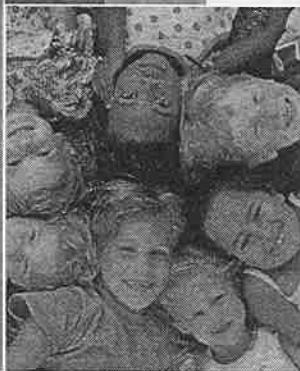


DLR Group Master Planning

DLR Group
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Interiors
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DLR Group Master Planning



Introduction

Master planning is asset management. Whether your school district is experiencing growth or decline, or grappling with the challenges of deteriorating buildings, evolving curriculum and the demands of your community, change is inevitable. A well-crafted master plan provides a school district with a facility response for many possible futures. A master plan ensures each building or renovation cycle complements the previous construction and minimizes reworking areas. The net result? **Assets are preserved.**

Planning is different from architecture. Traditionally, architects are trained to design buildings, but the rush to design a specific building may ignore long-range issues. DLR Group master planners know it is important not only to identify the facilities that a school district needs, but also to define the socio-economic conditions that determine when facility change is viable and affordable. DLR Group master planning identifies "triggers" that signal each successive phase in facility development. These triggers may be enrollment milestones, major building capital expenditures, or a host of other factors that, either individually or in combination, create conditions that require significant alterations to district facilities.

Community-based facilities studies

DLR Group's approach to master planning is community-based. Community-based planning enlists the involvement and support of citizens in the evaluation of school district needs and the formulation of planning options. The advantages of this group are many. The community group provides insight into the values and priorities of taxpayers and helps determine realistic project objectives. A community-based process is inclusive. Participants make informed decisions in an open and respectful atmosphere that encourages community buy-in and endorsement of the master planning direction. The community group also helps to inform the broader community so that residents are not "blind-sided" by district plans.



DLR Group Principal Richard Higgins collaborates with district patrons at a community planning workshop in Scappoose School District.

In order to make good decisions, the community group needs good information. DLR Group has the most comprehensive expertise in the Northwest. Our staff of school planners includes architects; civil, structural, mechanical and electrical engineers; cost estimators; construction managers; commissioning agents; bond referendum, communication and social media specialists; and technology planning specialists. This expertise is brought to the task of assessing the physical and curriculum needs of the district.

DLR Group



Where You've Seen Us

Our Oregon K-12 long-range facility planning experience stretches back almost two decades, beginning in tiny Pleasant Hill School District, southeast of Eugene, and continues today across the state, for districts of all demographics and sizes. Most recently, in August 2011, we were hired by Klamath Falls City Schools – a client we began working with in 2000 – to develop a new long-range facility plan.

Our Oregon long-range planning clients include:

Ashland School District	Klamath Falls City Schools
Banks School District	La Grande School District
Camas Valley School District	Nestucca Valley School District
Cascade School District	North Bend School District
Central School District	North Marion School District
Central Point School District	Nyssa School District
Clatskanie School District	Oakridge School District
Cordon School District	Ontario School District
Cobs Bay Public Schools	Pleasant Hill School District
Gervais-Brooks School District	Phoenix-Talent School District
Greater Albany School District	Scappoose School District
Gresham-Barlow School District	Sheridan School District
Harrisburg School District	Vernonia School District
Jefferson County School District	Warrenton-Hammond School District



DLR Group Principal Scott Rose (far right) tours district patrons across potential high school sites in Klamath Falls City Schools.



Physical Assessment

The physical assessment component of master planning identifies the remaining useful life of major building systems in all district facilities. **Knowing how long components will last and their projected replacement costs aids capital planning and is central to the value analysis of existing facilities.** The following components are evaluated during the physical assessment.

