

SECTION 1
EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The Facilities Study is a critical first step in the planning process which helps school districts and their communities better understand the current state of its facilities and how well these components support educational goals. The Facilities Study provides an independent, objective analysis of the present conditions and capabilities of the district's facilities and grounds. This study also serves as a foundational resource document to support immediate and long term facilities planning.

The information presented in this report was gathered through on-site inspections of the sites and buildings, and interviews with various building administrators and maintenance staff. Included in this report is an analysis of the existing building capacities, ADA facility assessments, educational adequacy, building systems assessments, and an overview of the sites occupied by the School District of Auburndale.

The district serves approximately 830 students in grades 4K-12 in two buildings. Auburndale is a small rural village Central Wisconsin. Located in Wood County, Auburndale is nestled between three larger cities and is able "To be a leader in academic excellence and community service in a small school setting."

School District of Auburndale's **Mission Statement:**

To provide a safe environment that encourages the desire for life-long learning and success utilizing resources effectively and efficiently.

The District further articulates its **goals** as:

To maximize each student learning by:

- *Partnering with parents, community, and businesses;*
- *Implementing high-quality, focused curriculum addressing essential learning;*
- *Ensuring best practices in instruction & assessment;*
- *Using data to drive instructional decision-making;*
- *Recognizing and meeting the unique needs of individuals;*
- *Inspiring lifelong learning for all students and staff; and*
- *Promoting character traits of honesty, respect, responsibility, kindness, and fairness*

For each building and major section of this report, Eppstein Uhen Architects (EUA) has identified professional observations and recommendations to inform future facilities planning. This Executive Summary attempts to capture significant findings that are detailed within the larger Facilities Study. Please reference the complete Facilities Study in the following sections for supporting data to the observations and recommendations.

The intention of the Facilities Study is to focus on the areas that are inadequate and/or may require a significant investment in the near future. Any decisions made to maintain or improve the various facilities should support long term solutions. Providing the optimum combination of adaptable and appropriate spaces for teaching and learning would better support student achievement and reflect the School District of Auburndale's community values.



The following provides an introductory description of the specific issues reviewed in each report section:

SITE AND BUILDING CAPACITY DATA

The District's facilities are located on separate sites. Each of the school sites are adequate in size; a summary of each site is provided later in the Executive Summary.

The student capacity at each of the schools was reviewed and evaluated using several nationally recognized educational planning recommendations. Three different capacity calculation methods were used:

1. **Functional Capacity by Area** is based on the maximum number of students recommended per the area of each educational (classroom/teaching) space.
2. **Functional Capacity by Scheduling Procedure** is based on administrative practice for number of students that can be scheduled in each educational (classroom/teaching) space.
3. **Capacity based on Building Area** analyzes the entire school's **gross square footage** and determines capacity by utilizing best practices for square foot per student in comparable facilities.

Over the past decade, recommended space provided per student has increased. The major reasons are:

- Space is needed to support children with special needs, students with disabilities, cognitively disabled students and special education needs.
- Space is needed to support specialists in the area of reading, speech, occupational therapy, physical therapy, and Title I programs.
- Space is needed to support work by paraprofessionals, volunteers and parent support groups.
- Space is needed to support personalized learning approaches, team teaching, and flexible collaboration in common areas.
- Space is needed to accommodate technology and its infrastructure and equipment.

The capacity study indicates that even with the increased space needs today, both the Auburndale Schools are *under capacity* to varying degrees.

In addition to assessing its building capacity, the Middle School / High School was also evaluated to determine exactly how its academic spaces were being used throughout the day. This analysis gives us a clear picture of the current **Building Utilization**. Based on information provided directly by the Middle School / High School staff, the following observations can be noted:

1. The average class size for the building is comfortably below the maximum recommended level.
2. "Core" academic spaces are *above* 75% usage during the day, however the building as an average is just at targeted utilization.

FACILITIES SUMMARY

The following summary of each building is divided into two specific sections; Education Adequacy and Building Systems.

The **Educational Adequacy Assessment** (EAA) is a comprehensive review of the educational program activities, use of the building, and physical spaces required for each activity and provides analysis of how effectively the spaces support student learning and program delivery, with input from building principals and key staff.

The **Building Systems Assessment** considers the building's exterior shell and interior materials, mechanical, electrical, and plumbing systems, and finally the compliance with the Americans with Disabilities Act (ADA) relative to accepted industry standards. A building's compliance with ADA is based on the review of the accessible routes to and through the building and site, as well as accessible features and accommodations inside the building as defined by ADA design guidelines and the International Building Code.

The following is a summary of EAA and Building Systems & ADA observations. A deeper analysis is provided within the complete Facilities Assessment report. The findings presented in this report will provide the School District of Auburndale with up-to-date information to assess its existing site and building conditions relative to providing optimal learning environments for successful curriculum delivery. The report identifies the positive aspects of the facility as well as deficient conditions that impact building function and educational opportunity.

AUBURNDALE ELEMENTARY SCHOOL

Below is a summary of Auburndale Elementary School as it relates to the **Education Adequacy Assessment**:

- Functions as a traditional cells and bells school environment – works well for large group instruction but does not provide many good environments for break out work, small group learning, or collaborative learning opportunities.
- Entrance is not fully secure. Once guests enter the building, they have full access to the school and are not restricted to the office area.
- A number of spaces have been built with temporary walls that do not provide adequate acoustic separation and lack other more permanent amenities
- Some core classrooms, library, and the office area lack natural light.
- Staff lack appropriate break/work spaces
- One 4K classroom does not have in room toileting or other typical 4K amenities
- Library is outdated
- Lack of storage space was noted
- The stage, little theater, and playground areas are inaccessible to those with mobility impairments
- Much of the furniture throughout the building is heavy and inflexible, which does not encourage reconfiguration for group work or collaborative learning.

