

The Need Assessment statements below were created by members of the Imagine Sub-Teams responsible for research on different facilities within Oak Park and River Forest High School. The multiple authorship means the formatting varies from page to page. Additional statements will be added before Imagine sends its final recommendations to the Board of Education in November 2018. (The document runs 56 pages. Please consider the environment before printing.)

Accessibility and ADA Compliance Needs Assessment

The Imagine Team is committed to making OPRF fully accessible to all users, regardless of their ability. Since the passage of the The Americans with Disabilities Act (ADA), OPRF has made changes to make the building more accessible. Many aspects of existing OPRF buildings, however, are grandfathered in and do not have to meet the ADA requirements unless they are undergoing significant renovations or to resolve an employee accessibility request. The Imagine Team believes the school needs to go even further to be accessible to all students, faculty, staff, and visitors, particularly those with mobility challenges.

All components of the master plan that entail new construction or substantial renovation will be ADA compliant. The master plan goes beyond that to improve elevator access and remove accessibility barriers to bathrooms, learning spaces, and points of egress and access.

The section below documents many, though not all, of the accessibility issues Imagine identified throughout the school. Data sources include building tours, a survey of students, surveys of faculty and staff, interviews with faculty and staff, listening sessions with students, consulting architects, tours of peer high schools, and the professional expertise of several Imagine Team members.

GENERAL ACCESSIBILITY ISSUES

- Classrooms in general are not ADA accessible. Many doors are not wide enough to accommodate wheelchairs; students using wheelchairs are often restricted to one spot in the classroom, and cannot easily move around to form groups or collaborate.
- Some classrooms contain stairs, making them inaccessible to students using wheelchairs.
- Many Physical Education spaces are not fully accessible, including the existing pools.
- Little Theatre lacks wheelchair accessibility.
- Wheelchair access for audience members is insufficient in both the Field House and Auditorium.
- FACS kitchens are not accessible to students using wheelchairs or other mobility assistance devices.

BATHROOMS:

- Fully accessible bathrooms are too few in number and are not evenly distributed throughout the school. Students often need to go up or down several floors to find a suitable bathroom. This results in lost instructional time and can contribute to students feeling unwelcome.
- In some existing accessible bathrooms, a person using a wheelchair cannot navigate easily (it's a tight fit).
- Students in the TEAM program lack nearby and appropriately accessible restrooms (e.g., restrooms with room for an aide and wheelchair navigation).

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- Even the bathrooms which have ADA compliant stalls could use more of them.

ELEVATORS:

- There are only two elevators for public and student use in the entire building. The age of these elevators means they are very slow and frequently out of service. (There are also two service elevators that are not appropriate for public use.)
- One of the elevators is located in a corner of the northern classroom portion of the building. It is insufficient for serving the number of classrooms and offices located there and the number of students, faculty, staff, and visitors who use those spaces.
- Students reported that this elevator is too small for reasonable wheelchair access. One student compared it to "being in a coffin."
- Egress from this elevator is directly into a busy hallway.
- One elevator, near the main auditorium, serves the rest of the building but only goes up to the third floor.
- There is no elevator in the south part of the building where Physical Education instruction takes place.
- The lack of elevator capacity leads to tardiness, lost instructional time, inefficiency, and students who require elevators feeling unwelcome.

DOORS and HALLWAYS:

- Many doorways and connecting hallways lack adequate space for students using wheelchairs. This is a particular problem for students who have assistants to help them navigate the building. Often there is not enough room for both the assistant and the student using the chair to fit through the doorway.
- Fire doors won't stay open to allow for wheelchairs to pass through.
- Not all doors are equipped with automatic opener buttons.
- Some stairways have been fitted with makeshift wood ramps to aid wheelchair passage, but the ramps are steep and dangerous.
- The exterior door next to room 109 does not function reliably on windy days. A sliding power door would be more appropriate for that location given its proximity to TEAM spaces.

Several additional accessibility issues specific to one classroom or other spaces are noted in other needs assessment documents in this packet.

Informal Gathering and Collaboration Spaces Needs Assessment

Introduction

This document highlights how the Imagine Group and the whole building sub-team identified and document the need for collaborative gathering spaces.

- I. Challenges and opportunities Imagine identified during the research phase
- II. Supporting Data and Industry Best Practices
- III. Prioritization of Collaboration Space and Future Opportunities
- IV. Inclusion in the Master Plan
- V. Synergies
- VI. References

I. Challenges and Opportunities Imagine Identified

Early on it was determined that the school has two competing interests: 1) keeping the school safe and secure, and 2) creating a welcoming environment. At first glance it might seem that the two are mutually exclusive, but this is not so.

The current design of the school forces some difficult tradeoffs between security and common space, but this does not have to be the case. The following issues were documented in the existing school:

A. Spaces available during the school day

1. The second floor balcony is the only dedicated informal gathering space within the school during the school day. The space is a victim of its own success, and is filled to capacity when open. Security personal report that students are regularly turned away from using the space due to capacity issues. Students agree; in our listening sessions, one student said the space fills up so quickly, "I don't even try getting a spot anymore." With only 35 seats available, this area can accommodate 1% of the student population.
2. Students report that the lunchrooms are crowded, noisy, and stressful. Many students report retreating to music or art rooms at lunchtime for a quieter, safer space. This space is non-functional for collaboration.
3. The library is a silent study zone which does not allow for collaboration. The library closes at 3:00 p.m.
4. The tutoring center is also a quiet zone which does not allow for student collaboration.
5. The security staff has deemed the student center as being an uncontrolled environment. Access to the student center allows uncontrolled access to the entire school, and therefore the student center is closed off as a student gathering space. Ironically, no student gathering is allowed in the student center on a daily basis.

B. Spaces available after school

There are three after-school dedicated gathering areas. Each space has positives and negatives. Overall these spaces are not meeting the students' needs. The following section summarizes the use of these spaces.

1. North Cafeteria

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This space is used as an informal gathering space. Students report the space is institutional and unwelcoming. The space is uncomfortable and unpopular.

Security reports that many students would rather roam the halls than use this space. Allowing uncontrolled student access throughout the building after hours does not meet Crime Prevention Through Environmental Design (CPTED) standards.

2. Second Floor Balcony

The area is very popular after school as well. Due to security concerns, the space closes at 5:15 p.m. Security staff reports that they always have to ask students to leave the area at closing; as one student put it in our student listening sessions, at that point, “then they be clearing us out real fast.”

3. Tutoring Center

The space is effectively used for by students needing academic support. However the space is a quiet zone which means that it provides no value as a collaborative space.

C. Need for gathering and collaboration space

There are many reasons why common gathering and collaborative spaces are required. The following list presents the most important drivers of the need.

1. Support Extracurricular activities

The school has very few spaces available for students involved in after school activities. The popular 2nd floor balcony is available until 5:15 p.m.. After that point, students must leave the school if not actively participating in an activity. But students have many activities which take place after 5:15 such as athletic practice, clubs, and councils. Currently, there is no dedicated safe space for these students to wait. The students report a need for these spaces (Student Council, 2018; Black Leaders Union, 2018; Motivational Mentorship, 2018) (Note: see list of all references at Section VI).

2. Community and Student Interconnection - Creating a welcoming environment

At its heart, OPRF is a community of students, teachers, administrators, and parents. One of the key aspects to any community is the way individuals in a community relate to one another. If the relationships within a community are positive, then perceptions of the community as a whole are positive. For positive relationships to form, there must be a space for interconnection and relationship building. In order to be successful, the space dedicated for such gathering must be an inviting and welcoming. The students also report a need for these gathering spaces (Leadership Class 2018; Women in Leadership 2018, Student Council, 2018, Black Leaders Union, 2018).

3. Equity

Many students are blessed with a safe home to return to after school. Other students are able to form bonds with teachers who open their classroom spaces after school. Unfortunately, all students do not have access to

these safe spaces. There is a missed opportunity for connection to the institution when students with fewer resources are shooed out of the school in droves every day. The students also report a need for these after school gathering spaces (Student Council, 2018, Motivational Mentorship, 2018; Women in Leadership 2018; Aspira 2018)

4. Support 21st Century Learning

Studies show that active learning maximizes potential for success (Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt, & Wenderoth, 2014). Collaboration between peers is active learning. Providing a space for collaboration is an easy way to support active learning and improve student results. The students also report a need for these collaboration spaces (A place for All, 2018; Aspira, 2018)

5. Security

Crime Prevention Through Environmental Design (CPTED) is defined as a multi-disciplinary approach to deterring criminal behavior through environmental design (ICPTED Association 2018). The current design of the Student Center does not allow for the creation of a secure zone. The location of the library in the corner of the building does not allow after-school security staff to restrict movement to and from the library (Senior Security Staff 2018). Therefore the library closes at 3pm in accordance with security best practices (Timm 2018). The library and Student Center are logical gathering and collaboration spaces during and after school; however, neither currently meet modern security standards.

6. Capacity and Usage

The proof is in the pudding: the second floor balcony is one of the most popular gathering spaces in the school. This is because it is the only space that serves the students' down-time needs and provides a space for kids to be kids. The school needs more spaces like it, and better-functioning spaces are possible. The students and staff report informal gathering spaces such as the balcony are popular but over capacity. (Aspira, 2018; Leadership Class, 2018; Security staff, 2018; Senior Security Staff, 2018)

II. Supporting Data and Industry Best Practices

The Imagine team met with over 30 student groups, and the message was clearly received that the existing gathering and collaboration spaces were deficient. The students asked for these spaces; during our student listening sessions, students referenced using and preferring the balcony space for a variety of reasons. These reasons indicate students have a strong understanding of the impact of their physical surroundings and desire more welcoming, more personal space, less overwhelming than the cafeteria and conducive to working, collaborating, and communicating.

Students said they preferred the balcony:

- because it's a "really nice space to get work done and eat lunch"
- because it's quiet
- because students can socialize there
- because it's not as crowded as the lunch room
- because you can eat here, hang out with friends, and it's quiet.
- because it's not dirty and loud like the lunchroom

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- because you “can eat up there and chill with your friend”
- because you are surrounded by artwork from students

Imagine also met with security staff who saw the need and supported creating secure gathering spaces. Security staff pointed out that the existing building configuration was deficient for this need.

During peer school visits, colleagues in other school districts shared how their formerly underutilized libraries had become the hub of the school after redesign and reconstruction. We witnessed well-functioning vibrant spaces being used by the student population. Gathering and collaboration spaces work--and are utilized in 21st century learning environments.

Collaboration allows students to take an active role in their education. Humans are social animals and a positive connection between students makes school fun. 21st century learning facilities include spaces to come together, celebrate, reflect, and share ideas (AIA 2014).

Finally the industry standard for security is CPTED - Crime Prevention Through Environmental Design. CPTED guidelines include providing clear site lines for observing physical movement on the School Campus/Site. Access control and layering of secure zones is also recommended. Site lines and sufficient space also help to prevent bullying (Henebry 2016).

No matter how many security improvements are made, no school is impenetrable. Henerby (2016) states “Sandy Hook had what was perceived as a secure vestibule and camera/intercom system and a policy for lock downs. Most schools in the United States have a similar blind entrance with intercom and camera arrangement. Columbine had an SRO on duty and cameras throughout the facility. These schools had the standard protocol security provisions implemented by most school districts in place. These proved to be inadequate.”

FEMA (2012) found that the only sure way to prevent loss of life in an active shooter situation is intervene prior to the assailant initiating the attack. A building can slow a determined individual down, but it cannot stop them. As a culture and as a community, we should not want facilities to reflect or resemble a prison or military base. Our education environments need to be secure but also represent the friendly and open culture we have grown up knowing. We also want our children focused on learning, being loving, appreciated, and carefree in spirit (Henerby 2016)

III. Inclusion in the Master Plan

The master plan addresses the need for secure, safe, and welcoming spaces for collaboration and gathering primarily through the use of the “commons” areas. Commons spaces are proposed both for the academic and athletic areas. The commons concept includes informal gathering spaces, and it is expected that the library would include dedicated collaboration spaces. By relocating the library to the core of the building, the space can be made more accessible for student use after the end of the traditional school day. Also included in the Master plan is renovation of the cafeterias which can be redesigned as a more comfortable and inviting gathering space.