1. Building Condition Assessment

- a. Safety and Accessibility
 - i. Fire and safety hazards
 - ii. Egress and existing accessibility deficiencies
 - iii. Interior circulation deficiencies, efficiency of use and capacity limitations
 - iv. Fire alarm and protection systems
 - v. Sprinkler systems
 - vi. Structural integrity
- b. Building Envelope
 - i. Roofs
 - ii. Foundation
 - iii. Exterior masonry, concrete, and stonework
 - iv. Exterior siding, cornices and trim
 - v. Doors and windows
- c. Mechanical Systems
 - i. Indoor air quality and ventilation rates
 - ii. Heating and cooling systems – generation and distribution
 - iii. Major equipment – fans, motors, pumps, ventilation units
 - iv. Domestic water piping systems
 - v. Sewage and waste disposal systems
 - vi. Energy audit studies
- d. Electrical Systems
 - i. Main electrical service
 - ii. Secondary distribution system
 - iii. Branch circuitry
 - iv. Lighting
 - v. Power distribution
 - vi. Telephone, data, and communications systems
- e. Interior Building Finishes and Furniture
 - i. Floor surfaces
 - ii. Wall materials and finishes
 - iii. Ceilings
 - iv. Doors and hardware
 - v. Classroom and student room furniture and equipment



2. Site Condition Assessment

- a. Roads, walks, stairs, and curbs
- b. Grounds, fences, and retaining walls
- c. Recreational playfields, playground equipment, and courts
- d. Soils, rock, and water drainage conditions



Programmatic Assessment

DLR Group's programmatic analysis entails the preparation of space program spreadsheets detailing the current uses of all spaces in all facilities. The areas devoted to each space will be compared to national school planning guidelines to identify spatial excesses and deficiencies. This space utilization analysis frequently identifies spatial reorganizations and "no-build" options that more efficiently organize functions within the existing building envelope. Classroom size and configuration, site limitations, and gender equity issues are also considered.

Core facility evaluation

The programmatic assessment will identify the capacity of each of your buildings by examining the core facilities serving each school. These core facilities include:

- Food services and dining
- PE/athletics and locker rooms
- Sciences
- Student service areas
- Specialized lab functions
- Media and technology facilities

Department or Program, Department or Line	Existing Space Inventory				Corresponding Space Program				Total Area (sq ft)	Total Area (sq ft) - 2015	Notes and Comments
	Number of Spaces	Total Area (sq ft) - 2015	Total Area (sq ft) - 2015	Total Area (sq ft) - 2015	Number of Spaces	Total Area (sq ft) - 2015	Total Area (sq ft) - 2015	Total Area (sq ft) - 2015			
1.0 Administration									4,165	3,747	
1.1 Faculty Office											
111 Faculty Office	1	34	34	0	0	0	0	0			
112 Faculty Office	1	34	34	0	0	0	0	0			
113 Faculty Office	1	34	34	0	0	0	0	0			
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Enrollment Models for Planning

School boards, administrators and educators often have strong opinions about the best educational delivery strategies for their districts. Unfortunately, facility limitations compel many school districts to deviate from their ideals. Building grade configuration, student-teacher ratios and other policy goals may be unrealized in light of space and facility shortcomings. **DLR Group master planners explore educational delivery options with decision-makers to bridge the limitations of the moment and to develop a configuration of facilities that conform to educational objectives.**

Issues explored early in the process include:

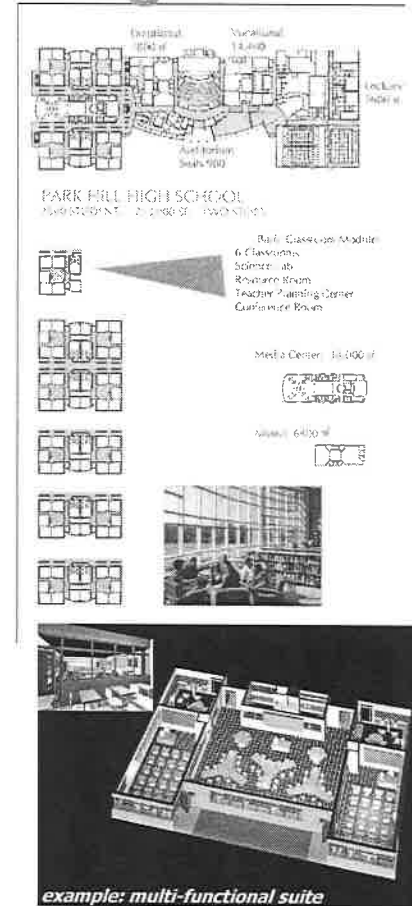
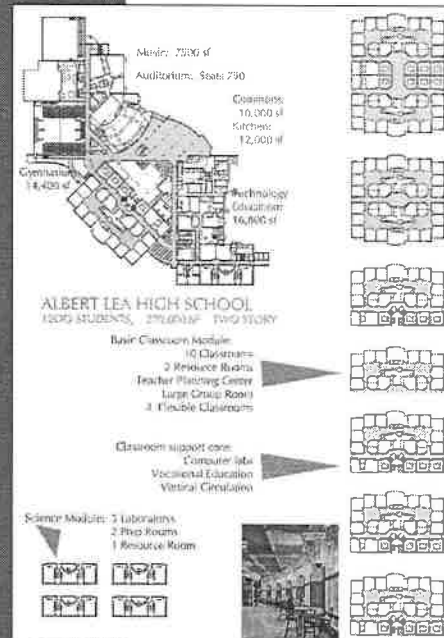
- Grade level configuration
- Student-teacher ratios
- Team/interdisciplinary teaching
- Looping
- Multi-age classrooms
- Individual learning plans

The following sheets illustrate facility development diagrams prepared by DLR Group to allow decision-makers to visualize potential building and grade level configuration options and scenarios. Estimation of both developmental and operational costs are vital to assess the relative merits of each option.



Space Planning

As the nation's leading K-12 planning and design firm (*BD World Architecture, January 2011*), DLR Group can illustrate a multitude of planning and space configuration options. Matching room configurations with educational, operational, and staffing objectives is a DLR Group specialty.



DLR Group Master Planning



Cost Options

For many in our industry, cost options are restricted to estimating development costs. DLR Group, however, will help your district with detailed operating cost projections allowing you to balance revenue projections with the cost of running your buildings.

Category	Operation Cost FY 2000	Operation Cost
TOTAL OPERATION COSTS		
EE Team and All Teaching Support	10,000,000	10,000,000
WILD LAKE EARLY CHILDHOOD CENTER (ECC)		
Operating Costs	1,100,000	1,100,000
Capital Costs	1,100,000	1,100,000
Wild Lake High School		
Operating Costs	1,100,000	1,100,000
Capital Costs	1,100,000	1,100,000
Wild Lake Middle School		
Operating Costs	1,100,000	1,100,000
Capital Costs	1,100,000	1,100,000
Wild Lake Elementary		
Operating Costs	1,100,000	1,100,000
Capital Costs	1,100,000	1,100,000
Total	24,200,000	24,200,000

Summary of Project Schedules

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009
Wild Lake Early Childhood Center (ECC)	270	310	280	450	500	470	450	420	470
Wild Lake High School	100	150	200	250	300	350	400	450	500
Wild Lake Middle School	150	200	250	300	350	400	450	500	550
Wild Lake Elementary	200	250	300	350	400	450	500	550	600

Wild Lake High School and Middle School

Category	2001	2002	2003	2004	2005	2006	2007	2008	2009
High School Enrollment	800	900	1000	1100	1200	1300	1400	1500	1600
Middle School Enrollment	400	450	500	550	600	650	700	750	800

Wild Lake Elementary

Category	2001	2002	2003	2004	2005	2006	2007	2008	2009
Elementary Enrollment	200	250	300	350	400	450	500	550	600

DLR Group Master Planning



There Is a Difference

Reaching consensus about school improvements can be a daunting task, and there is no unique formula for success. Each community will make its own judgments as a function of its history, economy, demography and the psychology of the moment. For DLR Group, planning is an essential element that accommodates many possible futures and facility scenarios. **Instead of a building diagram, we provide a game plan in which enrollment milestones trigger different stages in the facility master plan.**

In order to formulate master plans, DLR Group has developed a much emulated community-based planning process that simultaneously builds consensus, educates the public, and provides planning task force members with important feedback about what voters will and will not support.

