



Niskayuna Central School District

Recommendations of the 2004

High School Facility Task Force

*In cooperation with the
District Facility Preservation Committee*

*Presented to the
Niskayuna School District Board of Education*

May 4, 2004

**Recommendations of the 2004
High School Facility Task Force**

Table of Contents

1.	High School Facility Task Force Membership	3
2.	Executive Summary	4
3.	Introduction	6
4.	History of the High School Facilities	6
5.	Research on Building Improvement	7
6.	Projected High School Enrollment – through 2010	8
7.	Overview of Estimated Construction and Renovation Costs	8
8.	Building Physical Environment	9
9.	Alternative Energy & Energy Conservation	9
10.	Additional Space, Room Capacity, Size & Instructional Configuration	9
11.	High School Facility Inventory	11
12.	General Identified Interior Needs	13
	<i>12a. General Purpose Spaces and Needs</i>	
13.	Specific Department Identified Space & Facility Needs	14
	<i>13a. Physical Education & Athletics</i>	14
	<i>13b. Science</i>	14
	<i>13c. Special Education</i>	15
	<i>13d. Social Studies</i>	16
	<i>13e. English</i>	16
	<i>13f. Media Center, Printing, and Computer Labs</i>	16
	<i>13g. Technology, Business, Family & Consumer Science</i>	17
	<i>13h. Foreign Language</i>	17
	<i>13i. Mathematics</i>	17
	<i>13j. Art</i>	18
	<i>13k. Music</i>	18
	<i>13l. Health</i>	19
	<i>13m. Guidance</i>	19
14.	Miscellaneous Site, Exterior & Field Recommendations	19
15.	Attachments	21

High School Facility Task Force

Members

Rob Krauss (<i>presenter</i>)	Parent
John Rickert	High School Principal
David Wetzel	High School Assistant Principal
Bob Rossi	Dir. of Operations and Maintenance
Lil Bertalan	Board Member
Richard Mathews	Board Member
Doug Lohnas	Director
Charlie McCambridge	Technology
Herm Lintner	Community
Roger King	Community
Ed Garlineau	Community
Polly Stahl	Teacher
Mary Eads	Teacher
Meagan Hughes	Teacher
Ron Bucinell	Parent
Jim Harrington	Parent
Paul Scott	Teacher
Steve Honicki	Teacher
Jay Taub	Parent
James Edgar (<i>presenter</i>)	Teacher
Mark Treanor	Teacher
Jamie Brooks	Student
Britnie Girigorie	Student
Alison Sail	Student
Kayla Poole (<i>presenter</i>)	Student
Allison Sylvetsky	Student
Dominick DeSimone	Consultant
Marty Weber	School Architect
Matt Bourgeois	Assistant Superintendent
Kevin Baughman	Superintendent

**Recommendations of the 2004
High School Facility Task Force**

Executive Summary

As the Niskayuna High School prepares to turn 50 years old, its design and size reflect outdated times and processes for teaching and learning. The high school is over 221,000 square feet of instructional space with an additional 25,600 square feet of new pool space. The high school is actually five separate structures joined together beginning in 1955, 1960, 1966, 1989, and 2002. At one time known as a “lighthouse” high school facility, its leading luster has been replaced over the years by more modern educational facilities in neighboring school districts.

There is a significant body of research to link building improvement with student achievement. Specific building improvements regarding indoor air quality, temperature, lighting, and acoustics have all been positively linked to improved student and staff attendance and achievement.

The High School has experienced a consistent pattern of enrollment growth, increasing by over 400 students since 1993, and approaching 1,500 students in 2004-05. Regardless of the enrollment projection method employed, the high school enrollment will *at least remain stable or show a slight increase* through 2009-2010. Additionally, the timing of any possible facility construction could coincide with the drop off of school district debt equivalent to an annual school construction bond payment totaling over \$2,000,000 annually without additional impact on the local school tax payer.

The committee discussed the need to overall improve the interior physical comfort of occupants by a) improving air flow and ventilation to meet new standards; b) replacing through wall uni-ventilators with a ceiling variable air flow system; c) maintenance of an adequate temperature zone; d) ability to control temperatures by classrooms; e) provide maximum natural daylight to interior spaces; and e) install acoustics that block exterior noises from learning spaces.

