

**CENTER POINT-URBANA COMMUNITY SCHOOL DISTRICT
FACILITIES MASTER PLAN
2022**

CENTER POINT-URBANA CSD MASTER PLAN

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EXECUTIVE SUMMARY

With the ever changing educational needs of the community in mind, the Center Point-Urbana Community School District engaged INVISION Architecture and Estes Construction to assist in evaluating and assessing the future facility needs for the community. Facility master plan goals include:

- Identify community goals and priorities
- Understand the scope of existing deferred maintenance
- Identify opportunities and constraints of the existing sites
- Recommendations for improvements
- Review of facility efficiencies to be gained
- Provide a flexible framework for handling varying levels of future community growth

The study was performed over a four month time period in collaboration with community, staff and students. A community task force was engaged to provide critical feedback during the study. The process started by gathering information about the District and Community which included:

- Background planning graphics
- Community, student and staff needs surveys
- Existing facility review of mechanical, electrical and general construction systems
- Community planning sessions

Options to address the above priorities were developed in conjunction with the educational leadership team and community task force. It is important to understand that the facilities master plan forms a long term vision for the district. The work shown will not be realized in the near term but is intended to form a flexible framework that informs future facility decisions. The following pages outline both the process and recommended solutions of the team in more detail.



 DISTRICT PROPERTY

PROJECT TEAM

Matt Berninghaus	Superintendent
John Elkin	Assistant Superintendent
Ann Wooldridge	Center Point-Urbana CSD Primary Principal
Jon Hasleiet	Center Point-Urbana CSD Intermediate Principal
K.C. Tupa	Center Point-Urbana CSD Middle Principal
Rob Libolt	Center Point-Urbana CSD High Principal
Scott Kriegel	Athletic Director
Brad Leeper	INVISION
Laura Peterson	INVISION
Bobbi Jo Duneman	INVISION
Cody Mills	INVISION
Chad Alley	Estes Construction

EDUCATIONAL LEADERSHIP TEAM

Sara Bark	Primary Teacher
Jen Brady	Primary Teacher
Danyel Koele	Primary Teacher
Shannan Fleming	Primary Teacher
Alyssa Heine-Groom	Primary Teacher
Devin Bettmann	Intermediate Teacher
Andrea Henkes	Intermediate Teacher
Paine Lewis	Intermediate Teacher
Joel Salow	Intermediate Teacher
Donald Wachendorf	Intermediate Teacher
Kerri Benda	Middle School Teacher
Cory Graven	Middle School Teacher
Sharon Vaupel	Middle School Teacher
Sheila Monson	Middle School Teacher
Joshua Helmke	Middle School Teacher
Michael Halac	High School Teacher
Melissa James	High School Teacher
Cassandra Mahoney	High School Teacher
Catherine Husmann	High School Teacher
Charity White	High School Teacher

COMMUNITY TASK FORCE

Deb Maue
Mike Schrock
Jane Dufoe
Spencer Goettsch
Scott Millikin
Ashley Rambo
Tom Carman
Amy Neighbor
Dan Hillers
Kevin McCauley
Jarret Koppedryer
Paige Foltz
Kristy Bruce
John Elkin
Matt Berninghaus
Kim Lewis
Kylie Zimmerman
Dick Whitehead
Andrea Gerhold
Robin Manson
Cathy Franck
Rich Plante