IV. Prioritization of Collaboration Space and Future Opportunities

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The commons spaces were prioritized in the master plan for two reasons:

- A. **Equity:** The commons spaces are available to and utilized by all students. The most vulnerable students also have the most need for an inviting and welcoming space within the school. A high performing student with a secure home life can most likely grin and bear a school day at an unwelcoming facility. Unmanageable, overwhelming, overstimulating, outdated, and unwelcoming facilities provide one more reason for a struggling student with an unstable home life to perform poorly.
- B. **Work Phasing:** Many visitors on the Imagine building tours identified the library as an underutilized space. Renovation and relocation of the library in turn provides an enormous opportunity to create new, modern classrooms. Once the former library space is open for renovation the domino effect allows future ongoing renovation throughout the academic wing.

V. Synergies

Secure architectural design requires a balanced and layered approach to safety (Turkes, Santore, & Dumas, 2018). Campus perimeter, building perimeter, and classroom perimeter provide the opportunity for increasing zones of security (Petraikos, 2018; Henebry, 2016). A secure commons adds a layer of security to the school which currently doesn't exist.

The commons meets many needs for the school beyond gathering spaces and collaboration. The commons reduces pressure on the overcrowded, prison-like cafeterias (Black Leaders Union, 2018). The spaces serve athletics' need for pre-function space. Students involved in extracurricular activities will be provided a space they want to be in. A well-designed space will allow students to feel more like they are in a place with the spirit of excellence rather than a cold institution.

VI. References

American Institute of Architects, Committee on Architecture for Education (2014) 21st Century Learning Environments, everyone's talking about it.... But what is it really?

A Place for all, (January 2018) IMAGINE STUDENT LISTENING SESSION NOTES

Aspira (January 2018) IMAGINE STUDENT LISTENING SESSION NOTES

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FEMA (January 2012) Primer to Design Safe School Projects in Case of Terrorist Attacks and School Shootings FEMA-428/BIPS-07/January 2012 Edition 2

Henebry, D (November 2016) Baseline recommendations for securing our schools. AIA Knowledgebase

International CPTED Association. (2018 August). Retrieved from <http://www.cpted.net/>

Leadership Class, (January 2018) IMAGINE STUDENT LISTENING SESSION NOTES

Motivational Mentorship, (February 2018) IMAGINE STUDENT LISTENING SESSION NOTES

Petraikos, J. (March 2018) Everyone Can Afford Student Safety: Student and staff safety is a non-negotiable. SECURITY IS NOT AN OPTION. Facilities Professional Conference

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S. Freeman, S. Eddy, M. McDonough, M. Smith, N. Okoroafor, H. Jordt, & M. P. Wenderoth. (2014) Active learning increases student performance in science, engineering, and mathematics. *Proceeding of National Academy of Sciences of the United States of America*.

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Security Staff (January 2018) IMAGINE LISTENING SESSION NOTES

Student Council, (January 2018) IMAGINE STUDENT LISTENING SESSION NOTES.

Timm, P. (March 2018) Improving Security After Hours. Facilities Professional Conference

Turkes, S. Santore, P. Dumas, R (Spring 2018) Designing School that keep kids safe. Education Market Association essentials. Silver Spring, MD

Library / Tutoring Center Needs Assessment

1. Problems with the current space/facility

Library:

- Due to its remote location, the library does not function as the central hub where students can study and collaborate
- Students have very limited access to the library outside of the school day, due to inadequate staffing, supervision, and school security concerns outside the school day.
- Location in a corner of the building limits hours of operation because it is difficult and costly to monitor all of the hallways in the north end of the building.
- Location in a corner of the building makes it less accessible to students during lunch periods. Students report skipping lunch to wait in line for library passes.
- Lacks flexible spaces that can be configured to suit different purposes.
- Space configuration is not conducive to creation of different noise zones: quiet study, collaborative learning, student socializing.
- Does not facilitate teacher instruction due to traffic patterns and students moving in and about the library during their lunch and free periods
- Has multiple entry points which impacts security
- Lacks clear sight lines which impacts security

Tutoring Center:

- Space is inflexible for different kinds of learning support.
- Space has poor soundproofing and is susceptible to background noise from surrounding rooms, which distracts students.
- Inadequate spaces for flexible and collaborative learning.
- Students report that the Tutoring Center is “packed” after school.
- Inadequate spaces for quiet or silent study.
- Inadequate charging stations for student devices.
- Lacks study rooms equipped with screens, whiteboards, or flexible furniture.
- Overall space is uninviting and unwelcoming.
- Tutoring Center’s location in a corner of the building limits hours of operation because it is difficult and costly to monitor all of the hallways in the north end of the building.
- Tutoring Center’s location in a corner of the building makes it less accessible to students during lunch periods. Students report skipping lunch to wait in line for Tutoring Center passes.

In our listening sessions and survey, students routinely cited the library and Tutoring Center as spaces that attract them, but they desire greater access, longer hours, and more areas for collaborative learning within both. They complain that neither is open long enough after school. This leaves students who stay on campus for evening activities with no place to study, collaborate, or socialize between the Tutoring Center closing at 5:00pm and the start of evening activities.

2. Data and sources consulted to assess needs

- Interviews with faculty and staff
- Listening sessions with specific divisions
- Listening sessions with students
- Student survey

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- Faculty and staff surveys
- Imagine's consulting architects shared information about and images of recent trends in design for student resource centers
- Conversations with staff at libraries in schools we toured

3. Anticipated future problems and opportunities

Students in the future will be tasked with more creative, collaborative, and multi-modal learning. Skills for future-ready learners present a focus on cooperation, communication, creativity, empathy, and collaboration. Our spaces lack the flexibility and footprint necessary to provide students with learning opportunities to grow and demonstrate these skills.

4. Additional context (comparisons to other schools, noted best practices, etc.)

Imagine members toured multiple peer institutions to examine the different paths to solving our main issues, including a lack of collaborative spaces, inflexible library and tutoring spaces, the lack of a central hub for students to gather safely, and the library housed in a remote corner of the school building. While other institutions have taken different approaches to handling the modernization and accessibility of their spaces, all found design-based solutions to create:

- Libraries that included areas for silent study, quiet collaboration, group work, and teaching.
- Welcoming, student-friendly gathering and collaboration spaces
- Spaces for staff and peer tutoring
- Library, tutoring, collaboration, and maker spaces accessible before, during, and after school hours
- In some instances, library and other student studying and collaboration spaces integrated with cafeteria and other student socialization spaces

5. Ways master plan addresses needs

The master plan creates a new Student Resource Center to replace the library and a new Tutoring Center directly adjacent to it. The new facilities will provide spaces for silent study, quiet collaboration, group work, class instruction, and staff and peer tutoring.

The Student Resource Center and Tutoring Center would be designed and constructed for flexible use, making them adaptable by librarians and teachers as teaching and learning needs evolve.

The Student Resource Center and Tutoring Center are located in the center of the school where they can be easily accessed by students. The proximity to the cafeteria and Student Commons means that students can quickly seek out a resource or spend a half-period studying without losing learning time traveling to a remote area of the building or waiting in line for a pass.

The master plan also includes the Commons area, which can function as a central hub for students to gather, socialize, collaborate, and learn in a welcoming and secure space. Outside of school hours, the Commons and adjacent areas such as the Student Resource Center and Tutoring Center could be secured, enabling these core facilities to extend their operational hours without giving students access to the entire school building. This would allow students to remain safely in the building after school, but before evening activities.

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The master plan's creation of the Student Resource Center and new Tutoring Center frees up space in the north east corner of the building for the construction of multiple new classrooms with access to natural light.

BUILDING SECURITY NEEDS ASSESSMENT

The safety and security of the students, faculty, and staff at OPRFHS is a top priority issue for the District 200 administration, the District 200 Board of Education, and for the Imagine Team.

1. Problems with the current space/facility

- Visitor spaces are spread throughout the building. Clustering these spaces at entrances would substantially improve security.
- There is a general absence of zone control for the majority of the school after hours. Once someone is inside the building, they can access almost the entire school.
- For the same reason, parts of the building that, ideally, would be available to students after school hours are closed for security reasons. The best example is the library. Because of its current location, it is difficult for security to monitor movement to and from the library, and thus the library is closed at the end of last period.
- The current building design does not facilitate natural surveillance. The number of hallways, stairwells, and solid walls inhibit the ability to provide efficient patrol surveillance and do not help deter misbehavior.
- Administrative policies concerning after-hours use of the school are unclear to many. Security staff recommends closing down the after-hours visit within the academic areas. There currently is too much real estate to effectively monitor.
- The school lacks adequate wayfinding / territorial signage including signs posting campus hours, access restriction, authorized visitor access.
- There seems to be a lack of master key security. There are some easy to implement solutions including changing out doors, locks, and adding automated locks, to address many security issues. Implementing remote monitoring and door control is important, but best practices are to establish security policy and the associated security program first.
- The security office, including security equipment, is located in an unsecured area.
- Failure to fully exploit currently available technology results in increased staffing costs and less-inviting spaces.
- The current welcome center includes an industry standard practice of a trap door. Dual functions of "Welcome center" and "Secured Access Zone" are competing.
- The current daycare configuration presents security concerns. Ideally the day care should be a separate, contained space, with separate access.

2. Data and sources consulted to assess needs. What data and sources support your conclusions regarding these problems?

- Imagine Team members have interviewed security administrators, security personnel, students, and faculty to identify the current issues and to recommend changes and next steps.
- Imagine Team members have also researched current best practices in this area.

3. Anticipated future problems and opportunities

- Providing a secure environment in a facility as complex as OPRFHS is a real challenge.
- The current facilities were not designed to anticipate the security issues we face today.

4. Additional context (comparisons to other schools, noted best practices, etc.)

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- Common security practices include providing clear sightlines to parking lots from staffed administration locations, limiting building access to a single entry point with a sally port design, target hardening through security glazing, enhancing passive supervision through interior transparency, territorial reinforcement through fencing and thoughtful landscaping, and other solutions.
- When evaluating security we must not let fear overly dictate design, or design our schools to resemble prisons. Many school and university officials, national educational organizations, affiliated organizations, and individuals have come together as an interdisciplinary group to develop a “Call for Action to Prevent Gun Violence in the US” which stresses the importance of creating stronger, more connected school communities focused on development and identification of soft skills in students to reduce the incidence of isolation, depression, bullying and discrimination in our schools.
- The creation of secure spaces must be balanced by the design of collaborative areas, transparency, and informal learning environments. Inviting spaces which create connection, ownership, and fellowship are critical to creating a secure school community. A welcoming space creates a positive relationship between students, the institution, and the larger community. The master plan in turn must create spaces that are secure and support relationship building.
- During tours of peer high schools we observed how other schools have used common areas, libraries, and maker spaces to create engaging, welcoming student spaces. OPRFHS security staff support the creation of secure gathering spaces, and find the current building deficient in this regard.

5. Ways master plan addresses needs

- Student safety and security are two of the principal drivers behind the development of the “Commons” concept in the center of the school. The concept of aggregating all of the student-centric common functions (cafeteria, library, tutoring center, student services, help desk, counselors, social workers) in the center of the school makes sense logistically, but more importantly, creates a secure zone which is manageable for the security organization.
- The master plan also aggregates all administration and special education spaces behind secure entrances adjacent to the main entrance. Non-student visitors to the administration or special education areas would be able to enter these spaces efficiently, but without being able to access any other parts of the school.

6. Issues master plan leaves unresolved

Please see the open issues memorandum addressing school security issues, elsewhere in this packet.

Needs Assessment for Bathroom & Changing Area for Gender Expansive People

We have seen a significant increase in students, community members, and visitors identifying as transgender or non-binary. Centrally located restroom and locker room spaces should accommodate privacy, convenience, and safety needs of all.