Any new design or renovation should also focus on greater energy conservation. Examples would include classroom light occupancy sensors and methods to reduce water usage. The district is encouraged to explore the development of an alternative energy source for the high school – likely co-generation.

Without taking any additional measures to improve the high school, the building has a shortage of general purpose classrooms in order to meet the maximum of 80% utilization recommended by New York State. Also, the district should plan for an anticipated “peak” in enrollment of 100 students maximum. Therefore, the building needs six additional full size classrooms (for 80% utilization) and four more classrooms (for “peak” enrollment) for a total of ten additional full size classrooms.

A large number of classrooms are undersized at the high school. At least thirteen (13) high school general purpose classrooms are undersized compared to the recommended state minimum of 770 square feet. At least four (4) science classrooms are undersized compared to the state recommendation of a minimum of 1,200 square feet. Regardless of room size, almost one-third of our classes have 26 or more students. The largest sections tend to fall into the general purpose classrooms.

Over the next few months, the Board of Education will review the options and proposed costs in order to determine the scope of the high school project. Decisions on renovated versus new construction versus demolition will be discussed in relation to cost and under the advice of the architect and balanced with community expectations. The design and layout will not begin in earnest until November-December, 2004. One of the challenges will be the staging the high school project to minimize student and staff impact during construction. The high school project will be merged into a larger project encompassing all major district facilities.

In reviewing the history of the high school and its continual facility development over the past fifty years, the Task Force soon realized that its efforts were actually following a similar path to committees that came before it with a similar mission and purpose. Much like the first planning committee for the original committee in 1954, the Task Force approached the facility needs from a “forward thinking – future oriented” position. Their wish – to ensure the high school facility meets the needs of future learners through early to mid-century.

Finally, the Task Force could not have achieved such a balanced review without the feedback and input from a broad based community group – especially from the five students who served on the committee. The students were active, involved and valuable contributors to every discussion. They often were helpful in reminding the Task Force of the prime purpose of the building – to serve our students.

3. Introduction

In January, 2004, a *Process for Long Range Facility Development* was presented to the Board of Education of the Niskayuna Central School District. The plan proposed to examine school district owned facilities and identify long term needs for facility repair and possible expansion. One of the initial steps in this lengthy process was to examine the Niskayuna High School. The first step was to convene a broad based committee representing teachers, parents, students, community, Board of Education and administration. The next step was to have each high school department examine and identify facility needs. During early discussions within the group, the following emerged:

- 1) *The High School should be renovated and designed to accommodate learning and teaching until 2025;*
- 2) *The High School should be designed around students and learning;*
- 3) *Any design or renovations should be flexible and able to easily accommodate changes in teaching, enrollment, students, technology, etc.*
- 4) *The existing structure is in need of major work as it approaches fifty years of age.*

Beginning on February 11, 2004 and continuing until April 21, the High School Facility Task Force met twelve times, visited another high school, went on-line to examine emerging designs, and reviewed input from each of the departments.

On May 4, the overall findings and input from the committee were scheduled to be shared with the Board of Education followed by a June 7 discussion on costs and alternatives. The Board of Education was scheduled to review the findings and determine high school scope at the Board of Education meetings of May 17 through August. This information would be shared with the District Facility Preservation Committee so that the information would be integrated with a district overall plan.

4. History of the High School Facilities

Construction of the Niskayuna High School began in 1955. The original facility was built to accommodate a maximum of 750 students in grades 9-12. The \$1,850,000 structure opened to students in September, 1957. The original plan was a “California” design, with open air connected front hallways. The front breezeway was enclosed in 1980.

Due to increases in enrollment spurred by the residential growth of the area, the school underwent additions in 1960, 1966, 1989, and 2002. There are at least five sections to the building. The total square footage of the high school is now approximately 235,000 square feet.

