events.

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## East & West Pools

Pools built in 1927

Pools have had ongoing maintenance and repairs without major renovations  
Pools have far exceeded their 50-year lifespan

Used by about 400 students per day for 8 periods of Physical Education throughout the year; athletic use includes swim teams, water polo, cross country, and track; club use for synchronized swimming; summer camps; community use by Park District, TOPS and WSSRA.

- Neither pool meets either the current or future needs for PE swimming, competitive swimming, or other competitive and club aquatics programs (e.g., no diving board – diving team must use space in Riverside-Brookfield HS).
- Neither pool is code compliant with current standards – there are repair issues that cannot be fixed (cracks in walls, leaks); ventilation issues and air quality in both areas are poor enough to raise concerns about health and safety standards for students and spectators.
- Space is difficult to access for people with disabilities; limited, non-code compliant deck space makes it difficult for anyone to navigate the area safely.
- Lack of adequate storage space means equipment is stored on deck, which further limits ease of movement and creates safety issues for students and spectators.

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## Boys Locker Rooms

Built in 1927

Last renovated in the 1960s

Ongoing maintenance/repairs without major renovations in recent decades

OPRF has 5 boys locker rooms. They are used every day for 8 periods of Physical Education classes, and as the changing area for all sports, clubs, and community uses that require a changing area for males.

- All 5 locker rooms are in need of major repair – the plumbing (showers and toilets) is not in working order, lockers are rusted and too small, ventilation does not work properly, lighting is poor, and walls/ceilings are cracked/peeling.
- Three stories of locker rooms are crammed into space designed for two stories; therefore, ventilation and plumbing cannot be upgraded within the current spaces.
- Layout and amenities not designed for current-day needs – lockers are too small, passageways are narrow, there is no privacy.
- No gender-neutral or private spaces for students who require additional privacy for changing, or showering.



## Balcony: A Student Gathering/Studying Space

The Balcony space is open for all students to use for studying, collaborating, or socializing before and after school, and for juniors and seniors during lunch periods.

- Extremely popular student gathering space.
- Limited capacity of 35 chairs -- demand exceeds capacity during all lunch periods.
- One of the few spaces available to students after school hours; closes at 5:15.
- More comfortable for students and more conducive to collaborative work than the North Cafeteria or the Tutoring Center.

The Balcony illustrates key findings of the Imagine Group:

- OPRF lacks sufficient areas where students can study, collaborate, and socialize outside of regular hours.
- The few such spaces that exist close by 5:30, leaving students with nowhere to wait for evening activities or transportation.
- Students want to spend more time in the building, but there are not easily monitored secure spaces for them to do so.
- Students would benefit from more common areas in the center of the building.



## Room 226 - Math Classroom

The OPRF Math Division has 34 faculty, who teach 26 types of courses in 30 classrooms. Students are required to take 3 years of mathematics; they are encouraged to take 4 years, which is what colleges and universities prefer.

This classroom houses classes that are co-taught by both a general education teacher and a special education teacher and that serve students with Individual Educational Programs (IEPs). Four teachers use room 226. Classes meet here 7 of 8 periods each day.

This Math classroom illustrates several of the challenges found throughout the building:

### HINDERS STUDENT-FOCUSED LEARNING:

- Small classroom size limits its flexibility, opportunities for cooperative learning, and teachers' ability to meet diverse learning needs.
- Lack of soundproof walls distracts students and interferes with concentration.
- Classroom technology is outdated.

### INFLEXIBILITY OF SPACE:

Math teachers commonly break students into collaborative groups for differentiated instruction, in-class assessment, and reteaching. Small rooms make this difficult.

### LACK OF NATURAL LIGHT:

Interior classroom lacks access to natural light. Research consistently links natural light to improved student performance.

### INEQUITY CONCERNS:

Co-taught classes are smaller than others to ensure individualized attention. Inequities result when co-taught classes are routinely assigned to the smallest classrooms, like room 226, which lacks the natural light, learning space flexibility, and student -focused environments that are especially important to students with IEPs.

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## 2nd Floor Underutilized Former Library Space

The OPRF Library, directly above this space, is a heavily used resource on campus, despite its remote location. Students list it as one of the top two spaces that works well for them at OPRF, but they note its lack of areas for collaborative and group work.