1. Problems with current space or facility:

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

- Insufficient number: Only three All Gender Restrooms for the entire campus. Lack of such restrooms is not healthy; a student reports: "If there were more restrooms, I could drink more water....but I actually restrict my water intake because there are no convenient restrooms!"
- Inconveniently located: None are centrally located, or near cafeterias, or by the main entry/auditorium, or on 3rd & 4th floors...requiring people to walk longer, and take more time, to find them than gendered bathrooms.
- Difficult to find: There is a lack of signage on the premises, and no building map references.
- Lost instructional time: Students who traverse campus for restrooms report arriving late to class.
- Missing amenities: Previous retrofits left exposed pipes; missing amenities: urinals, privacy dividers, menstruation supplies. The main restroom has no changing table for users with babies.
- Unsafe: Gender expansive students report that students are using All Gender Restrooms inappropriately, making it awkward for students who need to use them, even prompting the suggestion by a student to make these restrooms larger, so they wouldn't seem like a good private place for student misbehavior (such as vaping or evading security staff).
- Restrooms should include both Toilet and Urinal stalls, in easily accessible areas.

Further, OPRF lacks a dedicated, centrally accessible Locker Room for non-binary and transgender students and community users (such as families with young children).

- The small restrooms near the staircase by the East pool are most convenient for changing for PE or extracurriculars
 - Yet their proximity to hallway, stairs, gyms, and athletic entrance increases use by all students, causing tardies for gender expansive students changing for class.
 - Due to size and configuration, the stalls are awkward as "Changing Spaces."
 - There are no "Storage Lockers," so students have used out-of-the-way hallway lockers around the corner and down the hall for clothes and books.
 - There is no shower!
- Students using the the West pool must walk (in wet bathing suits), through the Field House and open hallways to get here -- just to change for class
- Locker Rooms should include Private Changing Areas, sufficient Toilet and Urinal stalls and amenities, enough Private Showers, and nearby Locker Storage

Privacy needs of all students are not being met in current boys' and girls' Locker Rooms. Changing Areas, Toilets/Urinals, and Showers lack amenities, such as privacy stalls and/or privacy curtains to meet everyone's needs.

2. Data and sources consulted to assess needs

- The Imagine team toured all bathroom, locker room, and current efforts at creating All Gender bathrooms and alternative locker room/changing facilities.

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- Student listening sessions and survey
- Faculty interviews and surveys
- Visits to peer high schools
- Research into recent developments in school bathroom and locker room design which address needs of transgender and gender expansive students.

3. Anticipated future problems and opportunities

- Nationwide data and trends indicate the likelihood that transgender and gender expansive students will continue to be a material segment of the student population.

4. Additional context (comparisons to other schools, noted best practices, etc.)

- Design and construction of all-gender bathroom and locker room facilities is an issue many public schools are addressing nationwide. Trends in public facilities design and construction (including sports stadiums, concert venues, etc.) indicate movement toward all-gender bathroom facilities as a standard approach in the near future. The all-gender facilities proposed in the master plan should be seen in the context of this significant evolution of public facilities design principles.

5. Ways master plan addresses needs

- The master plan proposes renovation of the locker rooms/changing areas in the south building; these renovations will include creation of spaces for transgender and gender expansive students.
- The master plan proposes creation of new all-gender bathrooms, spread more accessibly throughout the school.

6. Issues master plan leaves unresolved

- The actual design of the new locker room/changing area spaces will need to be sensitive to and incorporate the needs of transgender and gender expansive students.

FUTURE READY LEARNING/CLASSROOM NEEDS ASSESSMENT

1. Problems with the current space/facility

- Non-flexible classrooms do not allow teachers to move furniture for collaborative learning or other needs such as break out space.
- Many classroom spaces are too small and cramped in older parts of the building. Small size can make it difficult for students in wheelchairs to access classrooms.
- Technology is dated in many classrooms
- Furniture in many classrooms does not allow for collaborative learning or is difficult for students to use in other ways. Students note that older style desks with attached chairs are rarely configured for left-handed students, and “don’t work for a heavier person.” They note that chairs (or tables) with wheels on them make collaboration much easier.
- Classrooms in many parts of the building are dark, with little to no daylight, which hinders student concentration.
- Air quality and ventilation issues are brought up frequently by students, who comment that it is a distraction to learning.
- Classrooms have poor sound insulation, which leads to distraction and difficulty learning.
- In discussions with faculty concerning classroom needs, there was consensus that student gathering spaces are severely lacking in the school and needed.

2. Data and sources consulted to assess needs

- Teacher anecdotal data points to students being more engaged when able to learn in a more flexible environment vs traditional lecture/desk row format.
- Teachers told us that they feel they cannot always take advantage of new curriculum methods because of the inability to rearrange the classroom space.
- Data is not plentiful but [studies](#) suggest that flexible classrooms lead to improved academic performance
- Students have suggested in listening sessions that collaboration, natural light or less harsh artificial lights, better sound insulation and more creative spaces all facilitate better concentration and learning.

3. Anticipated future problems and opportunities

- Current configuration of classrooms will only become more of a problem as technology advances and curriculum becomes more collaboration-focused. OPRF needs to make its classrooms flexible in terms of layout/furniture/technology to meet the rapidly evolving needs of classrooms of the future.

4. Additional context (comparisons to other schools, noted best practices, etc.)

- Several of the schools visited had already implemented classrooms that can be expanded or reduced in size with flexible wall space and furniture. Any new construction in schools going forward will have this as a centerpiece of classroom design.
- Schools visited also commonly featured breakout spaces for small group collaboration.
- A big part of classroom renovation in other schools has been lighting and ventilation upgrades to include more natural light and greater classroom control over ventilation.

5. Ways master plan addresses needs

- The current plan addresses these issues by providing for classrooms that are intentionally clustered (neighborhooded) and reconfigured to allow for flexibility in layout. The plan also calls for upgraded technology to meet future needs in this area.
- The current plan also allows for new classrooms on the exterior walls of the building, providing daylight, as well as upgrading lighting in existing classrooms.

Science Needs Assessment

1. Problems with the current space/facility

* Safety concerns:

- Classroom ventilation (a particular concern in chemistry and biology rooms)
- Insufficiently sized and ventilated chemical storage areas
- Inadequate space for students to move around in lab (danger of bumping into students when using equipment and chemicals).

* Student learning concerns:

- Several classrooms are split into half lab/half classroom spaces, rendering half of the classroom unused and the other half overcrowded during a class period.
- Fixed desks and lab tables also prohibit student-centered and collaborative learning; movable tables, desks, etc. would alleviate this issue.
- Modernization of the classroom space, particularly the Research lab, is needed (write-on boards and other student-centered technology initiatives)

* Student accessibility concerns:

- One classroom has stairs which prohibits students with disabilities from using that classroom at all.
- Several classrooms with immovable tables and cabinets are extremely cluttered, making full access for students with disabilities very difficult.

* Teacher offices and storage-related concerns:

- As the student population has grown, no science teacher (with one exception) currently has a dedicated classroom space. Former storage rooms have been transformed into ad hoc teacher offices throughout the building, in turn creating two issues:
 - Cramped and awkward office space which is inadequate for teachers to meet with students; and
 - Lack of storage spaces, which has pushed science materials and equipment into classrooms, further exacerbating classroom space issues (discussed above).

2. Data and sources consulted to assess needs

* Classroom usage data – all science classrooms are operating at capacity throughout the day (classrooms are open only 8 periods total).

* Meetings/individual discussion with teachers and division head

* Toured every single science lab

* Tour of Stevenson, Niles North and Naperville Central High Schools (many of these tours included OPRF teachers, who gave feedback on how the neighboring district's space compared to OPRF space)

* Current students, in our student listening sessions, spoke to classroom-related concerns. One student referenced inadequacies in the science rooms--specifically, the lack of enough deionized water, and only half the gas sources in working order--as "Classic OPRF."

3. Anticipated future problems and opportunities

* Teachers report limitations in how they are able to teach students due to the classroom layout and technology limitations (i.e., fewer student-centered learning opportunities, wasted class time taken up preparing labs due to lack of sufficient prep time, limited laboratory activities due to safety concerns)

* Continuing to limit opportunities for students with disabilities to fully engage in science classrooms

* Potential injuries resulting from safety concerns noted above

4. Additional context (comparisons to other schools, noted best practices, etc.)

*Other area high schools have made significant investments in science facilities, and have created more flexible, adaptable spaces more conducive to learning:

- For example, Niles/District 219, Evanston/District 202, and Stevenson have made new, significant investments (in both space and equipment) in STEM/research labs. At Niles, one set of classrooms is a university-quality research lab.
- Similarly, peer institutions we visited conceived and constructed “special science spaces.” Examples include:
 - An observatory dome in the Naperville astronomy classroom
 - Reinforced structures in the ceilings for the physical science classes to hang heavy objects for demonstrations at Stevenson and Naperville Central.
- Peer institutions demonstrated adoption of the shift to student-centered learning. This approach is widely used and particularly important in science; spaces should be designed with this in mind. Student-centered learning approaches eliminate a central focal point in the classroom, add multiple points of projection, and replace storage cabinetry with whiteboards, allowing students and instructors to write all over the room.
- Science instruction is a rapidly changing area. Future flexibility is critical. None of the peer institutions still have a separate classroom and lab space design. Instead, schools renovated over the past decade have adopted wide open classrooms which could transform daily to a suitable mode of learning--whether group work, individual labwork, lecture, or any other format.
- Permanent fixtures (including sinks) were moved to the exterior of the rooms or located within a few smaller fixtures in the center of the classroom. Pull-down power cords were installed on the ceiling and could be dropped in when needed.
- Maintaining adjacencies within individual disciplines (e.g., clustering physics classrooms together) with adequate storage nearby created much more efficient use of the classroom space.
- We also noted that science classrooms generally included an option for students to store coats, bags and supplies in the classroom, in order to maximize use of the space and to eliminate the safety risk from these items during experiments.
- Many of the high school science classrooms we toured featured elevated, open ceilings which allowed for a more open and expansive feel as well as aided with air quality during experiments.

5. Ways master plan addresses needs

*The master plan addresses the most significant problems identified by the Imagine team:

- The plan includes the renovation of all science classrooms. The new classrooms are to be designed as flexible science spaces, conducive to student-centered learning.
- The renovated science classrooms are to be designed as fully accessible learning spaces, including for students with disabilities.
- The master plan includes the creation of appropriately-sized and -located teacher offices, in areas that promote collaboration among teachers, and designed to enhance interaction with students.
- The master plan includes sufficient storage areas and facilities (including spaces for chemical storage), which addresses current safety issues.

6. Issues master plan leaves unresolved

Facilities Needs Assessment Overview - DRAFT

* District 200's overall investment in science equipment, in large part through securing numerous grants (e.g., the aquaponics classroom), has been adequate. The primary impediment to student learning in the sciences is the space itself.

Career and Technical Education (CTE) Needs Assessment

This document specifically references the learning spaces for engineering, nursing, automotive, and woodworking spaces. Additional CTE spaces for stagecraft, other theatre technology, early childhood development, fashion and interior design, sound production, and culinary arts are covered in other needs assessment documents. Additional CTE programs, like cosmetology, are offered off-campus as joint ventures with other institutions. OPRF intends to add new cooperative off-campus programs, which provide students with hands-on instruction in actual workplace environments.

1. Problems with the current space/facility

- * Student Learning/Modernization of spaces – While the square footage in these CTE spaces is adequate, all are outdated and spaces are in need of significant modernization and upgrades. These rooms were repurposed (from the old HS gym) and need to be re-designed with CTE curriculum and needs in mind.
- * Aging infrastructure and technology require upgrades to support CTE curriculum, particularly in engineering classrooms.
- * Safety is a priority, particularly in automotive workshop: cracks in floor needs to be repaired and drainage issues need to be addressed. These are issues that have persisted for years and these rooms are in need of investment.
- * Engineering, auto and woodworking spaces are dark. Overall space needs to be brightened, walls painted, lighting changed and more natural light incorporated.