**5. Research on Building Improvement
Increased Student Achievement**

<i>Building quality and student test scores</i>	Phillips (1997); Lemonsters (1996, 1998); Chan (1979)
<i>Improved attendance, health and discipline</i>	Bowers & Burkett (1987)
<i>Link between age of building & achievement</i>	Jago & Turner (1994)
<i>Math gains in renovated facilities</i>	Maxwell (1999)

Indoor Air Quality & Attendance & Achievement

<i>IAQ and student achievement and health</i>	Kennedy (2001); Leech (1997)
<i>Poor IAQ and increased absenteeism</i>	Norback (1999)

Temperature & Student Achievement

<i>Student mental tasks adversely impacted by Changes in temperature</i>	Wyon (1991)
<i>Students perform best in 68-74 degrees</i>	Harner (1974); Wyon, Anderson & Lundquist (1979)
<i>Teachers perceive that thermal comfort Impacts on teaching and learning</i>	Lackney (1999)

Lighting and Achievement

<i>Amount of lighting plays critical role in student achievement</i>	Phillips (1997)
<i>Daylight fosters greater student achievement And better behavior</i>	Lemasters (1997); Mahone Group (1999)

Acoustics & Student Achievement

<i>Reduced noise through improved acoustics linked to academic achievement</i>	Crandall et. al. (1995); Nabelik & Nabelik (2000)
<i>Background noise may impede early detection of hearing impairments</i>	Nelson & Soli (2000)

6. Projected High School Enrollment – through 2010

	<u>Actual</u>	<u>Projected Method 1</u>	<u>Method 2</u>	<u>Method 3</u>	<u>Other</u>
2000-01	1,340				
2001-02	1,369				
2002-03	1,451				
2003-04	1,466				
2004-05		1,467	1,444	1,455	1,489
2005-06		1,468	1,441	1,455	1,496
2006-07		1,439	1,423	1,432	1,478
2007-08		1,424	1,430	1,428	1,486
2008-09		1,431	1,460	1,447	1,505
2009-10		1,452	1,497	1,478	1,525

In the Fall, 2003, Information Management Systems (IMS) of Rockford, Michigan, developed Niskayuna High School enrollment projections based upon three projection methods. Method 1 is based upon a five-year cohort survivability ratio. This method is best used with a fairly stable student population. Method 2 is similar to Method 1, except it uses only one year of cohort survival. This method is best used with a more volatile growth of the student population. Method 3 is an average of Methods 1 and 2.

All numbers listed above must add approximately 15-20 students for special needs classes and rentals to BOCES. Methods 1-3 do not factor in new housing starts (69 in Woodhaven, 26 across from Craig, 10-12 behind Alterra, 30-38 off Lisha Kill), plus miscellaneous lot development, GE Research Center impact when construction completed, and impact of Tech Valley, etc.

The column listed at “Other” attempts to capture some of the variables listed above. This projection was locally developed.

Based upon the projections above, student enrollment at the High School will remain stable through 2009-2010, showing a slight increase. Total enrollment is over 400 students more than in 1993.

7. Overview of Estimated Construction and Renovation Costs

<u>Type of Construction</u>	<u>Cost/Foot</u>	<u>Financing</u>
Minor maintenance and renovation	\$50/square foot	15 years
Moderate renovation	\$100-125/square foot	15 years
Extensive renovation	\$150/square foot	20 years
New construction	\$250/square foot	30 years

8. Building Physical Environment

Improve indoor air quality (IAQ) in existing spaces and design into new space within OSHA and NIOSH recommendations (15-20 CFM per person).

Maintain temperature and humidity within each *individually* controlled space for humidity (40-70%) and temperature (67-74 degrees).

Improve ventilation of all existing spaces and consider alternatives to the through-wall unit ventilators (old style) due to noise, maintenance and lack of efficient energy use.

Attempt to use as much daylight as possible in renovation and new space since natural daylight promotes positive psychological and physiological advantages to the occupants and some studies link natural daylight to increases in student achievement.

Colors used within the building should reflect a planned color scheme and remain consistent throughout. A color scheme and the choice of appropriate bright colors throughout the building promotes a positive learning atmosphere.

Any renovated or new spaces should reflect state of art acoustics that block external noise, promoting internal quiet spaces. Fan motors and other HVAC should not be noticeable or distracting. New or renovated equipment should comply with recently approved ANSI/ASA noise regulations, setting specific decibel maximum for background noise. In viewing Ballston Spa High School, the committee was impressed with the VAV ceiling system (Variable Air Ventilation) for heating and cooling.

