

# The Spring Lake Park School District 16

## Facilities Utilization Study

### Background and Overview

- In March 2004, Spring Lake Park Schools began an extensive year-long process to review all of its facilities and their needs.
- This study will include researching the adequacy of facilities for grade configurations and class size equity in the years to come.
- The study will include detailed analysis of such things as mechanical systems, academic programming, technology, and expandability of existing facilities.
- The study will also review all of the district's sites, including buildings, driveways, parking lots, play fields, and grounds. In addition, it will address deferred maintenance items such as roofing and window needs.
- Classroom items, such as wallboards, electrical outlets, furniture and computers may be a part of the study, and they will be reported within the context of improving student achievement.
- It will also involve extensive consultations with architects; review sessions with staff and the community; surveys; and informational meetings held throughout the district.

### Facilities Study Timeline (revised on February 1, 2005)

#### March - May 2004

- ◆ Data gathering and analysis of all district facilities utilizing these categories: Site, Exterior, Interior, Accessibility, Life Safety, Hazardous Materials, Mechanical Systems, Electrical Systems, Academic Programming, Technology, and Expandability.
- ◆ Preliminary building capacity analysis
- ◆ Architects and district staff visit each school and department
- ◆ Opportunities for staff input

#### June 2004 - January 2005

- ◆ Follow-up by architects and District Office staff.
- ◆ Draft of initial findings is developed and discussed at School Board work session.
- ◆ Preliminary, tentative, Facility Analysis Prioritization process is developed for Task Force review and revision.

#### January, February 2005

- ◆ Complete Task Force members selection (staff, parents, community)
- ◆ Review proposals from construction managers and architects
- ◆ Visit, study, assess all district sites
- ◆ Review architects' "Facilities Study Report"

### **February, March 2005**

- ◆ Visit, study, assess all district sites
- ◆ Review "Facilities Study Report"
- ◆ Finalize construction management firm and architect

### **April, May 2005**

- ◆ Prioritize facilities/grounds needs
- ◆ Prepare preliminary "Blueprint for Improving Facilities, Safety & Security"
- ◆ Preliminary report to School Board
- ◆ Visit other districts' schools and sites

### **June - September 2005**

- ◆ Visit other districts' schools and sites
- ◆ Prepare informational video and written presentations on the district's facilities and grounds needs

### **September - November 2005**

- ◆ Public presentations, discussions, listening sessions
- ◆ Modify "Blueprint for Improving Facilities, Safety & Security"

### **November, December 2005**

- ◆ Modify "Blueprint for Improving Facilities, Safety & Security"
- ◆ Present modified "Blueprint for Improving Facilities, Safety & Security" to School Board

### **December 2005 - February 2006**

- ◆ Continue public discussions
- ◆ Finalize "Blueprint for Improving Facilities, Safety & Security"
- ◆ Plan for bond referendum