2. Data and sources consulted to assess needs

- * CTE programs, like athletics and arts programs, are important ways that students are anchored to the high school. Research, as well as discussions with OPRFHS CTE teachers and the Science and Technology division head, reinforce that CTE programs connect many students to OPRFHS. Many who may struggle in academic coursework truly thrive in the CTE environment, where they are highly skilled.
- * Research at the national and state level emphasizing the value of CTE programming and college and career readiness.
- * National and Illinois programs that emphasize CTE programming and college and career readiness including the Every Student Succeeds Act, Postsecondary and Workforce Readiness Act, and other Illinois State Board of Education materials.
- * Tours of every automotive, woodworking, nursing, and engineering classroom space at OPRF.
- * Tours of CTE facilities at other area high schools, including Stevenson, Niles North, Lake Forest, New Trier, and Naperville Central High Schools. OPRF teachers participating in those tours gave feedback on how the neighboring district's space compared to OPRF space.

3. Anticipated future problems and opportunities

Facilities Needs Assessment Overview - DRAFT

*With increased focus on career pathways, there is a lack of sufficient space to teach, improve and expand curriculum. For example, nursing is an extremely popular career pathway that leads to certification if a student completes the full sequence of classes. Students are currently being turned away from these classes.

* Insufficiently preparing students who opt out of immediately pursuing postsecondary work for the high paying industrial and engineering jobs available upon graduation (e.g., see [NPR, "High Paying Jobs Sit Empty While High School Grads Line Up for Universities"](#)).

4. Additional context (comparisons to other schools, noted best practices, etc.)

* Significant investments are being made in CTE/STEM/Engineering programs to fully engage a diverse group of students and promote both college and career readiness (e.g., Niles North 219 built an industrial quality fabrication lab for their manufacturing program.) Districts have made these investments because of their value for these programs and spaces.

* Districts are revamping their curriculum with an eye towards development of various career pathways for students and CTE courses are playing an important role in many of these pathways.

* The Illinois State Board Education has incorporated College and Career Readiness (including workplace learning experience, industry credentials, and dual credit coursework) into its state ESSA plan.

* Project Lead the Way (in which OPRFHS participates) and other dual credit courses that allow students to obtain an associate's degree or other industry credential help both those students who do and those who do not continue their postsecondary education following high school.

* Innovative approaches to increasing interest in CTE programs (e.g., windows from hallways into the CTE rooms so other students can see the innovative work being done instead of hiding these classrooms in the corner of the building; Niles 219 created an engineering course for girls to increase female student CTE participation; Naperville 203 created a Research and Development class which pairs honors students with students who are gifted in woodworking/manufacturing classes in project based coursework so both are exposed to development and implementation phases).

* Similar to science, engineering is a rapidly changing area. Flexibility in space is critical, with wide open classrooms suitable for computer work, manual work, or lecturing. Mobile fixtures are the norm and power cords installed on the ceiling could be dropped in when needed.

* The shift to student-centered learning is widely used and particularly important in CTE and spaces should be designed with this in mind. This includes elimination of a central focal point in the classroom, multiple points of projection and whiteboards allowing kids and instructors to write all over the room (instead of lined with cabinetry)

* Many of the high school classrooms had open ceilings which allowed for a more open and expansive feel (one OPRFHS teacher noted that when you step into classrooms at Niles North HS, you immediately feel as though creativity is going to happen in that space).

5. Ways master plan addresses needs

* Master Plan creates a CTE/STEM "wing" on the North side first floor of the building by removing Huskie Pups from that area and adding a new CTE space.

* Master Plan includes significant updates to CTE classrooms that are flexible, usable creative spaces that can be fully accessed by all students, including those with disabilities.

6. Issues master plan leaves unresolved

* Similar to Science, the district's overall investment in equipment has been sufficient. The primary issue inhibiting student learning seems to be the space itself.

Special Education Department (SPED) Needs Assessment

1. Problems with the current space/facility

Transitional Education with Access to the Mainstream (TEAM) Facilities

- The current TEAM spaces do not meet the needs of the program. Overall there is not enough space, and each of the specific spaces are deficient in functionality.
- The TEAM classrooms need to be located next to one another – currently they are not.
- The TEAM area needs to have a dedicated ADA accessible bathroom -- students now have to leave the TEAM rooms to use the nearest restroom and even it is not ADA accessible.
- The current hallway is being used for storage; there is not sufficient space for students using wheelchairs to pass.
- A larger laundry area with proper storage is required (used in life skills learning, plus to launder items as needed)
- The Sensory Room is poorly appointed and too small.
- An additional classroom is required in the TEAM area.

Community-Integrated Transition Education (CITE) Facilities

- The CITE facilities at the River Forest Community Center (RFCC) require some upgrades and renovation.
- There are not enough classrooms at the RFCC to accommodate the needs of the CITE program. The RFCC currently provides two dedicated classrooms and one additional classroom which is available to the CITE program only from Monday through Friday. While the CITE program does not use this last classroom on the weekends, there is a significant weekly loss of time tearing down and setting up the room so that the RFCC can use the room for other purposes on weekends.
- The CITE classrooms are currently geographically separated from one another
- The kitchen in the CITE program multipurpose space has no oven or stove. The students have to set up hot plates/skillets to cook their meals. The kitchen is not handicapped accessible.
- The bathroom is barely handicapped accessible. It is very small and not able to fit a wheel chair and a support person in at the same time.
- The washer and dryer are located off of an Opportunity Knocks room. They are stored within a storage area where students are not allowed access without adult supervision. This space is not handicapped accessible.
- The RFCC has a full kitchen on the first floor that is mostly utilized by the preschool program for prepping meals. This space is not handicapped accessible.
- The second floor is mostly dedicated to the CITE 2 and 3 programs. They have one dedicated room. It would be ideal if all CITE dedicated spaces were on the first floor to save time with getting in and out of the building.
- Currently the 2nd floor of the RFCC does not have any daily living space, but if Wendy's class from OPRF (the fourth CITE classroom) came over to the building, they would need this for her class.
- Most of the rooms in the RFCC are available to CITE, but they have to sign out the rooms ahead of time and sometimes conflicts do occur due to over-scheduling.
- At OPRF, the CITE classroom is room 116. This classroom would like to be moved to the RFCC.
- The CITE program does not want to go back to the High School. They would prefer additions or modifications made to the RFCC. When considering renovations for the CITE program, this work should be equivalent to OPRF standards. Alternatively, if the RFCC is unable to make the changes necessary to properly accommodate the full CITE program, a different off-site source should be pursued.

Facilities Needs Assessment Overview - DRAFT

- CITE teachers need more opportunities for collaboration. Being so disjointed hinders collaboration. Teachers rarely get breaks for planning or lunch periods because of the nature of their students. If teachers were located closely they could work together to provide breaks for each other. Also, resources could be more easily shared.
- Doorways and hallways at the RFCC are not ADA accessible.
- Students do not have access to interactive whiteboards, desktop computers, copiers and printers.
- There are no showering facilities, which the CITE program needs.
- Standard and flexible furniture should be provided for all the classrooms.

Emotional Development (ED) Facilities

- The fourth floor -- ED classrooms are sufficient in size, but badly in need of renovation
- The fourth floor – ED lunch room needs to be a more welcoming space
- STAR Social worker has office in music department area. Ideally STAR staff should have office space near the rest of the SPED program.
- In the computers aps class, many of the desktop computers do not work. The students do need to use desktop computers in this class because the chromebooks do not support many of the programs that they use. The teacher has currently booked the computer lab in the library as a short-term solution.
- In the behavior interventionist office, there is a small and inadequate sensory room where students can come to de-escalate their behaviors. The walls should be padded in this room.

Learning Development (LD) Facilities

- More rooms are needed for support staff.
- Students need more multipurpose rooms.
- Students in SPED need access to a color printer – poor students need more access to resources in order to lessen the achievement gap. Many vocational classes require students to buy supplies that these lower income students cannot afford.
- Overall, the curriculum is working but the spaces are not. The LD students need a SPED elective area, such as a general purpose/multipurpose elective room with computers, table tops, desks, and chairs, where students could take vocational classes in a less threatening environment. Vocational classes are often large and loud. They are overwhelming to many LD students, the very students who often need vocational classes. Many students steer away from these courses because they can be too overwhelming, so this limits their access to this curriculum. This room should provide a smaller setting for no more than 15 students. There should be more open, walk-around space. It would be nice if the space had screens to show You-Tube videos. This type of setting would be more guided and supported.

SPED Administrative Spaces

- There are not enough SPED conference rooms to hold all the required IEP meetings. There are currently 3 spaces for IEP meetings.
- The small bathroom in the SPED offices is not sufficiently well insulated to prevent sound transmission from the conference room.
- OT/PT (Occupational Therapy/Physical Therapy) office is overcrowded.
- There is currently no dedicated staff space for teachers aids to store personal items or be outside the classroom. They need locker facilities, coat racks, and perhaps a small break room.

Facilities Needs Assessment Overview - DRAFT

- There is a lack of office space for teachers in the SED and LED program. Many of these teachers co-teach in inclusive environments and don't have their own classrooms, but they also have no office space where they can go when they are not teaching. This also makes it difficult for students to find their teachers when not in class.
- There is a need for a few one-on-one discussion rooms. Currently there is no private place to talk with students. These places need to be sound-proofed spaces.
- The transition specialists need a space that is their own. They currently house themselves in other teachers' classrooms. It would be desirable to have a career center where students within the SPED program could go to learn about jobs and applying for jobs. This space might have 4-5 computers, bulletin boards noting job opportunities, a printer, tables, a TV to show mock interview videos, and space where speakers could come talk. This type of space does not currently exist.
- A separate-space is needed for testing small groups of students

General Education Classroom Considerations

- All classrooms should be more sensory sensitive.
- The space where students practice their academic strategies needs to be centralized. One central place with several breakout spaces all around would be strongly preferred.
- Natural light is great, but shades need to be available to control the amount of light.
- Artificial lighting needs to be dimmable. Bright lights bother many students.
- Classrooms need to be better sound proofed, because loud sounds distract many students
- All doors and bathrooms throughout the building need to be made ADA accessible with push button openers.

Adaptive Gym

- The adaptive gym doesn't have the equipment which SPED students need
- The adaptive gym needs to be closer to the SPED area and needs to be more accessible

2. Data and sources consulted to assess needs

- Information and data from a presentation by the TEAM/CITE team to the academics team of the Imagine workgroup. Participating were the faculty for TEAM/CITE, including the program chair, Fawn Joyce
- Review of and research into the shared services agreement between OPRFHS and the RFCC.
- Andrea Neuman, the program chair of the ED department, led a tour of all of the SPED on-site facilities for several members of the Imagine Team.
- Megan, Wendy and Cindy, the CITE faculty, conducted a tour of the CITE facilities at the RFCC for several members of the Imagine Team. The participants also had the opportunity to speak with several students in the program, as well as with Dick Chappell, administrator of the RFCC.
- Several Imagine Team members conducted a listening session with SPED faculty.
- Imagine Team members also conducted two listening sessions with SPED TAs.
- Imagine Team members met several times with Mary Young, Fawn Joyce, Andrea Neuman, Gwendolyn Walker-Qualls, and Kennedy Dixon.

3. Anticipated future problems and opportunities

- CITE is already too large for the RFCC space and the program continues to grow.
- Students can never have an IEP goal that states complete independence because the facilities, as they are, do not facilitate this. Without fully compliant, ADA accessible facilities, where students in wheelchairs can maneuver independently throughout the entire school, this can never be a goal for them, and thus it can never be accomplished.

4. Additional context (comparisons to other schools, noted best practices, etc.)

- Niles West, District 211 Palatine/Schaumburg, and Hinsdale are good benchmark schools
- Most schools have more dedicated space for SPED
- The SPED faculty at OPRFHS are thoroughly aware of best practices.
- Transitioning programs have an ADA Compliant Community Based Simulated Living Space (like a living room, kitchen, dining room) – with laundry facilities that are accessible.