9. Alternative Energy & Energy Conservation

Focus any new design or renovation on conservation of energy including an energy management system, light occupancy sensors, methods to reduce water usage including drinking and plumbing, etc. Specify energy efficient equipment that is within 25% of the EPA Energy Star “best available” category.

Explore and attempt to integrate alternative energy sources into any design or redesign that might include the use of hydrogen fuel cell, solar, wind or co-generation. These alternative energy sources should serve to reduce cost and be utilized as student learning laboratories. To further reduce costs, the district should explore alternative sources for funding of these initiatives including state and federal grants, and energy performance contracts. In the Ballston Spa High School, a co-generation system produces approximately 70-75% of the daily electrical requirements.

10. Additional Space, Room Capacity, Size & Instructional Configuration

The high school should contain sufficient learning spaces to achieve a maximum of 80% capacity in general purpose classrooms as recommended by New York State. At this

utilization level, there is sufficient flexibility to schedule courses to meet student needs and interests. There are also sufficient spaces to accommodate occasional or informal use of unscheduled classrooms for small groups, student help, etc.

In the design, the committee would suggest that a room be designed to accommodate any future child development lab. This future possible use would provide a “hands-on” space for student interns to gain valuable experience in working with pre-school children and possibly infants. The space could be leased to Head Start, BOCES or the YMCA, and also provide on-site child care services to building occupants or others. The room would need to conform to New York State day care requirements.

Based upon the master schedule of February 27, 2004, current utilization of general purpose classrooms is 88.9%. Reducing the utilization to 80% or less would require six (6) additional spaces. Further review of the schedule indicated the bulk of available rooms was during the lunch mods when students are eating lunch or single mods of 39 minutes (rather than 2 consecutive mods making most courses impossible to fit into a single available 39 minute block (See *Niskayuna HS Classroom Usage Spring Semester, 2004*).

The majority of general purpose learning spaces should be 700-800 square feet (Art, Science and other specific use spaces are different). New York State recommends at least 770 square feet and provides state building aid on this size room. Larger rooms promote more varied instructional methods, groupings and activities. Larger rooms promote greater student comfort.

The research on building size and grade level or school configuration is unclear. Any design or renovation should provide maximum flexibility to permit future consideration of any change in school configuration by department, grade, house, etc. This committee took no position on this issue.

Any planning or design of the high school should assume a facility that addresses the learning needs of 1600 students (through 2010). Based upon maximum capacity of 80%, the district would need six (6) additional 770 square foot learning spaces. Based upon enrollment projections (See *Projected High School Enrollment – through 2010*), the district would need four (4) additional spaces to accommodate growth. Therefore, the task force recommends a total of ten total additional general purpose classrooms.

Class sizes of the high school were also examined. Based upon a sample using Spring, 2004 semester. The following class sizes were determined:

More than 30 in class	5%
26-30 in class	26%
20-25 in class	44%
15-19 in class	17%
Fewer than 15 in class	8%

The largest and smallest sections appear to be housed in the general purpose classrooms.

11. High School Facility Inventory

Niskayuna High School Facilities Inventory

1500 pupils gr.9-12	HAVE
Auditorium	1 @ 6949sf
GP Classrooms 550-660 sq. ft.	6 @ 613sf to 657sf
GP Classrooms 660-770 sq. ft.	7 @ 660sf to 758sf
GP Classrooms Greater than 770 sq. ft.	23 @ 770+sf
Special Ed. Resource Rooms	2 @ 249sf, 276sf 6 @ 400sf to 516sf
Special Ed. Self-Contained	1 @ 451sf
Art Office	1 @ 250sf
Art Rooms	3 @ 729sf, 884sf, 1046sf
Photography	1 @ 823sf
Music – Band	1 @ 1930sf
Music – Orchestra	1 @ 1558sf
Music – Choral	1 @ 925sf
Music Classroom	0
Music Rehearsal	5 @ 64sf
Music – Practice	5 small
Music Office	1 @ 400sf
Media Center	1 @ 8330sf
Technical Support	0
Media Classroom	1 @ 600sf
Resource Centers	5 @ 800sf
Earth Science	4 @ 1000sf, 1200sf
Biology	4 @ 1200sf
Chemistry	4 @ 1200 to 1381sf
Physics	2 @ 1200sf
Science Prep	1 @ 250sf
Health Classroom	1 @ 515sf
Greenhouse	1 @ 450sf
Technology – CAD and Drawing	1 @ 1019sf
Technology – Auto	1 @ 1843sf
Technology – Wood	1 @ 1380sf
Technology – Large Group Instruction	0

