



Alden-Hebron School District 19

STRIVING FOR EXCELLENCE. TOGETHER.

AH19 FACILITIES PLANNING

Staff Workshops | January 25, 2022

To uphold the district's commitment to engage all stakeholders in discussions related to long-range facilities planning, two staff workshops were conducted on January 25. Over fifty-five participants from all departments and functional work areas at the elementary and middle-high schools participated.

Members from district architect, Wold Architects & Engineers, facilitated the staff workshops, providing an overview of the facilities assessment work in progress and the educational alignment evaluation process. Staff were broken into small groups to discuss existing conditions, challenges and opportunities, and specific impact on the delivery of curriculum and services. Staff feedback will inform the preliminary development of options addressing critical infrastructure, aging facilities, and educational/functional needs of the elementary and middle-high schools.

A summary of key priorities - by building - are provided below with detailed minutes following.

Middle-High School | Staff Priority Needs – Summarized

1. Improve classroom environments.
2. Improve building accessibility.
3. Replace portable trailer classrooms.
4. Improve/ add science classroom environment.
5. Improve building secure entrance(s.)
6. Improve and increase space available for physical education and fitness.
7. Improve kitchen and update equipment.
8. Update technology and equipment serving auditorium.
9. Increase staff support space, including restrooms.
10. Exterior/ site improvements.
11. Update building systems and finishes.

Elementary School | Staff Priority Needs - Summarized

1. Additional multipurpose space to support lunch/ P.E.
2. Dedicated STEM classroom.
3. Dedicated music classroom.
4. Improved art classroom environment.
5. Improved classroom environments.
6. Added program space: small group collaboration space, sensory space, gross motor space, occupational therapy, social worker, Intervention room, Innovation room
7. Improved teacher support: staff restrooms, improved workroom environment, resource storage and book room.
8. Exterior / site improvements: accessible playground options, increased parking
9. Accessibility Improvements.



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Middle-High School Staff Workshop Minutes | January 25, 2022

1. Science Classroom:

- Gas accessibility for the labs would improve the experiments that they are able to perform in the classroom. One lab has gas capabilities, but is not set-up, and the other does not have any.
- Improved storage space is necessary to provide the quantity, quality and security required for storing equipment and chemicals.
- Improved flexibility should be provided in order to allow for a lab zone and various instructional space configurations.

2. Math/ Physics – currently held in the second science lab.

- Additional markerboards are needed to provide adequate teaching and presenting space.
- New blinds/shades are needed in order to prevent glare and provide greater visibility when using the projector.

3. Art classroom:

- Classroom does not have the appropriate equipment and space to teach various arts.
- Outdated and mismatched furniture should be upgraded.
- The Group noted that CTE/ shop classes and instruction space could be provided to prevent outsourcing to other schools.

4. Upper-level classrooms:

- Air conditioning is not provided to upper-level classrooms.
- Students have access to dated furniture, which does not allow for flexibility in the Middle School classrooms.
- No sensory options are currently available for any of the classrooms.

5. Typical Classroom:

- Lack of power access throughout. Retractable power cords from the ceiling would be ideal to eliminate floor clutter and tripping hazards.
- The technology being used is not functional, especially when teaching remotely.
- Significant air infiltration is occurring at classroom windows which should be resealed.
- Flexible furniture upgrades for students and teachers are needed in instructional spaces throughout the school.
- Collaboration spaces adjacent to classrooms should be provided for flexible use and SPED.
- Interior aesthetic improvements are needed to enhance school pride.
- g. Upgrades should be made to finishes, writing surfaces, technology, and lighting throughout.

6. Portable trailer classrooms should be removed and replaced with classroom space inside the building to prevent lost instructional time, lack of restrooms, limited technology, internet issues and general disruption due to transition in and out to portable trailer classroom.



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7. Gym/ Physical Education:

- Lack of storage for P.E. The existing space cannot support the various sports/other activities.
- The weight room is inadequate and does not provide enough space for proper equipment.
- Scheduling is very difficult with various sports for both Middle School and High School using the gymnasium on top of the standard P.E. classes.
- Outside, gravel track is inadequate for the needs of the school.
- Locker rooms are in need of improvement:
 - 1) Finishes and accessories are in need of upgrades.
 - The girl's locker room lockers should be replaced and total quantity increased.
 - Locks on lockers are not functional in either locker room.
 - Showers in the boy's locker rooms are not functional.

8. Kitchen:

- This space supports all students of District 19.
- Equipment is 25+ years old with the exception of the fridge.
- The walk-in freezer is outside, off of the garage, and does not provide a direct connection to the kitchen.
- Butcher-block countertops are still installed and ideally would be replaced by two new prep tables.
- A separate space for kitchen staff is needed, including an office and locker space.
- Overall storage, dry and cooled, is undersized to accommodate District needs.

9. Auditorium:

- AV and lighting upgrades are needed.
- Seating should be reconfigured to provide adequate visibility of the stage.
- The space can currently only accommodate either the Middle School or High School students at one time.
- A separate multi-purpose space should be provided to prevent scheduling conflicts with the lunchroom.
- Space is also used for lunch and to supplement athletic practice space.