By examining operating costs, enrollment and projected capital expenditures, we can assess the fiscal scenarios confronting your district. We have extensive facilities data that allow us to assess the remaining useful life of major building systems and predict future capital expenditures. DLR Group's in-house cost estimators have accurate construction cost data that will provide complete and thorough estimates for any building and renovation scenario so that community members may weigh the impact before setting budgets.

DLR Group has been designing schools nationwide for nearly 50 years. You can count on our ability to assess curriculum and programmatic needs and to provide a vast array of innovative strategies for meeting educational objectives. From flexible spaces with multiple uses, to school facilities that grow with your district, we will make suggestions that are proven to benefit learners and communities alike. The decisions and the direction you choose will be the best possible fit for the students of your district.

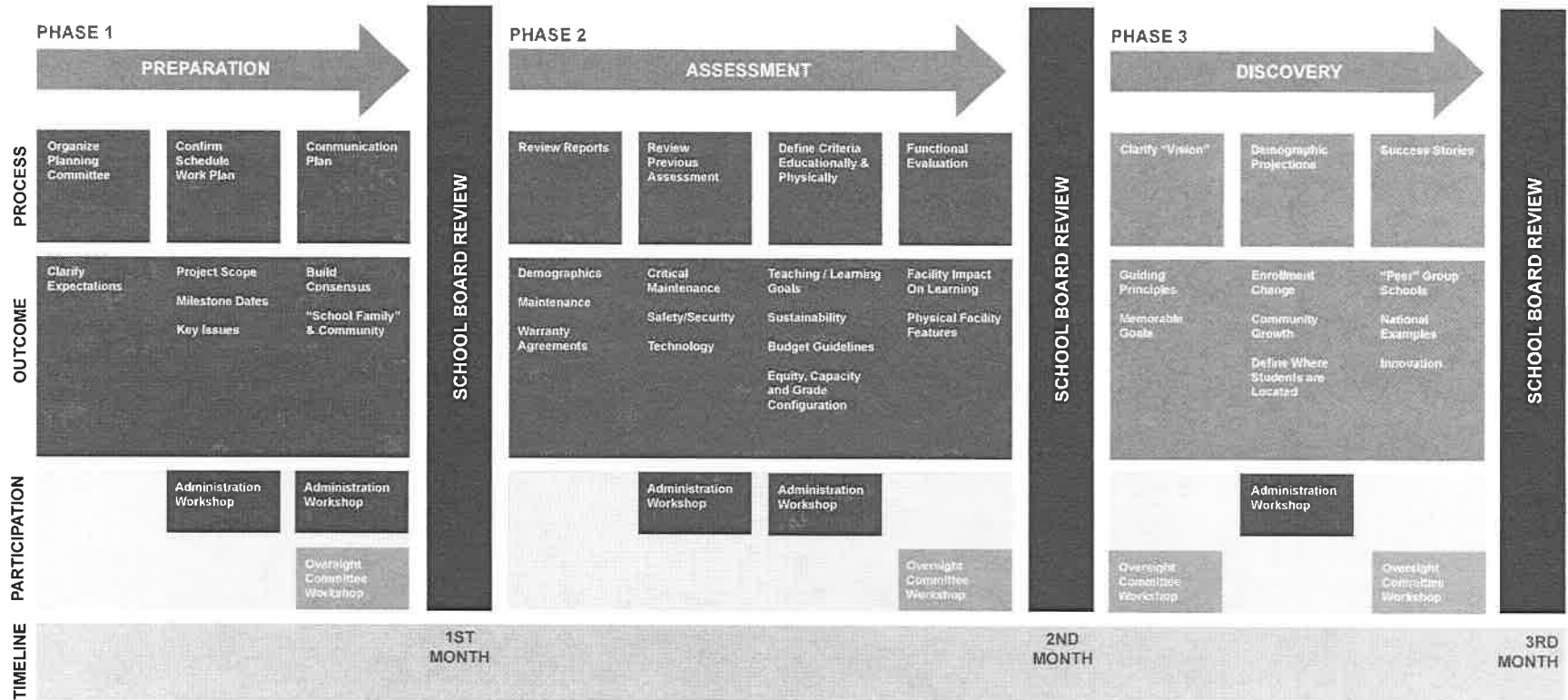


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Your School District
MASTER FACILITIES PLANNING PROCESS



PHASE 1

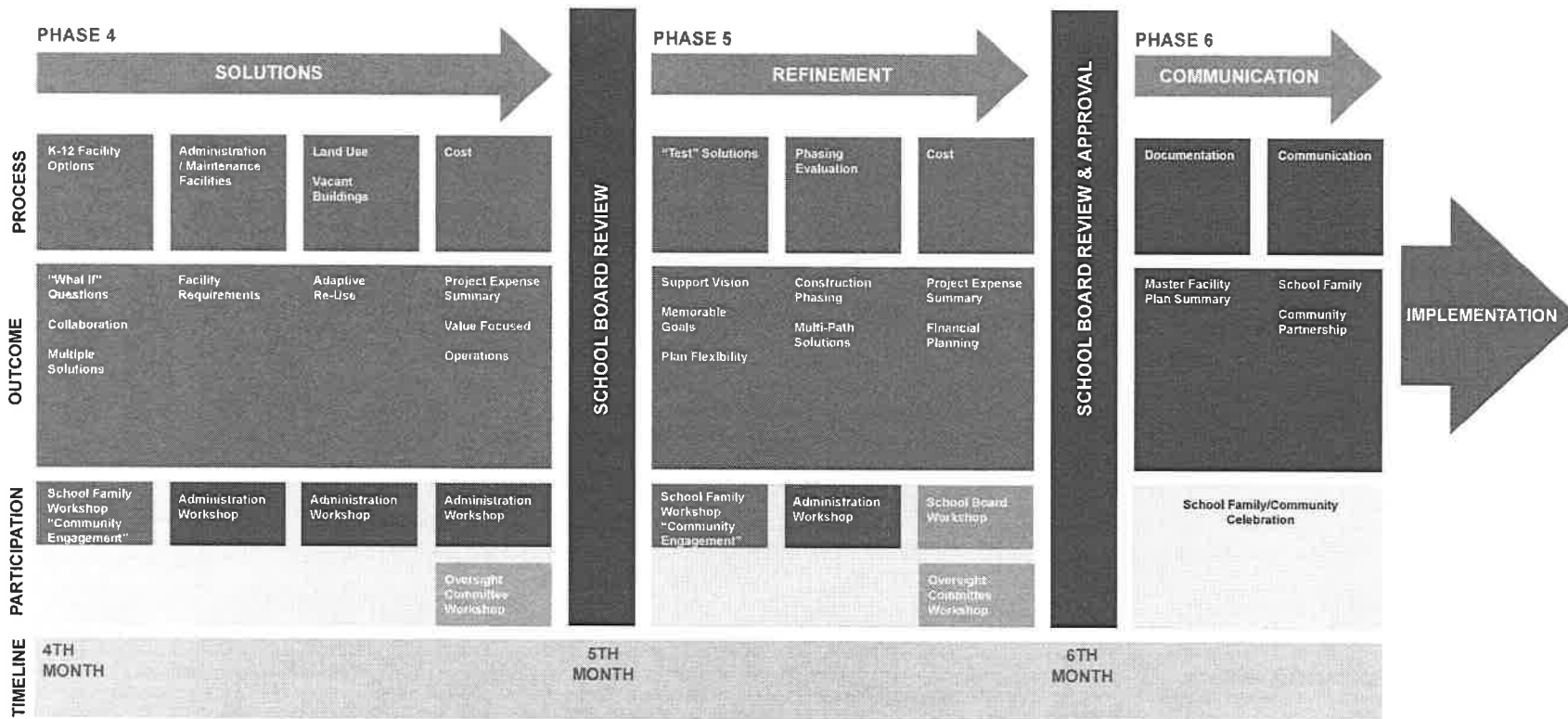
The **Preparation Phase** of planning confirms organization of a planning committee consistent with the current School District intent. The scope of the planning process is reviewed in detail and confirmed by District Administration. Confirmation of the planning project scope identifies key issues, confirms School Board leadership and establishes a schedule for workshops, Board meetings and critical milestone dates. The Preparation Phase also confirms a plan for communication of the planning process to parents, teachers and students, the "school family", and to the Olympia community. This communication plan emphasizes the importance of continual communication and consensus building opportunities through the entire planning process.