Foreign Language Lab	1 @ 880sf
FACS	2 @ 927sf, 1320sf
Business Lab	1 @ 1031sf
Gathering Space	0
Gyms	5 Stations
Cafeteria	2 @ 2524sf, 3500sf
Fitness Center	1 @ 2700sf
Pool	1 Station
P.E. Office	1
Boy's Locker Room	Yes
Girl's Locker Room	Yes
Guidance Office	1 @ 1640sf
Guidance Students	0
Counselors' Offices	6@ 60sf
Computer Labs	3 @ 1000sf
Main Office	1 @ 2500sf
Administrators' Offices	Yes
Admin. Conference	0
Large Group Instruction	1 @ 1908sf (Little Theatre)
BOCES Classrooms	1 @ 416sf
BOCES Resource	1 @ 557sf
GED Program	1 @ 250sf
504 Program	Share with GED
OT-PT	0
Speech	1 @ 36sf
Reading	1 @ 739sf
Psychologists	2 @ 64sf
Nurse	1 @ 1000sf
School Resource Officer	0
Faculty	1 @ 1200sf
Conference	1 @ 200sf
Storage	0
Maintenance.	1000sf
Custodial	Small
Book Storage	600sf
A/V Storage	200sf
TV Studio	0
Print Shop	1 @ 700sf
Public Rest Rooms	2
Faculty Rest Rooms	3
Student Rest Rooms	10
Other	

12. **General Identified Interior Needs**

General Purpose Spaces & General Needs

- Update or replace bathroom fixtures, walls, ceilings and floors
- Electrical upgrades throughout to accommodate technology use and additional outlets
- Large gathering place for students – could be multiple spaces (atrium)
- Redesign outside of building to update look, make warm and welcoming
- Locate offices near entrances and install security including digital cameras – add a conference room off of office areas.
- Install ID card readers at each primary entrance – cards could be used as debit for food, library, security, etc.
- Increase conference rooms to 3 – two at 300 sq. ft. and one at 600 sq. ft. that can be divided
- Update/renovate and increase the size of the faculty room to reflect the staff growth in the building – 1,500 sq. feet with interior faculty rest rooms – two each for men and women – handicapped accessibility (present space is 1,000 square feet w/o bathrooms) and include space for faculty privacy for phone calls, etc.
- Three maintenance spaces throughout building for storage of equipment and supplies, scrubbing machine storage, etc.
- One large central storage space for high school
- Create a district central distribution of AV equipment – create a storage space of 600-700 sq. ft. – near or adjacent to Media center
- Enlarge one of cafeterias and increase service line area to accommodate the increase in students – renovate existing space.
- Existing Little Theater space – OK
- Improved communication, phone, PA and clock systems – new communication console
- New lockers – 12” and full size
- Upgrade and modernize all mechanical systems for electrical, plumbing, ventilation, etc.
- Replace/modernize all windows and exterior doors – replace interior locks and standardize locking systems
- Replace roofs as needed
- Provide pull down dark covering over windows (shades)
- Provide separate tables and chairs, tables as needed – replace much of existing furniture
- Locking desk and filing cabinet in each classroom
- Utilize space captured by replacing uni-ventilators with cabinetry and storage
- Increase multi-media ceiling projection throughout building
- Renovate existing bathrooms – replace fixtures with “hands-free” and make handicapped accessible
- Increase exterior lighting and add light poles
- Increase size of the Department Resource Centers – ensure that each faculty member has a larger semi-private space
- Zoned lighting in most classrooms to permit darkening of selected areas to enhance multi-media presentations

- High speed printer/copier for each department
- Quiet all HVAC and blowers so not to disrupt education and learning

13. Specific Department Identified Space & Facility Needs

(See attachments for specific items and complete descriptions developed by each department)