5. Ways master plan addresses needs

- The master plan addresses all the problems identified with the TEAM facilities, the LD classrooms and facilities, and the ED classrooms and facilities.
- Specifically with regard to the TEAM facilities, the master plan updates the TEAM space, puts all TEAM classrooms together, makes the TEAM space ADA compliant, creates an ADA compliant bathroom within the TEAM space, locates the TEAM space near an elevator, improves the sensory room and living spaces – kitchen and laundry area – making them ADA accessible.
- The master plan creates office space for the support staff associated with the STAR program and locates them near the front entrance.
- The master plan adds an elevator, making accessibility better for students in wheelchairs.

6. Issues master plan leaves unresolved

- The master plan has not addressed the needs of the CITE program. Imagine has made recommendations regarding the CITE program at the RFCC, or an alternate off-site location. Please see the CITE / Huskie Pups open issue position paper for our recommendations.
- The adaptive gym is not likely to be located near the SPED program.

Family and Consumer Sciences (FACS) Needs Assessment

1. Problems with the current space/facility

The current FACS learning spaces face significant challenges:

- Existing space and equipment is dated, too small for current use, not fully accessible, and incompatible with anticipated future needs.
- Culinary arts spaces
 - Currently culinary arts are taught in four rooms: a “commercial kitchen,” two rooms with multiple bays modelled after domestic kitchen spaces; and an adjacent room arranged as a restaurant, with tables and chairs for patrons.
 - The commercial kitchen space is small, cramped, chaotically organized, and not conducive to instruction. Important equipment in the existing space—the commercial stove and the dishwasher—does not currently function. Prep space is insufficient. Cooking instruction currently occurs on the domestic kitchen equipment. The current facility simply does not function as an emulated commercial kitchen setting, impacting preparation of our students for advanced coursework at a culinary art school, or for actual employment in a commercial kitchen.
 - The two rooms containing domestic kitchen bays each support six small groups of students. Each bay contains a sink, oven, microwave, and a small prep area. These bays are not wheelchair accessible, nor are their cramped layout and small footprint conducive to actual learning activities by the student groups.
 - The adjacent restaurant space, the size of a small classroom, is used only occasionally. Food served on those occasions must be prepared in the domestic kitchens due to the inadequacies of the commercial kitchen.
 - The sinks in both the commercial kitchen space and the domestic kitchen spaces frequently run out of hot water by the afternoon.
 - Domestic kitchens cannot fully support Adaptive Culinary Arts courses for students with special needs due to accessibility issues.
- Textiles and design
 - The fashion (including clothing design and clothing construction) and interior design classes are taught in one classroom, which contains several large common tables, and a row of sewing machines.
 - There are only enough sewing machines for half of a typical class to use at a time.
 - The classroom lacks changing room capacity, for evaluation of student work.
 - The sewing machines appear to date from the 1960s or 1970s.
 - The room is shared with the early childhood development classes.
- Early childhood development
 - The early childhood development classes collaborate with the Huskie Pups program (daycare), which is run by the River Forest Community Center and is housed on the first floor of the building. Classes use the daycare programs as a hands-on “learning lab,” but frequent delays in students obtaining appropriate state permissions severely limits their ability to observe and interact with the infants.
 - The distance between the early childhood development on the fourth floor and the Huskie Pups facilities on the first floor make it difficult to for faculty to supervise student collaboration with Huskie Pups and to maximize learning time.

Facilities Needs Assessment Overview - DRAFT

2. Data and sources consulted to assess needs

- Direct observation of the classrooms and equipment, particularly the equipment obviously outmoded and/or insufficient for current needs (sewing machines, nonfunctioning kitchen stove, small and inaccessible domestic kitchen bays).
- OPRF enrollment data for FACS programs, particularly recent increases in enrollment Culinary Arts courses .
- Dialogue with faculty and students.
- Student surveys
- Availability of dual credit culinary arts program with Triton College, yet lack of appropriate facilities to adequately prepare students for this opportunity.
- Observation of FACS facilities in peer high schools.
- Input from architects regarding common adoption of “hybrid” kitchens which facilitate both commercial and domestic kitchen curriculum

3. Anticipated future problems and opportunities

- Curricular innovation is hamstrung by outmoded and inadequate facilities. This is most glaringly true in the commercial kitchen curriculum.
- Cross-curricular innovation (joint programs with business and graphic design programs, for example) is similarly constrained by inadequate facilities and equipment.
- A small faculty is able to manage multiple classrooms because they are adjacent to one another. Eliminating these adjacencies would severely impact the faculty’s ability to cover current use.

4. Additional context (comparisons to other schools, noted best practices, etc.)

- We observed the FACS spaces at peer institutions, particularly the culinary arts spaces. The clear trend was to enable both commercial kitchen and domestic kitchen instruction through creation of “hybrid” spaces, which support both curriculums, enable full accessibility for all students, and are a more cost-effective solution than separate dedicated kitchen spaces.
- Other programs maximized efficiency and flexibility with furnishings that were mobile and could be easily reconfigured to meet different teaching and learning needs, particularly in culinary arts spaces.
- Technology made it possible for all students to observe teachers’ demonstrations and other related video during class.

5. Ways master plan addresses needs

Creation of new FACS spaces, relocated to the first floor of the north building, addresses several of the more pressing FACS needs. In the master plan, the nonfunctioning commercial kitchen, the outdated and inaccessible domestic kitchen classrooms, and the unnecessary restaurant service space would be replaced by two new hybrid kitchen classrooms. This would significantly upgrade the space and equipment, as well as enable four new classroom spaces for non-FACS courses on the fourth floor. The new culinary arts classroom spaces would also be adjacent to the existing cafeteria and servery, creating opportunities for storage and delivery efficiencies.

Creation of a new classroom adjacent to the Huskie Pups daycare space that includes an observation window functionality would allow early childhood development classes to observe infants even while awaiting state licensure. This observation area would also serve as a changing and evaluation area for the fashion and textile

design classes. This space would be closer to other FACS facilities, enabling faculty to move efficiently between the facilities to prepare for and teach courses, thus maximizing learning time.

6. Issues master plan leaves unresolved

The proposed solution of “hybrid” kitchen spaces is the most cost-effective solution, but falls short of what some high schools have created: separate commercial kitchen and domestic kitchen spaces, with dedicated equipment in each. We saw examples of commercial kitchen classrooms that look much like an actual restaurant kitchen--with attendant costs for commercial-grade equipment. We believe current curricular needs can be met through this “good enough” solution, and that hybrid kitchens also will be the most flexible kitchen instruction spaces and thus highly adaptable for future needs.

The current direct adjacency of FACS spaces enables the small faculty to prepare for the next class while students are working independently during a current class. The proposed early childhood development lab would not be directly adjacent to other FACS spaces, so would impact this efficiency. This would be offset, however, by the closer proximity of Huskie Pups to FACS facilities, and by the fact that early childhood development would not be sharing a space with textiles and design.

OPRF GREEN ROOM/DRESSING ROOMS NEEDS ASSESSMENT

1. Problems with the current space/facility

- The current green room is too small for rehearsals for large musical productions, which typically have casts of more than 110 students. It is currently the only rehearsal space for those productions.
- Ventilation generally, and air conditioning specifically, are inadequate in the green room and the adjacent dressing rooms. Dressing rooms are outdated with limited number of functioning toilets. Dressing rooms are not large enough for the number of students they serve.
- Because the green room also serves as a rehearsal space for many users, it is often double- or triple-booked
- No access to washers/dryers.
- No room for a costume shop. This creates additional congestion in the green room during production weeks.
- No room for prop shop. This creates additional congestion in green room during production weeks.

2. Data and sources consulted to assess needs

- Listening session with students (including, but not only, one conducted in the green room)
- Interviews with performing arts faculty and staff
- Tours of the spaces
- Statements from OPRF alumni
- Student surveys

3. Anticipated future problems and opportunities

- The green room services two theatres and multiple users, e.g., show choir, musical cast, other auditorium performances, Little Theatre shows, Orchesis (OPRF's dance company), and outside rentals (dance recitals, etc.). Inadequate facilities are already over capacity and, therefore, limit growth of existing uses and opportunities for additional users.
- Storage is inadequate for the growing performing arts programs.

4. Additional context (comparisons to other schools, noted best practices, etc.)

- Most area high schools have green rooms that are double the size of the production space (i.e., the stage).

5. Ways master plan addresses needs

- New dressing room added at east end of green room
- Creates prop shop and costume shop storage in new space on the lower level, near the green room
- HVAC improvements for green room

6. Issues master plan leaves unresolved

- The additional hallway on the lower level will need to be designed to ensure appropriate traffic flow and safety around the green room.
- Washer/dryer needs are not fully addressed in the master plan
- Renovation of existing restroom is not included in the master plan
- Renovation of the existing boys (west) dressing room is not included in the master plan

Music Facilities Needs Assessment

The Music facilities were last upgraded in 1967-68. Curricular programming includes five Bands, five Choirs and three Orchestras; classes in Sound Production and Music Theory are also available. OPRF boasts a very robust (and award winning) extracurricular Jazz program, and the music related extracurricular activities engage more than 400 students each year.

1. Problems with the current space/facility

- Lack of Accessibility. The Band, Choir and Orchestra classrooms have ADA accessibility issues, and most practice rooms are accessible only by stairs.
- Adjacencies. Not having the music classrooms adjacent to each other and to the performance spaces results in higher costs, lost instructional time and few opportunities for curricular collaboration. Band and Orchestra classrooms are on separate floors and not connected to the performance spaces.
- Insufficient Air Volume & Sound Dampening. The air volume of the music classrooms is insufficient, and sound dampening is far less than the current OSHA requirements for new construction. These changes are necessary to adequately protect the hearing of staff and students.
- Individual Assessments. State-mandated individual student assessments are difficult to conduct due to the limited number of individual practice rooms and lack of recording capability. Completing the assessments takes away from full-class time.
- Practice/Ensemble Rooms. These are inadequate to meet curricular and extracurricular needs. They cannot be sufficiently monitored due to location and must double as storage spaces.
- Inadequate Storage. Large school-owned instruments are stored in the classrooms, contributing to the lack of learning space, as does the storage of Marching Band uniforms. This further exacerbates the space issue and becomes a cost issue since improper storage of stringed instruments lessens the useful life of the instruments.
- Students' Connection. The Arts, including Music, is a safe space for a significant segment of the student population. Offerings are broad and meet the diverse needs of students, attracting a diverse cross-segment of students from all aspects of the student body. Many students spend free periods and lunch periods in the music facilities, reflecting a need for more spaces where students can congregate and collaborate. In student listening sessions, we heard comments such as:
 - "If I stay after school, I am in the band room"
 - "I like hanging out [in the band room] because all my friends are here"
 - "We are band kids and we all hide here" (in band room at lunch/free periods)
 - "It's quiet"
 - "People aren't mean here."

2. Data and sources consulted to assess needs

- Listening sessions with all of the music department faculty.
- Listening sessions with students.
- Direct observations of the Band, Choir and Orchestra students rehearsing in preparation for the 2017 Prisms of Winter Concert. (It was chaos.)
- Staff surveys.
- Review and tours of the available space to understand usage and functionality.
- Tours of Music facilities in peer high schools.
- Data from the school regarding student enrollment in the Music programs, past program utilization and projected growth.