### **February, March 2006 or Later**

- ◆ Possible community vote on bond referendum

## Facility Utilization Task Force Study tasks will include:

1. Review the bond project of 1995, including those items from 1995 that were excluded from the bond issue. *(The list was cut in half from the original list to \$28.8 million which was presented to voters for their approval.)*
2. Review the present facility issues at each of the buildings. *(Staff input will be sought. A web page will have a site added as a tool for staff input.)*
3. Examine how we can make the buildings accessible while retaining security and fire safety regulations (i.e., evening activities). *(There are major problems at the high school and middle school which need to be addressed.)*
4. Examine all financing options. *(Including various bond issue options, grant opportunities, and levy options.)*
5. Review heating issues from the 1995 remodeling, especially in the Community Services Center south wing area with regards to temperature control. *(Other buildings may have similar issues or other issues which relate to #2.)*
6. Examine the grounds issues including parking lots, athletic fields, and tennis courts. *(Entrance and egress exits as well.)*
7. Review infrastructure, technology, and wiring options in some of the older buildings. *(Including telephone system, boilers, pipes, etc.)*
8. Review signage—it needs to be welcoming, it needs to be user-friendly, but it needs to provide for security. *(Color code parts of the building or use some other identifying system at the high school and middle school similar to what hospitals and other institutions use.)*
9. Review communications systems in all parts of the building and allow all parts of the building to be able to communicate with the main office at each of those buildings. *(For security purposes. This item may be a necessity, not a luxury.)*
10. Survey where other security cameras need to be included, such as in the ECFE wing. *(There may be other areas of the district which need security cameras as well.)*
11. Review capacity questions at each building as well as the number of rooms in each building. *(This was done this past fall, so this information data can be used. For the 1995 bond issue, the District did not consider specialists when we looked at the total number of classrooms available.)*
12. Review handicap accessibility at all sites, including the high school athletic field on the visitor's side.
13. Review demographic trends to determine its relevance to this study.
14. Health and safety issues.
15. Cosmetic improvements.

## Items for Staff Consideration – Educational Adequacy

1. ***Academic Learning Space***
  - a. Size of academic learning areas meets desirable standards.
  - b. Classroom space permits arrangements for small group activity.
  - c. Location of academic learning areas is near related educational activities and away from disruptive noises.
  - d. Personal space in the classroom away from group instruction allows privacy time for individual students.
  - e. Storage for student materials is adequate.
  - f. Storage for teacher materials is adequate.
  
2. ***Special Learning Space***
  - a. Size of special learning area(s) meets standards.
  - b. Design of special learning area(s) is compatible with instructional need.
  - c. Library/Resource/Media Center provides appropriate and attractive space.
  - d. Gymnasium (or covered phy. ed. area) adequately serves physical education instruction.
  - e. Pre-kindergarten and kindergarten space is appropriate for age of students and nature of instruction.
  - f. Music program is provided adequate sound-treated space.
  - g. Space for art is appropriate for special instruction, supplies, and equipment.
  - h. Space for technology education, including computer labs, permits use of state-of-the-art equipment.
  - i. Space adjacent to classrooms is provided for small groups and remedial instruction.
  - j. Storage for student and teacher material is adequate.
  
3. ***Support Space***
  - a. Teachers' lounge and work areas reflect teachers as professionals.
  - b. Cafeteria/cafetorium is attractive with sufficient space for delivery, storage, and food preparation.
  - c. Administrative offices provide an appearance consistent with the maturity of the students served.
  - d. Counselor's office insures privacy and sufficient storage.
  - e. Clinic is near administrative offices and is equipped to meet requirements.
  - f. Suitable reception space is available for students, teachers, and visitors.
  - g. Administrative personnel are provided sufficient work space for privacy.

## Items for Staff Consideration - Environment for Education

1. ***Exterior Environment***
  - a. Overall design is aesthetically pleasing to age of students.
  - b. Site and buildings are well-landscaped.
  - c. Exterior noise and poor environment do not disrupt learning.
  - d. Entrances and walkways are sheltered from sun and inclement weather.
  - e. Building materials provide attractive color and texture.
  
2. ***Interior Environment***
  - a. Color schemes, building materials, and décor provide an impetus to learning.
  - b. Year around comfortable temperature is provided throughout the building.
  - c. Ventilating system provides adequate circulation of clean air.
  - d. Lighting system provides proper intensity, diffusion, and distribution of illumination.

- e. Drinking fountains and restroom facilities are conveniently located.
- f. Communication among students is enhanced by commons area(s) for socialization.
- g. Traffic flow is aided by appropriate foyers and corridors.
- h. Areas for students to interact are suitable to the age group.
- i. Large group areas are designed for effective management of students.
- j. Acoustical treatment of ceilings, walls, and floors provides effective sound control.
- k. Window design contributes to a pleasant environment.
- 1. Furniture and equipment provide a pleasing atmosphere.