13a. Physical Education & Athletics

- Removal of room divider in Blatnick gym – new sound system
- Cover windows in Blatnick gym and refinish or replace floor
- Replace baskets in Blatnick
- New electronic controlled fold-out bleachers in Blatnick
- Renovate offices – create a suite of 400 sq. ft. for coaches/PE similar to a resource center
- 1990 gym – install new sound system and install baffle sound
- Replace doors to new gym – plus exterior doors
- Re-install drains in concession area
- New doors to the small gym and reinstall “pull-up” bars
- Lower team room – expand to dugout area, new heat and ventilation, new lockers, add showers, repair drainage at bottom of ramp
- Officials changing room
- Training room
- Upgrade locker rooms
- Add suspended batting cage to ceiling of Blatnick gym
- Add/improve PA system to Blatnick
- New gym – add baskets
- To new gym – add: two unisex locker rooms, add athletic training room, add officials changing room, add east end foyer room, new sound system
- To small gym – add team room w/slop sink
- Fitness center – add air conditioning
- Girls locker room – divide into team rooms

13.b. Science

- Science rooms/labs need plenty of natural light and windows
- (4) Earth Science classrooms with an adjoining shared space for office, preparation and storage. Science rooms @ 1200 – 1400 sq. ft. and storage/prep rooms at 250-300 sq. ft.. (Note: total of four classrooms and two prep rooms for Earth Science. Currently have four rooms).
- (4) Biology classrooms with an adjoining shared space for office, preparation and storage. Science rooms @ 1200-1400 sq. ft. and storage/prep rooms at 250-300 sq. ft.. (Note: total of four classrooms and two prep rooms for Biology. Currently have four rooms).

- (5) Chemistry classrooms with adjoining shared space for office/preparation and storage.
Science rooms @ 1200-1400 sq. ft. and storage/prep rooms at 250-300 sq. ft..
(Note: total of five classrooms and three prep rooms for Chemistry. Currently have four rooms).
- (3) Physics classrooms with adjoining shared space for office/preparation and storage.
Science rooms @ 1200 - 1400 sq. ft. and storage/prep rooms at 250-300 sq. ft..
(Note: total of three classrooms and two prep rooms for Physics. Currently have two rooms).
- Chemistry Prep room – 250 sq. ft. – centrally located storage with hallway access
- Science research seminar room – 1 @ 1,000 sq. ft. – dedicated room for student research projects. Space could also be utilized for lab practicals.
- Greenhouse – 1 @ 450 sq. ft. – SOUTH FACING – need heating and ventilation
- Outdoor atrium with access to courtyard, for outdoor science, celestial hemisphere, horticulture, astronomical observations
- Science facilities should be near or adjacent to math and/or technology

13c. Special Education

- (5) Resource room suites which include two resource rooms (450-550 sq. ft.) separated by an adjoining conference room/office/timeout area (300-400 sq. ft.) for a total of ten resource rooms which also includes GED/speech/OT/PT services.
- (2) self contained suites which would include two full sized classrooms for self contained functional/high needs classroom and ED classroom (770 sq. ft.) separated by an adjoining conference room/office/timeout area 300-400 sq. ft.) for a total of four classrooms. One classroom in each suite should include a small functional kitchen space.
- Create two room suites with adjoining smaller room for conferences, planning, and desk/phone – locate each of five (5) suites on first floor throughout building. Space of each suite equivalent to two (2) regular classrooms.
- Create one suite for a functional classroom (high needs, kitchen, academic and pre-vocational), and an adjoining classroom for social emotional (larger instructional space). The two classrooms in the suite to be separated by a conference/testing room.
- Need technology access throughout

13d. Social Studies

- Needs are physical in nature (windows, walls, ventilation, traffic, roof, technology and security, less room sharing, electrical outlets, windows and shades, lockable doors, whiteboards, plumbing, carpeting or flooring, acoustical improvements, chairs, desks or tables, emergency escape windows and other safety equipment to meet local and state requirements, storage, intercom/telephone that works and is audible, etc.)