10. Security vestibule is not fully functional as intended and needs improvements. Additionally, the main office organization and nurse's room should be improved.

11. Accessibility:

- The Group identified many challenges throughout the facility.
- There is no accessibility to upper level, multipurpose room or mobile classrooms.
- Main entrance to the building is not accessible and the only accessible path is gravel and on the opposite side of the building.



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12. Staff support space:

- A dedicated staff center would improve efficiency in utilizing classroom spaces and alleviate scheduling. However, there are a number of classes that have a lot of materials to bring to and from the classroom or require very specialized needs.
- Lack of staff restrooms to accommodate full staff.
- Staff workspace is inconsistent and it would be ideal to create more than one formal location to print/ copy and prepare materials.

13. The historic quality of the building, especially the original gymnasium, should be maintained; however, it was agreed that school pride would be enhanced by updating dated finishes, restrooms and learning spaces throughout the building.

14. There is a lack of small group and passive common spaces to foster collaborations and engagement between students and staff.

15. Exterior improvements:

- Parking lot deterioration creates hazardous conditions, especially during inclement weather and should be repaved.
- Walking pathways to the building should be improved.
- Direct access to an accessible main entrance would be ideal.

Elementary School Staff Workshop Minutes | January 25, 2022

1. Multipurpose Room:

- Currently experiences scheduling conflicts between different uses, especially accommodating lunch setup during Physical Education.
- Not adequately sized for larger classes.
- Lack of storage for various functions, but specifically the P.E. storage.
- This space is not adequately sized to accommodate the entire student enrollment and staff.

2. Music Room:

- There is no official music classroom. All of the supplies are brought to each teaching station on a cart instead of having one central location for storage and teaching. This also creates conflicting schedules as set up and take down takes up instruction time.
- Lack of instructional storage.

3. STEM Room:

- Additional sound isolation, storage, and physical separation is necessary to prevent disruption from passersby's and improve the function of the space.
- The STEM room should be provided with a hard surface flooring instead of carpet for ease of cleaning.



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- Proximity to the following resources would be beneficial.
 - Library
 - Water
 - Outdoor Access
 - Lighting Control
- Dedicated access would improve the function of the space and prevent overlapping space needs.

4. Typical Classrooms:

- Operable partitions, primarily in the third through fifth grade classrooms does not provide sound isolation, and currently has bookshelves set up against them so they cannot be opened.
- Power is limited, with typically two to three outlets per classroom. Increased access is desired to meet needs without limiting layout flexibility.
- Student storage occurs in the hall, which causes issues retrieving materials during class-time and takes up space in the corridor. However, the group agreed it was preferred for student belongings to be in the hallway to limit visual noise in the classroom. Improved separation and storage solutions were requested.
- The Groups expressed a lack of lighting control. There is a desire to dim the lights and control different zones independently. Additionally, occupant sensors need to be adjusted as lights often turn off automatically while the space is still occupied.
- Overall classrooms are undersized which limits flexibility and separation of spaces.
- Student furniture in classrooms should be upgraded to provide an equitable environment across all classrooms, increase in flexibility, and provide greater student choice.
- Teacher furniture functions adequately for student interaction, but lacks mobility and flexibility. Storage for classroom resources and materials is lacking. There is a desire for increased fixed and mobile furniture solutions.
- The Group noted a desire to provide drinkable water within the classroom.

5. Lack of small group space

- Currently limited small group space is available.
- Multiple specialists and interventionists occupy the same space for SPED instruction and intervention.
- These shared environments do not have adequate separation measures between groups.
- All materials are stored in the same space as instruction occurs, which limits the available space for instruction and decreases the flexibility.

6. Additional office space is needed for speech, occupational therapy and social work.

- There is currently no designated student service space.
- Interventionists push into the classrooms to help students, but also pull out independently to help the students 1 on 1 or in small groups.
- Often times, pull out intervention takes place in an open environment or requires walking through another learning environment to reach a private office. This is disruptive to those other environments and limits privacy for the individual student.



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7. Staff support space:

- Lack of sufficient toilets for the staff population.
- A separate teacher workroom for teacher collaboration, meetings, and lunching would be beneficial to the efficiency of classrooms and scheduling.
- Noted electric issues in the workroom which need to be resolved for functionality.

8. Building systems:

- It was noted by Wold that facility system deficiencies are being compiled within the Facility Conditions Assessment, but primary concerns are included below as documentation and reference to supplement the assessment.
- Temperature control is a challenge. Heating systems are inconsistent throughout the building.
- Air conditioning is desired. The current facility includes window units, which block access to exterior views and daylight.
- There have been issues with wasps and other insects infiltrating the classroom spaces.

9. The group noted that additional teaching space is desired to create two sections per grade.

10. An innovation space is desired to support project-based learning outside the classroom and STEM classroom.

11. Exterior/ Site improvements:

- ADA access to playgrounds and accessible play options should be provided to students with special needs.
- A formal track and field should be provided in lieu of gravel path.
- Parking lots are in good condition but insufficient spaces are provided for staff. Ten to twelve more spaces would be beneficial.