ENROLLMENT TREND & PROJECTION

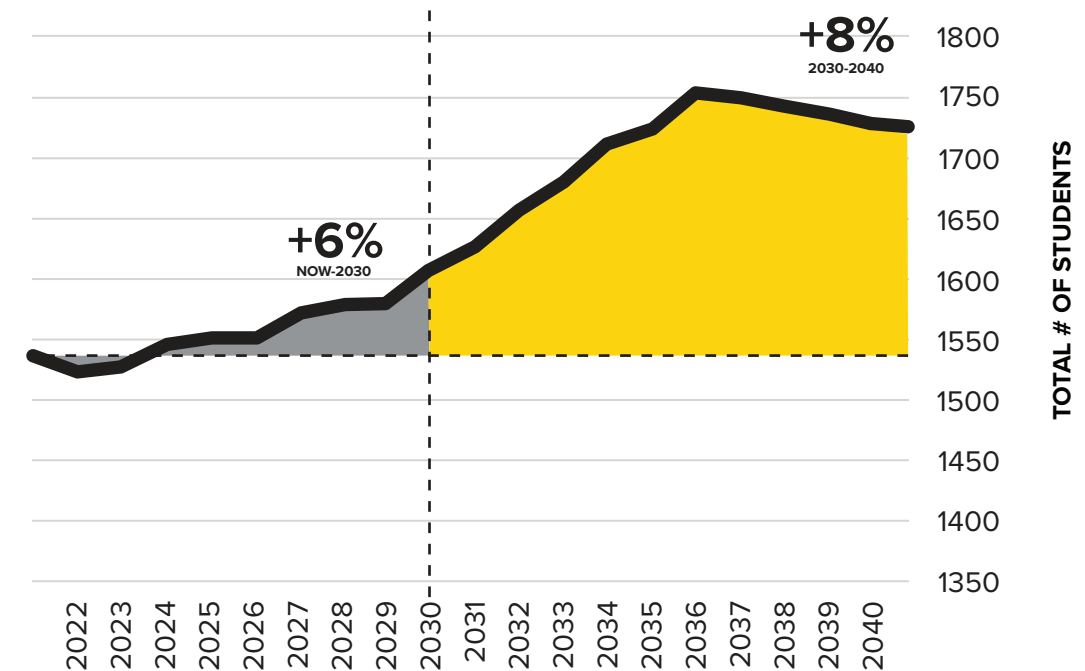
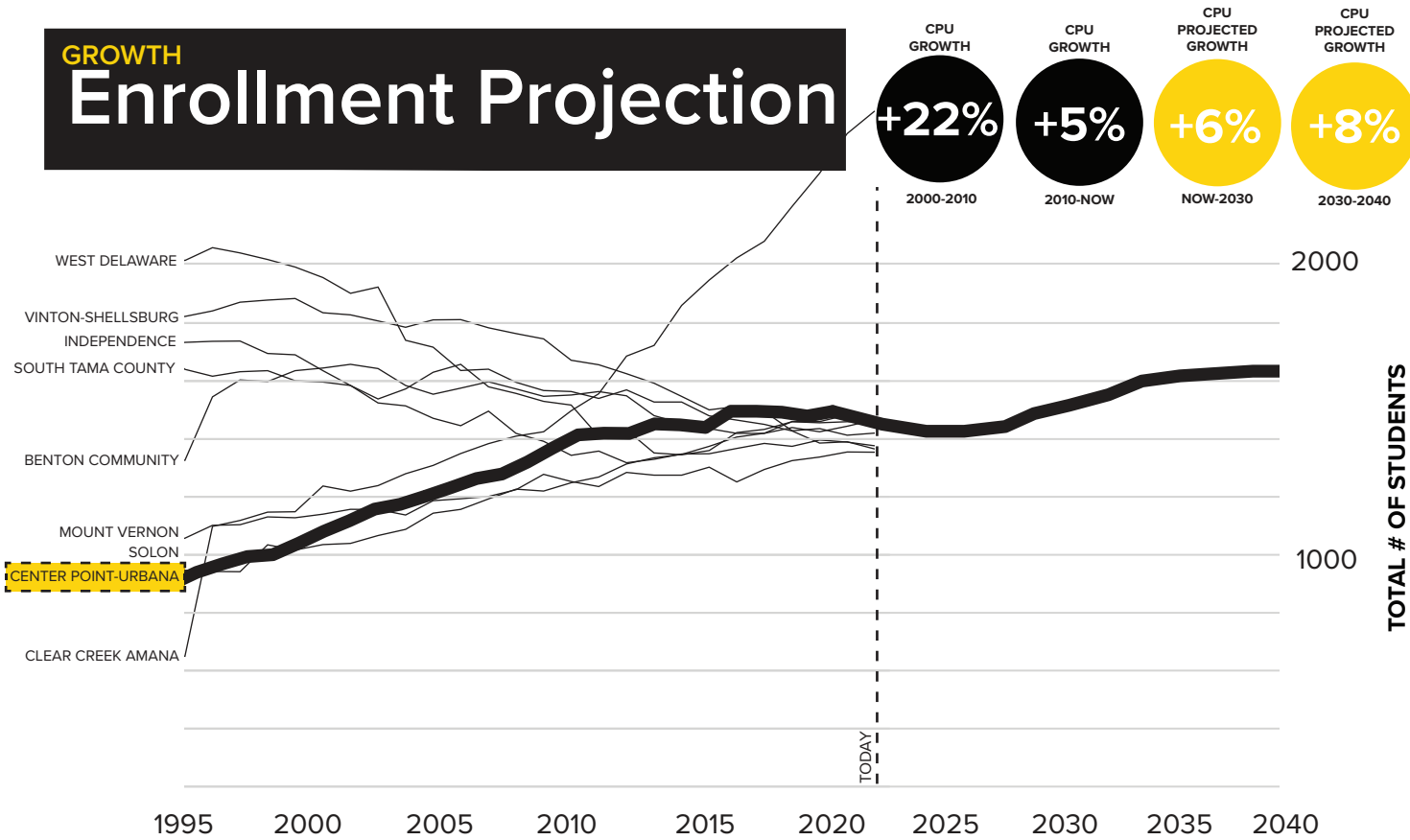
Enrollment in the district has grown steadily since 1995 with a slight decline in 2020. Based on the enrollment projection by Iowa School Finance Information Services, steady growth will resume after the effects of the COVID 19 pandemic. Growth is estimated to be 6% from now until 2030 and 8% from 2030 to 2040.