13e. English

- Need larger classrooms to utilize appropriate strategies in a block schedule
- More classrooms – no more than two teachers sharing a classroom
- Personalized classrooms help set instructional tone and environment
- Movable dividers to expand room when needed for interdisciplinary activities
- Presentation technology station for each classroom fosters better use of instructional time and utilization of resources
- Increased storage to ensure accessibility of materials to both students and teachers
- Room renovations (See General Purpose)

13f. Media Center, Printing and Computer Labs

- Media center enlarged – ability to accommodate classroom instruction and “drop-ins” – add 4-6,000 sq. ft. to existing media center of 8,330 sq. ft.
- Need separate classrooms and multi-media teaching areas in media center (two rooms at 770 sq. ft.)
- Need separate rooms, work areas and storage for district technicians – (1) @ 800 sq. ft. – near file servers
- Needs separate computer areas within the Media Center
- TV Studio – 800 – 1,000 sq. ft. including production, studio and control room – near or in media center
- Print shop – 700 sq. ft. OK – should be located near instructional space
- (4) computer labs @ 1,000 sq. ft. each (up from 3 existing labs)
- Complete computer network, wired and wireless
- Use of re-locatable computer labs (portable labs – 4-6 traveling labs)
- Video projectors mounted in rooms versus televisions where appropriate
- Heating and cooling of media center must be repaired and upgraded
- Climate control in server room is only partially operational – replace entire unit
- Replace computer lab windows (leaking and old)
- Power and network wiring inadequate
- Masonry joints are cracking and unsealed
- Upgrade/replace lighting in media center
- Leaking roof over media center
- HVAC noise from roof top units
- Replace all exterior doors by Media Center

- Replace carpeting in Media Center
- Complete network at high school (only half done in last bond issue)
- Circulation desk should be relocated and traffic patterns re-evaluated
- Remove pillars in Media Center as possible.
- Relocate the Media Center staff offices to outside wall for better supervision
- Improve sound absorption
- Media Center needs a work room
- Install full security system in Media Center
- (Ideal) A centrally located media center
- 4 or 5 small spaces for group work, seminars, teacher-student conferences

13g. Technology, Business, Family & Consumer Science

- (1) Business Lab @ 1,031 sq. ft. (same as existing) – Upgraded and renovated
- (1) Existing CAD Drawing Lab – 1,019 sq. ft. – needs renovations to accommodate 28 stations
- Existing Auto Lab (1,843 sq. ft.), Wood Lab (1,380 sq. ft.) space OK – needs major renovations
- Need (1) new classroom (770 sq. ft.) for classroom instruction adjacent to labs – needs projection unit
- Family and Consumer Sciences (FACS) – existing two spaces (927 sq. ft. & 1,320 sq. ft.) need renovation and updating)

13h. Foreign Language

- Dedicated classrooms in identifiable wing – vary in size
- Language Lab – 880 sq. ft. – needs some renovations including sound system, projection capability, white boards, and seat up to 30 students
- Resource Center – needs expansion – enlarged teacher workspace and semi-private
- Dept. storage and food preparation (near foods program?)
- Have a divider between one or more classrooms to promote large group activities
- Foreign language classrooms should have full internet access and 4-8 computers in each for student use, a high quality sound system.

13i. Math

- Redesigned resource center
- Professional workspaces
- Dedicated computer math lab
- Install Smart Boards in each math classroom (allows use of computers and projectors and math software)
- Ensure sufficient chalkboards around room for student display of work

13j. Art

- Art spaces should be well lighted with natural light present, have high ceilings for proper air ventilation and circulation, be wide open and spacious, and have ample secure storage space for supplies, portfolios, and projects in progress.
- Art Resource areas attached/shared between each of 3 “Studio in Art” classrooms = total of 6 spaces @ 100 sq. ft. each + (3) Art Labs @ 1200-1500 sq. ft. each
- (2) additional Art rooms – one for Advanced Studio and Painting with partition (1200-1800 sq. ft.) plus one for “3-D” – jewelry, ceramics and sculpture (1200 – 1800 sq. ft.)
- Director office area at 250 sq. ft. with locking door
- (1) Conference-Art resource area for K-12 meetings, grading artwork, art library, etc. (400-500 sq. ft.)
- Large storage spaces for art (300-400 sq. ft.)
- Increased size of photo room/dark room – needs handicapped accessibility (from 823 to 1200 sq. ft.)
- Upgrade gallery
- Spray booth area