3. Anticipated future problems and opportunities

- Insufficient music facilities will limit the growth of future programs. For example, Sound Production is a fast-growing program and one that can help prepare students for careers. The lack of space means the program cannot meet growing demand. Fewer classes are offered and students are turned away.
- Student-led/collaborative learning requires small and medium rooms sufficiently equipped (e.g., recording and playback capabilities) for students to meet, practice and create.
- Individual student achievement is limited by lack of solo/small group assessment and rehearsal spaces.
- Music programs play an important role in anchoring some students to the school, making them feel safe, accepted, and inspired. Music credit hours have increased by 16% since 2009 and this growth is expected to continue. The current facilities make it difficult to accommodate all of the students who want to be involved in music

4. Additional context (comparisons to other schools, noted best practices, etc.)

- New construction of music facilities feature adequate soundproofing and acoustics, and higher ceilings for increased air volume.
- Peer schools we visited have more small and medium practice and collaboration spaces for music students.
- Storage for instruments is appropriately sized and climate controlled to protect instruments from damage..

5. Ways master plan addresses needs

- Construction of a larger, modern, two-story band room addresses the band room safety issues by adding air volume and improving egress to the classroom.
- Increasing the size of the facilities for Orchestra, Choir and Band will result in spaces that can sufficiently accommodate the number of current and projected students, specific needs of the curriculum, state-mandated assessment requirements, and storage. This will allow for more instruction and curricular collaboration, less time wasted by moving students and instruments between classrooms on different floors, and cost savings through enhanced ability to share instruments between music programs/spaces and through modernized climate-controlled instrument storage.
- Updated and modernized music facilities will address safety and accessibility issues.
- New facilities will attract more students. For example, Sound Production, with its strong connection to the Hip Hop Club, has attracted a new, more diverse student population to the division. It has grown five-fold over the past three years and further growth requires new recording and mixing facilities, which can also help meet the overall needs of the music department. Improved Sound Production facilities located near the other music facilities will have a spillover effect, further diversifying the music department.
- New music classrooms are situated so as to preserve the "safe space" aspect valued by many current music students.

6. Issues master plan leaves unresolved

- The Marching Band program did not exist when the music facilities were built, but it has grown to become one of the largest OPRF activities, yet has no dedicated space or storage. We also have an award winning Jazz Band that needs more practice space. While no specific items in the master plan directly address either of these issues, we believe that right-sizing the Band and Orchestra rooms, increasing storage efficiency, and improving adjacencies will adequately address the near-future needs of both of these programs.

Main Auditorium Needs Assessment

1. Problems with the current space/facility

The main theater was state of the art when constructed in 1968. We found the space to be adequate for current and anticipated future needs. There are a few issues that we recommend addressing in the master plan:

- The lighting and rigging of the theater are beyond their functional life and create a burden on faculty and students.
- Access to much of the theater lighting requires ladders which creates a significant and unacceptable safety risk to students.
- Limited backstage storage and access necessitates destruction of sets after each production, rather than storage and repurposing of sets and materials.
- Lack of a dedicated stagecraft area necessitates construction of sets on-stage during rehearsals for each major production, rendering the stage itself unusable or only partly useable during these periods of time.
- The orchestra pit is uncovered, and a safety risk when not in use.
- ADA accessibility to the theater is limited and awkward.
- Outdated lighting design and technology.
- Lack of modern theatrical video projection capability, which is a common and widespread component of collegiate theater programs and commercial theater productions.

2. Data and sources consulted to assess needs

- Tours of all performing arts facilities.
- Discussions with all performing arts faculty.
- Student listening sessions with students.
- Tours of peer institutions with recently constructed or renovated theater/performing arts facilities.
- Enrollment data and trends.
- Schedule of performances and other uses of the auditorium, such as community meetings.

3. Anticipated future problems and opportunities

- We found the main auditorium to be adequately-sized for current and future needs. That said, as with any structure this age, maintenance costs will likely rise over the next decades of use. For example, a large portion of the ceiling was repaired during the 2017-18 school year.
- The auditorium is not large enough to accommodate the entire student body. Thus, assemblies are held in two "shifts."

4. Additional context (comparisons to other schools, noted best practices, etc.)

- Our school has 3 busy theaters which is above average in the area. These facility spaces are partly responsible for OPRF's top caliber theater program. Other schools in the region use OPRF's theater program as their benchmark.
- Access to lighting in the theaters is far below safety standards witnessed at other peer schools. At other schools, platforms or nets or other devices were used to eliminate the use of ladders in student lighting work.

- A stagecraft room at peer schools eliminates much of the strain on the main theater. Set construction and storage can happen elsewhere.

5. Ways master plan addresses needs

- The master plan recommends upgraded lighting and lighting access in the main auditorium.
- The plan recommends a dedicated stagecraft classroom space that provides storage, set construction, and design space, which in turn should improve the availability and useability of the main auditorium stage.
- The master plan recommends addressing the safety risk of an uncovered orchestra pit.

6. Issues master plan leaves unresolved

- The master plan does not address the current lack of modern theatrical video projection.

Little Theatre Needs Assessment

1. Problems with the current space/facility

- Sound system is outdated--speakers are not positioned correctly to reach all parts of the room; there is no wireless system available.
- Theater is not easily wheelchair accessible. Wheelchairs cannot access stage unless they take a path using the kitchen elevator and go through the tunnels in the basement.
- Limited wing space limits scenery for productions (most sets have to be built as stationary units) and access to dressing rooms is through the tunnels.
- No backstage passage from one side to the other (In order to exit stage right and then enter stage left, students have to leave the theatre and run around through the student center)
- House lights are not bright enough to make patrons feel confident when going up and down the steep staircases in the house
- Access to house front lighting requires students to climb a ladder and wear harnesses, which is a safety concern.
- Lighting system is outdated and operates using a floppy disc.
- Projection capabilities are not hardwired into the sound board.
- Little Theatre is not Clear Com accessible.

2. Data and sources consulted to assess needs

- Most of these issues concerning the space and its limitations have been raised by audience members, presenters and/or students and staff.
- Imagine learned about them through tours of the theater, interviews with faculty and staff, student surveys, student listening sessions, and faculty and staff surveys.

3. Anticipated future problems and opportunities

- Students looking to pursue a career in theatre technology will work with equipment that is not in line with current trends in the field.
- Access to lighting in the Little Theatre is a safety concern as it requires large ladders and harnesses.
- Lack of access to updated facilities limits students' learning since the majority of the productions are in the Little Theatre
- The Little Theatre is one of the most demanded spaces in the school. In its current state, it is difficult to accommodate every request because of the time it takes to prepare the space.

4. Additional context (comparisons to other schools, noted best practices, etc.)

- Other schools we visited had updated lighting technology that didn't require ladders and harnesses.
- Modern theatres have improved lighting for audience members.
- Commercial theaters and collegiate theater programs use video projection for many productions; OPRFHS theaters do not support modern theatrical video projection.

5. Ways master plan addresses needs

- The master plan would install a new lighting system in sequence 5.

6. Issues master plan leaves unresolved

- Beyond lighting, none of the other Little Theatre needs is addressed in the master plan.

Stage Craft (Theatre Set Construction) Area Needs Assessment**1. Problems with the current space/facility**

- Currently there are three performing arts spaces: Auditorium, Little Theatre and Studio 200 that mount nine full theatre productions a year. OPRF's current scene shop (a.k.a., stage craft area) is too small to create the sets for all of these productions, so most set construction takes place in the actual performance spaces. Having to build the sets on the stages routinely causes conflicts with the other 200+ school events taking place across these spaces. This limits efficient and flexible uses of the three performance spaces.
- The current location of the stage craft space (adjacent to the main auditorium stage) makes deliveries of set building materials challenging as well as moving set pieces to the other theatre spaces - esp. Studio 200, the black box theatre, which is located on the second floor.
- The current stage craft area has not been renovated, and has inadequate storage space for sets, inadequate lighting, and generally limited space for construction. Inadequate storage space makes it impossible to store most sets for re-use. This leads to waste of materials and, therefore, funds as sets must be disassembled and discarded at the end of a production.
- Every year OPRF students go on to major or work in all areas of technical theatre. Their educational growth and career preparedness is limited by the school's inability to expose them to the most current trends in theatre technology.
- Many students reported to Imagine that the performing arts spaces are "safe" spaces within the school for them. Failure to provide adequate equipment and space does not send them a message of support and value.

2. Data and sources consulted to assess needs

- Interviews with production staff.
- Tours of the stage craft and production spaces.
- Student reports in listening sessions.
- Student reports in student survey.
- Tours of peer high schools with robust theater programs and recently constructed or renovated theater facilities.

3. Anticipated future problems and opportunities

- Without remedy, the problems will continue with the coordination of the spaces, limit student growth in the area of theatre technology, set building.
- Use of the performance spaces for other school and community functions cannot be expanded as long as those spaces have to be used for set construction.

4. Additional context (comparisons to other schools, noted best practices, etc.)

- OPRF's theater program and its three separate performing spaces are admired by other area high schools.
- Peer institutions which have renovated or rebuilt their performing arts spaces have included dedicated stage craft construction areas with the following characteristics:
 - Adjacent to performance spaces

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- Permanent dedicated space, so that materials, tools, sets-in-progress, etc. can remain in place.
- Storage systems (either extra footprint, or ability to fly sets above the construction space) that allow for storage of set components, allowing for re-use and saving materials costs.
- Positioned near the building exterior to enable materials delivery.

5. Ways master plan addresses needs

- Constructing a stage craft space will address the space needs for a dedicated set construction area.
- Locating the stage craft space on the exterior wall will facilitate deliveries of set materials
- Locating the stage craft space adjacent to the black box theatre will solve the problem of getting set materials to the second floor. Additionally, its location on the first floor in close proximity to the main auditorium is helpful.
- Construction of a two story stage craft space will allow the construction of large sets as well as provide adequate storage of sets for repurpose and reuse, saving money and time.

Studio 200 (aka Black Box Theater) Needs Assessment

1. Problems with the current space/facility

Studio 200, OPRF's black box theatre facility, includes the following spaces:

Space/Facility/ Location	Function	Equipment/Technology
Studio 200	Classroom/Performance/ Rehearsal Space	Sound MAC and lighting console, tight 10' lattice grid, 34 circuits, movable seating platforms and chairs
Studio 200a	Office/ Dressing Room/ Electrical	10 dimmer dimming unit, electrical patch bay, company switch
Studio Closet	Dressing Room/ Props/Costume and Tool Storage	Paint sink, Costume closet, Storage cabinets

Space/Facility	Problem
Bathroom	The lack of restroom facility within the theatre is a major issue for both students and faculty, as students must exit the theatre in order to use the restroom during a performance. Ideally, a backstage restroom capability would include at least two stalls and at least one wheelchair accessible stall (currently students with disabilities must navigate to an accessible bathroom outside the studio, missing class time).
Dressing Rooms	There are no dressing room facilities in Studio 200. Students use a storage closet located inside the space.
Lighting System	The lighting in Studio 200 is archaic and outdated, and not conducive to any meaningful curricular use.
Lighting safety	Black Box Theatres are usually two stories to allow for proper hanging and focusing of theatrical lighting. Peer high schools with similar black box theatres feature a walkable, metal grid above the stage and below the lights, to enable students to safely array the lighting system. Studio 200's lighting system requires unsafe ladder use.
Tool Cage- Studio	Studio 200 lacks a tool cage, which would enhance student safety by allowing for the power and hand tools to be locked when not being used.

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Computer Space for Collaboration	It currently does not exist. Ideally, it is an adjoining space to the black box theatre to allow for group collaboration in playwriting, research, drafting, production meetings, and classes including Theatre Tech and Design, Directing Musical Theatre, and Advanced Theatre Workshop.
Video projection	It currently does not exist. This is an important and commonly used component of college theatre programs and commercial theatre, for which we are inadequately preparing our students.
Rehearsal Space, Separate	Studio usually has 5 classes per day operating in the space plus a production rehearsing after school. The student crew needs to use the space to do their work (painting, building, lighting, board work). Right now because of the multiple needs in the space the crew is coming in at 6:30 p.m. to do the building, etc.--and must build directly on the stage, meaning the stage is problematic for class use as each production nears its completion. This all makes for a tremendously long day not only for students but for our Theatre Tech teacher who already works all of the productions, and less-appropriate stage facilities every few weeks as productions cycle through.