PHASE 2

The **Assessment Phase** of planning begins with a thorough review of prior facility and demographic report documentation. Any previous facility assessment data prepared by the District will be reviewed and updated by means of "walk through" assessments of each building facility. Criteria must be clearly defined as a basis for completion of evaluation of existing school and support facilities. This criteria is based upon recommendations following a review of the building facility assessment data and in response to planning goals supporting the vision statements of the School District. The functional evaluation provides learning opportunities for the School Board and Planning Committee based on research related to the impact facilities have on learning. The functional evaluation includes criteria responsive to the physical features of schools and the implications on learning activities, safety and security, and access to media and technology.

PHASE 3

Creative solutions are encouraged by the **Discovery Phase** of planning. This phase begins with clarification of the vision goals of your District. Success stories of other schools throughout the Northwest and nation are shared as learning opportunities for the School Board and Planning Committee. Demographic information is reviewed specific to individual school sites as a means to guide later solutions responsive to unique neighborhood or overall community opportunities. The Discovery Phase of planning also incorporates participation from students. Student participation techniques may include student art projects as a means of communicating student response to facilities.



PHASE 4

The **Solutions Phase** of planning emphasizes creativity. The process builds upon a clear understanding of goals, building assessment and demographic data. The Solutions Phase involves participatory "charrette" workshops facilitated to encourage "what if" solutions and optimize opportunities. The charrette workshop format emphasizes the benefit of multi-disciplinary collaboration. Solutions will emphasize use of existing facility resources and alternatives for the potential adaptive reuse of existing facilities. Solutions also consider short-term and long-term planning scenarios and emphasize the importance of flexibility when considering long-term solutions. Facility planning should not be dependent on a single specific solution. The Solutions Phase of planning considers cost as a planning factor. Workshop participants are provided with cost data for building renovation, new construction and school operations adequate to guide solution-based discussion. Community Based "School Family Workshops" will be held at strategically coordinated locations.

PHASE 5

The **Refinement Phase** of planning tests alternative solutions for compliance with the goals and vision defined in earlier phases of planning. Planning Refinement workshops also emphasize the need for multi-path solutions allowing long-term flexibility in the Master Facilities Plan. Solutions that do not allow change are not acceptable long-term solutions. Solutions are evaluated relative to implementation phasing scenarios from the standpoint of construction phasing as well as coordination with realistic financial planning. Detailed cost and project expense summaries are provided to confirm compliance with opportunities for immediate investment and continued long term improvement projects. Testing the solutions with the Administration, Oversight Committee and Board of Education will help to solidify acceptance by the community. The phase of refinement is where the Board of Education will become educated and informed to make decisions for the next 10-20 years.

PHASE 6

Following School Board review and acceptance of a Master Facilities Plan solution, the plan will be documented and communicated. The **Communication Phase** provides necessary communication to the "School Family" including parents, faculty and students emphasizing the benefits for teaching, learning and student achievement. Communication to the broader community emphasizes a core message reinforcing the impact of quality schools for communities and provides a foundation for school/community partnerships and understanding.