Below is a summary of Auburndale Elementary School as it relates to the **Building Systems Assessment**:

- Built in 1958, with additions in the 1970's and 1998
- Original windows that are single-pane and not thermally broken
- Portions of the roof need replacement
- Exterior components need maintenance (sealant, metal panel repainting, etc.)
- Standing water on north side of site
- Demountable partitions are in fair condition
- Acoustical ceiling tiles in need of replacement
- Door hardware is a mix of ADA-compliant and non-compliant



- Not all restrooms are ADA compliant. Restroom finishes are original
- Some casework is original to the building
- Stage does not have ADA access
- Building does not have a sprinkler system
- Consider water supply and waste water piping replacement for piping that is original to the building
- Domestic hot water heating plant equipment should be replaced
- Most sinks are in fair condition and non-ADA compliant
- Consider upgrading plumbing fixtures to have automatic sensors
- 1998 boiler is in need of replacement
- Air handling units from the original building need replacement
- Existing electrical service should be considered for replacement
- Generator is from the 1970's
- The CCTV system is five years old
- Mechanical control system that is still pneumatic and should be upgraded to digital

MIDDLE SCHOOL / HIGH SCHOOL

Below is a summary of the Middle School / High School as it relates to the **Education Adequacy Assessment:**

- Functions as a traditional cells and bells school environment – works well for large group instruction but does not provide many good environments for break out work, small group learning, or collaborative learning opportunities.
- There is insufficient project space for tech ed construction builds, autos, and storage of all desired tech ed equipment
- The AG classroom is well utilized but lacks space for some of the existing equipment and functions. The greenhouse is in poor condition.
- Stage area size and gym acoustics/sound/lighting systems are not well suited for large music or drama performances
- Weight and Cardio Room Locations. These rooms are utilized by the community, but are located in the heart of the building which means that community members using these facilities have access to other areas of the building as well
- There is a need for more team space in locker rooms, and more coaches' office space
- There are accessibility concerns for those with mobility impairments in many of the restrooms, at the stage area, the FACE lab, and in the band room.
- Much of the furniture throughout the building is heavy and inflexible, which does not encourage reconfiguration for group work or collaborative learning.

Below is a summary of the Middle School / High School as it relates to the **Building Systems Assessment:**

- Built in 1964, with additions in 1993 and 1998
- Original windows that are single-pane and not thermally broken
- Portions of the roof need replacement
- Exterior components need maintenance (sealant, tuckpointing, etc.)
- South entrance canopy should be replaced
- South parking lot is in need of repaving
- Some existing vinyl asbestos tile (VAT) in building should be considered for replacement
- Acoustical ceiling tiles (ACT) in need of replacement
- Door hardware is a mix of ADA-compliant and non-compliant



- Not all restrooms are ADA compliant. Restroom finishes are original for all restrooms
- Some casework is original to the building
- Stair handrails do not meet current code
- Stage does not have ADA access
- Band and vocal ADA access is non-compliant
- Building does not have a sprinkler system
- Consider water supply and waste water piping replacement for piping that is original to the building
- Domestic hot water heating plant equipment should be replaced
- Provide emergency fixtures in science and shop areas
- Consider upgrading plumbing fixtures to have automatic sensors
- 1998 boilers are nearing the end of their useful life
- Air handling units from 1993 and 1998 are in good condition
- Air handling unit serving the Woods shop is original to 1964 and should be replaced
- Existing electrical main and distribution section should be considered for replacement
- If renovation is done, district should consider upgrading electrical panels in areas of work
- Generator is from 1964
- The CCTV system is five years old
- Mechanical control system that is still pneumatic and should be upgraded to digital

As of July, 2002 the building code in the State of Wisconsin changed to the International Building Code (IBC). One major difference between the prior code and the current IBC that impacts school projects is the requirement for schools to be protected by a fire sprinkler system if the fire areas within the facility are *over 12,000 square feet*. Although this requirement does not affect existing facilities that do not receive upgrades, significant remodeling or additions to an existing structure may trigger this requirement.

CONCLUSION

As stated, the Executive Summary highlights only specific sections of the complete Facilities Study. The buildings appear to be at a point that attention should be given to update the systems and learning environments. There are a variety of potential options that could be explored through the planning process that range from mechanical, electrical, and plumbing updates to more significant academic space remodeling.

This study is not intended to provide specific solutions but rather to allow the school district to understand the existing conditions of the buildings and campus layout as of December 18, 2019. Public schools today face increasing competition between public, private and charter school options. This ultimately impacts enrollment, state funding and the ability to attract and retain the most talented and skilled staff.

RECOMMENDED NEXT STEPS

At the conclusion of a Facilities Study, many schools ask how to proceed. It is our recommendation that the Administration and Board of Education review the document for content and understand the observations and recommendations. The next step should be looking at these identified needs more closely to begin prioritizing items and developing approaches to best resolve them in the future. We recommend additional conversation with the broader Auburndale community to help find the balance between meeting student needs' and the taxpayer's willingness to support needed improvements as part of the long-range facilities planning process.

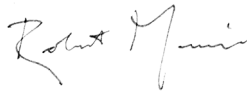
This facilities study could be considered a work in progress and a system should be put in place to track items that get updated through a Capital Improvement Plan. This study should serve as a reference to the district and its constituents in making informed decisions for effective planning into the future.

Thank you for the opportunity to participate in this endeavor. If you have any questions or concerns regarding this summary, please feel free to contact the EUA team.

Sincerely,



Teresa Wadzinski, RA, LEED AP
Senior Project Manager



Bob Morris, RA
Senior Design Architect



Sean Clendenning, RA
Senior Project Architect