- Within the last six years, the library was consolidated from two floors to one. The lower level was divided into the (heavily used) Tutoring Center and this (underutilized) space.
- Space is a microcosm of what happens throughout the building when rooms are repurposed piecemeal without a facilities master plan: inefficiency, waste, and disorganization
- Space has valuable access to natural light, but is not used as a student-centered space
- Space represents opportunities to improve the learning environment for students through more thoughtful, rationally planned, and purposeful space allocation.
- Imagine will be recommending significant reorganization of existing spaces throughout the building

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## Family and Consumer Science (FACS) Lab

FACS learning spaces include two homelike cooking labs, one commercial kitchen lab, one restaurant-style dining area, and one classroom used for a variety of fashion design and early childhood development classes. Three faculty rotate among these spaces during the school day.

Challenges in the FACS spaces include:

### NOT MEETING CURRICULAR NEEDS:

- Focus of culinary arts curriculum has shifted from home cooking to preparing students for careers in culinary and hospitality fields.
- Existing kitchens do not adequately prepare students for culinary arts dual-credit program with Triton College.

### INACCESSIBILITY:

- Kitchens are not accessible to students using wheelchairs
- Design presents particular challenges for the many students with special needs who learn in this space.

### INFLEXIBILITY:

- Modernized curriculum -- including a popular Baking & Pastry course -- has increased culinary arts enrollment.
- Fashion design classes have similarly grown in popularity.
- Size and design of current lab spaces inhibit innovation and new offerings.

### ADJACENCIES:

- Early childhood development classes would benefit from an observation room adjacent to the Huskie Pups childcare area.
- Culinary arts programs, storage, delivery, etc., would benefit from adjacency to the student cafeteria.

First floor location would enhance culinary arts cross-curricular and extracurricular opportunities (e.g., a food truck project in collaboration with the Business Program).

Small faculty can support multiple classrooms only if all are adjacent or nearby.

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## Chemistry Classroom and Lab - Room 184

There are 14 Science labs/classrooms at OPRF: 4 Chemistry, 4 Physics, 4 Biology, and 2 Environmental Science. Science labs/classroom are heavily used; they have classes scheduled for 104 of the 112 class periods available each day.

This Chemistry lab/classroom illustrates several of the challenges found throughout the building:

**LACK OF ACCESSIBILITY:** Stairs prohibit access to this room for anyone using a wheelchair.

**HINDERS STUDENT-FOCUSED LEARNING:** Technology is outdated. Write-on boards around the room would facilitate the student-focused instructional model the Science faculty currently uses.

**INFLEXIBILITY OF SPACE:** Laboratory space lacks flexibility and efficiency. Permanent fixtures inhibit functionality, limiting movement of the 25-29 students in a typical Science class.

**INADEQUATE OFFICE SPACE:** Many Science faculty offices are in former storage closets.

**LACK OF NATURAL LIGHT:** This internal room lacks access to daylight. Research consistently links natural light to improved student performance.

**NEGATIVE EFFECTS ON STUDENT HEALTH AND SAFETY:** Several classrooms lack sufficient ventilation. Science faculty report foregoing certain lab experiments due to ventilation and safety concerns.

The Imagine master plan will include a systematic, prioritized schedule for lab and classroom renovations.

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## TEAM Program Area

This area houses the TEAM (Transitional Education with Access to the Mainstream) Program within the Special Education Division at OPRF.

TEAM classes focus on functional academics, life skills, pre-vocational skills, and activities of daily living. Students in the TEAM program may have multiple, severe, moderate, or mild intellectual or developmental disabilities, such as Down Syndrome, autism, and cerebral palsy, that require intensive academic and functional supports.

The TEAM Program serves 33 students, 5 of whom use wheelchairs (enrollments vary by year). The current spaces do not fully meet the program's needs.

- TEAM classrooms need to be adjacent to each other to facilitate transitions for students, faculty, and staff. Currently 2 are in this area and 1 is on the third floor.
- All TEAM spaces need to meet ADA accessibility standards. The hallway, kitchen, laundry room, and classrooms do not meet those standards
- The TEAM area needs a dedicated, ADA-accessible bathroom, including a shower area. The closest bathroom requires moving through an academic hallway and is not sufficiently accessible for TEAM needs.
- The sensory room is makeshift and insufficient for the needs of the program's students.
- TEAM teachers and related service providers are scattered throughout the building, making collaboration difficult.