2. Data and sources consulted to assess needs

- Analysis of existing equipment and room dimensions.
- Interviews of Theatre program faculty and staff, including touring Studio 200.
- Tours of peer high schools with black box theatres.
- Student surveys and listening sessions
- Faculty and staff surveys

3. Anticipated future problems and opportunities

- The black box theatre hosts the majority of productions each year which feature student directors, producers, actors, and crew. It is therefore an integral part of the nationally-recognized theatre program's ability to adequately prepare students for college theatre programs, and for work in the theatre. Yet the existing theatre equipment and technology do not adequately prepare students, and will continue to do so even less adequately until upgrades to equipment and technology are made.
- Few college theatres or commercial theatres still use the archaic lighting system used in Studio 200.
- The age of the equipment puts additional strain on faculty to maintain, troubleshoot, and set up the equipment, which takes away teaching/learning time.

4. Additional context (comparisons to other schools, noted best practices, etc.)

- The OPRFHS Theater program remains one of the best in the Chicago area, and attracts talented students and community resources. The department benchmarks against college theatre programs; other high schools in our

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region look to OPRF as the leading model for their programs. That said, other high schools have added black box theatres over the past decade, while OPRF's black box theatre has outlasted its original technology, and presents both safety and sanitation issues.

5. Ways master plan addresses needs

- The master plan calls for a newly constructed black box theatre, to include modernized, safe lighting with an elevated ceiling allowing for industry-standard lighting installation practices; adequate restroom and changing facilities; and adjacency to a dedicated stagecraft area.

6. Issues master plan leaves unresolved

- Audience seating: the master plan does not address the lack of available seating, and the lack of standardized seating/mismatched chairs.
- Drafting tables/work tables are not included.
- Mirrors are not included.
- Separate collaboration spaces for rehearsals, production meetings, etc. are not included.

Visual Arts Needs Assessment

1. Problems with the current space/facility

- There is an overall lack of lab space for technology-based art and design classes. Demand for these classes exceeds current available space. In addition to their use in graphic design and digital photography, these labs are an important part of portfolio, art foundation, and even art history classes.
- There is a need for mechanical system upgrades in almost every Visual Arts space. Ventilation systems, water pressure, and electric distribution all need improvement:
 - Standards for the presence of VOC's and other chemicals related to art production have tightened significantly in recent years. These changes have put added strain on the department and affect the ability to provide safe instruction in an efficient manner.
 - The age of the plumbing system is a greater burden on this department than on other spaces.
 - Safe distribution of electricity is also a concern.
- Storage of supplies and student work is a major issue in the department. The large amount of materials in each space combined with a century-old lack of storage means that instructional time and energy is spent shuffling work and supplies in order to maintain safe classroom space and egress routes.
- Lack of display space for student art, to allow for critique and assessment. This is particularly acute for the AP Art students and students intending to study art in college, as there is no space available to assemble portfolios.
- There is no flexible classroom space, breakout space, or space for collaboration.

2. Data and sources consulted to assess needs

- Tours of all instructional space and direct observation of ventilation and electrical concerns.
- Discussions with Visual Arts faculty.
- Enrollment trends (specifically, the Graphic Design program is not able to keep up with demand due to space constraints. Enrollment in the graphic design program has increased by more than 300% since 2009. The growth of the program is constrained by the limits of a single computer lab and workspace)
- Tours of peer high schools.

3. Anticipated future problems and opportunities

- Graphic design growth is directly limited by available lab space
- We anticipate that future growth in CTE courses such as photography and graphic design will continue to be limited by lack of space.

4. Additional context (comparisons to other schools, noted best practices, etc.)

- Peer institutions generally regard OPRF's visual arts program as one of the best in the region. That said, recently renovated or constructed peer institutions demonstrated significant facilities advantages over OPRF's dated space.
- Safe materials handling standards have changed drastically since this department was last upgraded. New facilities have far better water, ventilation, chemical storage and disposal. For example, we saw "walk-in" ventilation booths behind secure doors, with zero emissions into the general classroom space.
- New facilities also had "right-sized" facilities for photography, graphic design, and other growing programs.
- The new or renovated facilities at peer institutions used pull-down electrical outlets, rather than the extension cords used throughout OPRF's classrooms.

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- Peer institutions offered cross-curricular options involving a photography studio, such as food photography (with culinary arts); fashion photography (with textile and design); and portraiture (with theater). This requires a dedicated photography studio with lighting and backdrops, not currently available at OPRF.
- While most of OPRF's Visual Arts classrooms feature natural light, recently constructed peer high schools offered even greater access to light through skylights, floor-to-ceiling windows, glass walls, and other modern design elements.

5. Ways master plan addresses needs

- The master plan accounts for upgrading all utilities and mechanicals within the Visual Arts department.
- The master plan significantly increases the footprint of the graphic design space, as well as brings graphic design adjacent to the rest of the Visual Arts classrooms.
- The master plan creates student meeting and breakout spaces within the department.
- The master plan creates a new photo studio where students can learn lighting techniques necessary in the field of photography.
- The master plan creates a centralized department office which frees up space in the classrooms for storage and ventilated spray rooms.
- The master plan preserves the adjacencies of the department, and presumably the safe, welcoming space students currently report the Visual Arts classrooms to be.

6. Issues master plan leaves unresolved

- Storage in the throwing room is problematic because materials are purchased in large quantities for the significant cost savings (e.g., when a pallet of clay arrives, it may need to be stored in the hallway rather than the classroom). There may be cost-effective solutions within the existing footprint.

Field House Needs Assessment

1. Problems with the current space/facility

- Current layout and design of the space severely limits its overall functionality.
- The space does not accommodate a standard 160-meter track; the current track is forcibly fit into the space by “squaring off” the corners, which are not geometrically equal; the current track only accommodates 4 lanes for running, when the standard is 6; this is especially limiting given that track is the largest extracurricular activity on campus.
- Space is too large for varsity basketball and other court sports – participants struggle with perspective and spectators are too far away from the activity.
- Overcrowding is a regular issue when both track and other activities are vying for the same space – this causes safety issues and a chaotic environment for students, coaches and spectators.
- Floor surface of the track needs repair and will require a total replacement within the next 3 years.
- Bleachers are not ADA compliant and are quite difficult for anyone to navigate safely because of current design (riser height and means of egress).
- Bathrooms and locker room on first floor of Field House are virtually unusable and in need of significant repairs.
- The sound system is not adequate to meet the needs of a space this size.

2. Data and sources consulted to assess needs

- Issues with overcrowding and chaotic environment have been observed during several visits to the Field House when classes are in session.
- Direct feedback from teachers, coaches, and students via surveys and listening sessions
- Detailed architectural studies showing that the existing building would need to be expanded to the south to accommodate a standard 160-meter track

3. Anticipated future problems and opportunities

- We are already facing issues with lack of space for the current number of students – as our population increases, this will only become more of a problem or we will be forced to eliminate activities/PE classes, which is not in the best interest of our students
- If the shell of the current field house were to be retained, we would still be faced with the need to rebuild the bleacher area.
- To accommodate a standard 160-meter track, the building would need to be extended south into the alley space between the existing building and the parking garage.
- The floor surface is failing and will require total replacement within the next three years if the fieldhouse is not replaced.
- If the field house shell were to be retained, the space would need to be repurposed, probably for the use of indoor track and a multiple court physical education space.

4. Additional context (comparisons to other schools, noted best practices, etc.)

- Newly constructed fieldhouses are sized to provide for a standard 160-meter or 200-meter track, with multiple courts on the infield, each court partitionable with heavy screens. The tracks are all six lanes wide.

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- New facilities are bright, open, and allow for the scheduling of multiple simultaneous activities without the worry of students running into one another

5. Ways master plan addresses needs

Until construction of Sequence 5: The field house building would be expanded to the south, and the bleacher areas would need to be completely rebuilt.

- A new, standard dimension 160-meter track would be provided, but would still only have four running lanes
- On the infield, two or three full court spaces would be provided
- Varsity basketball and other varsity court sports would be moved to a different location.
- A new floor surface would be provided throughout
- The space will still not be air-conditioned.
- To rebuild the bleachers to meet other building code requirements, they would also need to become ADA code compliant.

With the construction of Sequence 5: The current field house area would be completely repurposed and a new east-west running field house constructed on the third and fourth floors of a new facility.

- The new fieldhouse would house a new, six-lane, 200-meter indoor track.
- The facility would house five full size court spaces, the middle three of which could be in use simultaneously with track practice.
- Varsity basketball and other varsity court sports would take place in a separate facility.
- Air quality could be maintained economically.

6. Issues master plan leaves unresolved

The master plan does not address the lack of outdoor track facilities at OPRF. Current arrangements with Concordia to share usage of its outdoor track will expire. However, the master plan cannot address this need because of the space required.

Swimming Pools Needs Assessment

1. *Problems with the current space/facility*

- Both pools are in poor physical condition; it is estimated that water leaks from the pools at a rate of approximately 3000 gallons/day.
- The air quality in both pool spaces is very poor. While it may meet minimum legal standards, it is simply unacceptable for anyone who is asked to do anything more than visit the area briefly.
- The deck space around both pools is inadequate and does not comply with basic standards for swimming pool construction and user safety.
- Diving cannot be held for practice or competition in either pool currently because the space does not meet minimum requirements for distance from the bottom of the pool to the ceiling. The diving team has been bussed to Riverside Brookfield High School for several years.
- Both pools are in constant use for OPRF PE swimming and for team aquatic sports, 12 hours each day, every day Monday through Friday for the entire school year, plus some evening and Saturday hours as well. Students are at times forced to practice very early in the morning before school or late into the evening to accommodate all groups.
- Both pools are too small to host most swim meets. The West Pool only accommodates five lanes of swimming, and the East Pool only six. Deck space is limited for even two teams, much less any kind of invitational.
- The seating areas for spectators do not meet building codes for access or egress, and have very poor sight lines to the competition areas.

2. *Data and sources consulted to assess needs*

- Condition and ventilation issues are readily observable.
- Direct feedback from teachers, coaches, and students via interviews, surveys and listening sessions; students cited the pools as one of the worst physical facility areas in the school.
- Multiple previous pool studies, including the Stantec Report.

3. *Anticipated future problems and opportunities*

- If the pools are not replaced soon, the school will need to invest at least two million dollars to replace the ventilation units and make structural repairs to the pools. No future repairs done to these pools can be guaranteed by contractors at this point.
- The current facilities offer no opportunities for program expansion in the aquatics area. Some other teams (such as track and field) do cross-training in the pools, but there is not adequate space or time available for any other teams to consider adding such cross-training.
- Until recently, swimming and diving were one of the few no-cut sports on campus, but space constraints have led to recent cuts from the swim team.
- There is a real possibility of a catastrophic failure for one or both pools in the next couple of years.

4. *Additional context (comparisons to other schools, noted best practices, etc.*

- Newly constructed high school swimming pools are sized to meet the needs of the specific institution building them. A study of the most recent 19 high school swimming pools built in the Chicago metro area shows that there is no such thing as a "standard size high school swimming pool." Of these most recently

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constructed pools, 17 of the 19 were “stretch” pools, most of them between 30 to 40 yards long; two are 50 meter, Olympic-sized pools.

- New facilities are bright, open, have excellent air quality, and meet the programmatic needs of the institution they serve.
- Newly constructed high school aquatics facilities have spectator seating that accommodates spectators with disabilities.

5. Ways master plan addresses needs

- The swimming pool included in the Imagine Team’s master plan is the minimum size pool which will meet the current programmatic needs of the OPRF Physical Education swimming programs, plus bring diving back on campus; the proposed pool is 25 yards wide by 40 yards long.
- We expect that the aquatic facilities in the master plan will address all the core problems noted with the current facilities.