13k. Music

- Existing auditorium – replace/improve lighting and sound systems including new panels, microphones, wireless microphones, and re-wire the sound and light systems – add air conditioning as practical dependent upon roof supports – replace exterior doors
- Storage located near the stage (500 -700 sq. ft.)
- Band rehearsal hall for 100 students @ 25 sq. ft. per student, 18-20’ high ceilings – located as close as possible to stage (2200-2500 sq. ft. versus existing 1930 sq. ft.) – need climate control and soundproofing
- Orchestra rehearsal hall for 100 students @ 25 sq. ft. per student, 18-20’ high ceilings – located as close as possible to stage (2200-2500 sq. ft. versus existing 1558 sq. ft.) - – need climate control and soundproofing
- Choral rehearsal hall for 90 students @ 25 sq. ft. per student, 18-20’ high ceilings – located as close as possible to stage (1200-1800 sq. ft. versus existing 925 sq. ft.) - – need climate control and soundproofing
- Ideally consider an additional MIDI Music Theory classroom – 1000 sq. ft.
- Small music practice rooms (10 @ 64 sq. ft. each)
- Music practice rooms (2 @ 300 sq. ft. each)
- Music Office Suite – one area of 275 sq. ft. for 4-5 staff (existing at 90 sq. ft.)
- District Music Library Storage room (400-800 sq. ft.) – None exists
- (2) Instrument Storage rooms for band and orchestra - 1000-1500 sq. ft. each – none exist now – use present practice rooms for instrument storage
- Choral ensembles storage room for gowns, tuxedos, robes, etc. – 400 sq. ft. (none exists)
- All music spaces need to be relocated by auditorium
- Director’s office and secretary office 400-600 sq. ft. (currently 250 sq. ft.)

13l. Health

- Dedicated health rooms
- Presentation equipment, wireless hub, video conferencing, overhead projector and VCR
- Attached conference/meeting space for educator and student(s)
- Storage space
- Alternative seating arrangements – non-traditional furniture to promote maximum comfort
- (1) Health education classroom – 1,000 sq. ft. with attached 300-400 sq. ft. attached counseling office for confidential meetings with students and others – furniture should be comfortable and non-traditional

13m. Guidance

- Need private space for confidential conversations with students and parents
- Conference room – 400 sq. ft. (to accommodate up to 15-20 persons). College recruiters need space to meet with students; equipped with technology, etc.
- Larger counseling rooms – (6) @ 100 sq. ft. each
- Student gathering space (770 sq. ft. est.)
- Room for a student assistance counselor (new) (1) at 100 square feet
- Better and larger student space with conference tables for career/college counseling resources and computers for access to other resources (at least 770 square feet)
- Comfortable environment with furniture
- Separate office for registrar and records (300-400 sq. ft.)
- Larger room for college presentations with appropriate communications equipment (could be a separate location)
- Office spaces for psychologists (2 @ 100 sq. ft. each)
- Nurses support space/offices – 770-1,000 square feet – ability to move partitions, etc.
- One space (100 sq. ft.) for the School Resource Officer – with a separate entrance if in a suite

14. Miscellaneous Site, Exterior & Field Recommendations

Due to the need to examine traffic flow patterns in and around the high school, it is strongly recommended that the school district Transportation Supervisor be included in the traffic design/layout of the High School.

- Redesign traffic flow and eliminate dangerous turns, etc.
- Repave parking lots, replace or improve signage, replace sidewalks
- Redesign traffic flow to eliminate or reduce early morning snags for music drops offs, etc.
- Replace/renovate exterior track & install batting cages
- Replace and re-crown sod in football/multi-purpose field

- Replace baseball dugouts
- Complete outside bathrooms
- Portable dugouts for all fields (8)
- Synthetic field for all-purpose field – could be used as primary field for most field contests (football, soccer, lacrosse, field hockey, etc.) – would permit earlier access to fields, virtually no maintenance, no lining of fields, no cutting, etc.
- Add high fence at west end of fields
- Batting cage for baseball and softball
- Outside “low element” Project Adventure
- Add visiting bleachers to main field and add bleachers to Girls Soccer/Boys Lacrosse field

Recommendations of the 2004
High School Facility Task Force

Attachments

I. Department Identified Facility Needs

Physical Education & Athletics
Science and Health
Special Education
Social Studies
English
Media Center, Printing, and Computer Labs
Technology, Business, Family & Consumer Science
Foreign Language
Mathematics
Art
Music
Health
Guidance

II. Process for Long Range Facility Development