6. Issues master plan leaves unresolved

- The proposed pool is smaller than an Olympic sized pool, which many competitive swimmers desire. The Imagine Team did not feel that this was justified.
- The proposed pool allows for only a very modest expansion of the current aquatics programs offered by the school.
- The proposed pool would not allow hosting the IHSA State Swimming and Diving Championships, which many competitive swimmers desire, due to limitations in the design of the spectator seating to only one side of the pool length

Other Gyms (Dance, Adaptive, Cardio, Weight Room, Gymnastics, Multi-Purpose) Needs Assessment

1. Problems with the current space/facility

- 2nd floor dance studio is too small to accommodate a class of >32; pillars in the middle of room restrict movement during class; mirrors on only one wall are not accessible to everyone in class; lack of a sprung floor leaves students prone to injuries.
- 3 South/East Gym ceiling leaks when it rains; space is too small to accommodate most classes, which average 40 students per class.
- 3rd floor multi-purpose/gymnastics room is too small to accommodate a class of >32; poor ventilation in this room means it's either excessively hot or cold.
- 1 East / 1 West gyms have limited use due to small size – seating capacity is too limited for basketball competitions and ceiling is too low for volleyball.
- Weight room also suffers from poor ventilation; much of the equipment is old/damaged; broken windows in the space.
- Adaptive Gym and Cardio Room have poor ventilation; space is either excessively hot or cold.

2. Data and sources consulted to assess needs

- 2nd floor dance studio – students regularly spill over into hallway during class; concerns have been raised by both teachers and students.
- 3 South/East Gym – leaks are evident when it rains; wood floors are warped from leaks.
- 3rd floor multi-purpose/gymnastics room – students are frequently seen spilling over into hallway during class; concerns have been raised by both teachers and students.
- Basketball and volleyball competitions are held in Field House which contributes to issues in overcrowding in that area and limits the degree of flexibility in use of court space.
- Damage to windows and equipment in the weight room is visible; concerns have been raised by both teachers and students.
- Issues with the Adaptive Gym and Cardio Room have been raised by both teachers and students.

3. Anticipated future problems and opportunities

- We are already facing issues with lack of space for the current number of students – as our population increases, this will only become more of a problem or we will be forced to eliminate activities/PE classes, which is not in the best interest of our students.
- If left unaddressed, the ventilation issues and other needed repairs (leakages, broken windows, damaged equipment) will continue to lead to safety issues for anyone using the space/facility.

4. Additional context (comparisons to other schools, noted best practices, etc.

- Other schools which have implemented more recent renovations have opted to build larger facilities and design space which more naturally lends itself to multi-purpose uses; this allows the flexibility to accommodate greater numbers and adjust to changing needs/schedules

5. Ways master plan addresses needs

- The master plan allows us to redesign the structure of the building such that we allow for larger, more open-plan gym spaces that will offer us more room and greater flexibility in use of space

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- The master plan will also address the repairs needed to improve our spaces (i.e. ventilation, leaks, damaged windows)
- The master plan will address the special requirements for dance space/room(s) used for PE and clubs that are not currently being met (e.g. flooring, mirrors throughout, bars, air conditioning)

Wrestling Needs Assessment

1. Problems with the current space/facility

- The current space is not ADA accessible.
- Size of current space is not sufficient to meet demand and there is frequent overcrowding; the facility is currently utilized for PE, community youth programs, and athletics. Students are required to use the facility as late as 8:00 p.m. to accommodate all users.
- Leaks from cracks in ceiling and rusted pipes regularly drip water onto the mats which leads to skin infections from bacteria and increased risk of injury due to softness of mats.
- Area needs other repairs, too: poor ventilation lead to overheating during warm weather and poor air quality; windows are inoperable.

2. Data and sources consulted to assess needs

- Feedback we have received from both teachers, coaches and students.
- Repairs needed and ventilation issues are readily visible in the space.

3. Anticipated future problems and opportunities

- We are already facing issues with lack of available space for the current number of students – as our population increases, this will only become more of a problem.
- Equity issues will also emerge due to the lack of available capacity; especially where female participants are concerned. The IHSA called wrestling an “emerging sport” with approximately 350 girls in IHSA competitions in 2016. School anticipates the need for a girls’ team in the near future.
- Safety will become more of a concern if repairs are not addressed.

4. Additional context (comparisons to other schools, noted best practices, etc.

- A flexible facility space in an adequate location to service all participants in an equitable and safe environment will provide for the needs of all users.
- There should only be an average of 10 wrestlers per mat (5 pairs) wrestling at once. A room of 3 mats allows for 30 wrestlers to practice at the same time in a safe capacity.

5. Ways master plan addresses needs

- The master plan designates an adequate-size multipurpose wrestling gym to provide the accessibility, safety and efficiency needs of current and future students, staff and community programs. This will enhance the quality of experience for all users

PE Classrooms/Meeting Space Needs Assessment

1. Problems with the current space/facility

- The current layout and location of the monogram room has limited use and does not provide much flexibility for PE classroom work or athletic team meetings; ventilation is poor and furniture is in very poor condition.
- 1 East Classroom only seats 36-40 students and is also not designed to be easily flexible as a space for either classroom work or athletic team meetings; the nature of PE has changed over time such that classrooms are being used more often as part of the PE curriculum.
- There are currently very limited options for PE/Athletics/Clubs meeting space – demand for available space far exceeds supply.
- There are currently no dedicated spaces for visiting teams to meet, and limited options for our own teams (or clubs) to meet before/after activities to discuss strategy or review performance.

2. Data and sources consulted to assess needs

- Feedback we have received from teachers, coaches and students.
- Personal observations of the spaces while in use.

3. Anticipated future problems and opportunities

- We are already facing issues with lack of available classroom and meeting space for the current number of students – as our population increases, this will only become more of a problem.

4. Additional context (comparisons to other schools, noted best practices, etc.

- More up to date high schools include adequate flexible classroom facilities to accommodate contemporary physical education instruction.

5. Ways master plan addresses needs

- The master plan increases the number of classroom and meeting spaces dedicated for PE/athletics and designs the space so that it is easier for multi-purpose use. In addition, technology upgrades and classroom configurations which are being considered in the academic areas, will be included for the PE/Athletic classroom and meeting spaces.

Locker Rooms Needs Assessment

1. Problems with the current space/facility

- A number of locker rooms have very poor ventilation; inadequate toilet and sink space; issues with the plumbing (showers don't work, sewage regularly backs up into boy's locker rooms); lockers themselves are too small and often broken. Students commonly use words like "disgusting," "small and nasty," and "gross" to describe locker room conditions, and report lockers are "too small for a backpack."
- Locker rooms are poorly laid out, there is very limited space for privacy, and very few easily accessible gender-neutral options. The few gender neutral options now available are located inconsistently relative to PE spaces, are often limited to a bathroom stall, and are difficult to access. One student noted, it "feels like I'm an inconvenience and that's not a feeling anyone wants to feel."
- The current layout of having locker rooms spread throughout school and on different floors (i.e. 4 separate male locker rooms) creates supervision and safety issues.

2. Data and sources consulted to assess needs

- Poor condition and issues with layout of locker rooms are clearly observable.
- Feedback from students, faculty and staff in listening sessions and surveys.

3. Anticipated future problems and opportunities

- Ventilation and plumbing issues are a safety hazard; if left unaddressed, these problems will only increase over time.
- More privacy options and gender-neutral space is an increasing demand of students.

4. Additional context (comparisons to other schools, noted best practices, etc.

- The conditions in other schools are not this bad – it's embarrassing to have other teams/coaches see the condition of our space when they visit.
- New construction includes more privacy options for all students, as well as spaces specifically for non-binary, gender expansive and transgender students.

. Ways master plan addresses needs

- The master plan would allow for a complete renovation of this space and relocate the locker rooms to fewer, more consolidated areas; it would also provide for more privacy and gender-neutral space

Trainer Rooms Needs Assessment

1. Problems with the current space/facility

- Current rooms and equipment (both indoor and at stadium) are too small to meet current demand for treatment and therapy for over 1900 athletes and 8000 visits/year; ventilation issues also exist.
- Location of the stadium trainer's facility between two male locker rooms is problematic for female athletes who find the location intimidating.

2. Data and sources consulted to assess needs

- Feedback from both trainers and students

3. Anticipated future problems and opportunities

- Demand already exceeds available capacity and is only expected to increase; this problem will continue to get worse if left unaddressed. Students currently note that the trainer rooms are too small and overcrowded with students needing to get taped before practice.

4. Additional context (comparisons to other schools, noted best practices, etc. n/a

5. Ways master plan addresses needs

- The master plan increases the size of the trainer's room (indoor only), which would allow for additional equipment and room to treat more student athletes.

PE/Athletics Equipment Rooms/Storage Spaces Needs Assessment

1. Problems with the current space/facility

- Current available storage space for both PE and Athletics equipment is inadequate; equipment is frequently left in hallways, equipment often needs to be moved from space to space which cuts into class and practice time
- For some sports - such as tennis - no space exists at all, and students are expected to carry equipment to/from school each day
- All current space is being shared with other groups – no dedicated areas for specific-use items, which leads to confusion and loss of equipment

2. Data and sources consulted to assess needs

- Storage issues are readily visible in the area
- Direct feedback from both teachers, coaches and students

3. Anticipated future problems and opportunities

- Demand already exceeds available capacity and is only expected to increase; this problem will continue to get worse if left unaddressed

4. Additional context (comparisons to other schools, noted best practices, etc. n/a

5. Ways master plan addresses needs

- The master plan increases the storage space dedicated to PE/Athletics

Stadium Needs Assessment

1. Problems with the current space/facility

- Bleachers need to be repaired and repainted; additional capacity for visitor seating is needed
- Not all areas of the stadium are ADA compliant, and many spaces are not easily accessible
- Locker rooms are too small to fit the current demand for outdoor sports; benches and lockers need repair; plumbing issues cause frequent back-ups/clogs; the coaches locker room is too small and there is no dedicated space for officials (they use student space, which further limits capacity)
- The training room is too small for the current demand and needs upgraded equipment. The training room location is not ideal for female athletes (*see Trainers Room section above*)
- The sound system needs to be upgraded.
- The several storage areas need to be upgraded.

2. Data and sources consulted to assess needs

- Repair, maintenance, and storage issues are readily visible in the area
- Direct feedback from both teachers, coaches and students

3. Anticipated future problems and opportunities

- Demand already exceeds available capacity and is only expected to increase; this problem will continue to get worse if left unaddressed. Marching band, for example, is growing and needs a full practice field, but often cannot get it

4. Additional context (comparisons to other schools, noted best practices, etc.

- ADA compliance should be a priority
- Design that incorporates the idea of larger spaces that are better suited for multi-purpose use also applies to many of our outdoor facilities

5. Ways master plan addresses needs

- The master plan includes renovation of the stadium locker rooms and trainer spaces in sequence 5.

West Fields Needs Assessment

1. Problems with the current space/facility

- Overcrowding can cause safety concerns for participants and spectators when too many activities are scheduled at once – we need to identify options such as resurfacing to allow for greater flexibility and/or alternative sites. Students report frequent close calls, for example, because the softball fields overlap and are also too close to the tennis courts.
- The baseball and softball fields don't drain properly – this creates an unsafe environment for players and limits the use of the fields
- The areas in this space for visitor and spectator seating are either too small, non-existent, and/or non-ADA compliant There is currently not enough lighting to allow this space to be used in the late/afternoon and early evening hours, reducing flexibility for how this space can be used

2. Data and sources consulted to assess needs

- Issues related to overcrowding are readily visible during the season; drainage issues are visible when it rains
- Direct feedback from teachers, coaches, and students via surveys and listening sessions

3. Anticipated future problems and opportunities

- Demand already exceeds available capacity and is only expected to increase; the capacity issue will continue to get worse if left unaddressed
- Lack of repairs will lead to safety issues if left unaddressed

4. Additional context (comparisons to other schools, noted best practices, etc.

- ADA compliance should be a priority
- Design that incorporates the idea of larger spaces that are better suited for multi-purpose use also applies to many of our outdoor facilities

5. Ways master plan addresses needs

- The master plan includes the installation of artificial turf with appropriate drainage on the West Fields in sequence 5.