The primary impact of the pandemic was a smaller than average Pre-K class in 2020 followed by a larger than average class in 2021. This is likely due to an increased number of parents holding back Pre-K aged students in 2020 which in turn caused the larger 2021 class size. The class sizes are expected to return to normal in 2022 and continue to grow in 2023 and beyond.

The Primary and Intermediate Schools are currently seeing the pandemic enrollment dip and will begin to see future growth within the next 5 years. The Middle and High School will begin to see the pandemic enrollment dip in 5 years and future growth in 10+ years. The impact of this dip and future growth on the school buildings is discussed further in the Capacity and Benchmark section.

Grade	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032
PK	93	124	125	125	125	124	123	123	122	122	121
K	123	94	125	126	126	125	125	124	123	123	122
1	79	124	95	126	127	127	126	126	125	124	124
2	99	79	124	95	126	126	127	126	126	125	124
3	98	100	80	125	96	127	128	128	127	127	126
4	106	98	100	80	125	96	127	128	128	128	127
5	94	106	98	100	80	125	96	127	128	128	128
6	124	94	106	98	100	80	125	95	127	128	128
7	120	124	94	106	98	100	80	125	96	127	128
8	109	120	124	94	106	98	100	80	125	96	127
9	122	109	120	125	94	106	98	100	80	125	96
10	125	122	110	121	125	94	106	99	100	81	126
11	113	124	121	109	120	124	94	106	98	100	80
12	118	116	127	124	111	122	126	99	110	102	101
Total	1,523	1,534	1,549	1,552	1,557	1,574	1,581	1,585	1,615	1,634	1,658

Source: ISFIS Report dated 03/2022



Source: ISFIS Report dated 03/2022

CAPACITY & BENCHMARK

The Primary School currently houses 348 students which equates to roughly 126 square feet per student. This is low compared to the regional average of 150-160 square feet per student for K-5. While not ideal, the school is not considered to be over capacity. The school's capacity is calculated to be 404 students. Based on enrollment projections, the school will become over capacity by 9% in 2027 and stay over capacity by 7% in 2032.

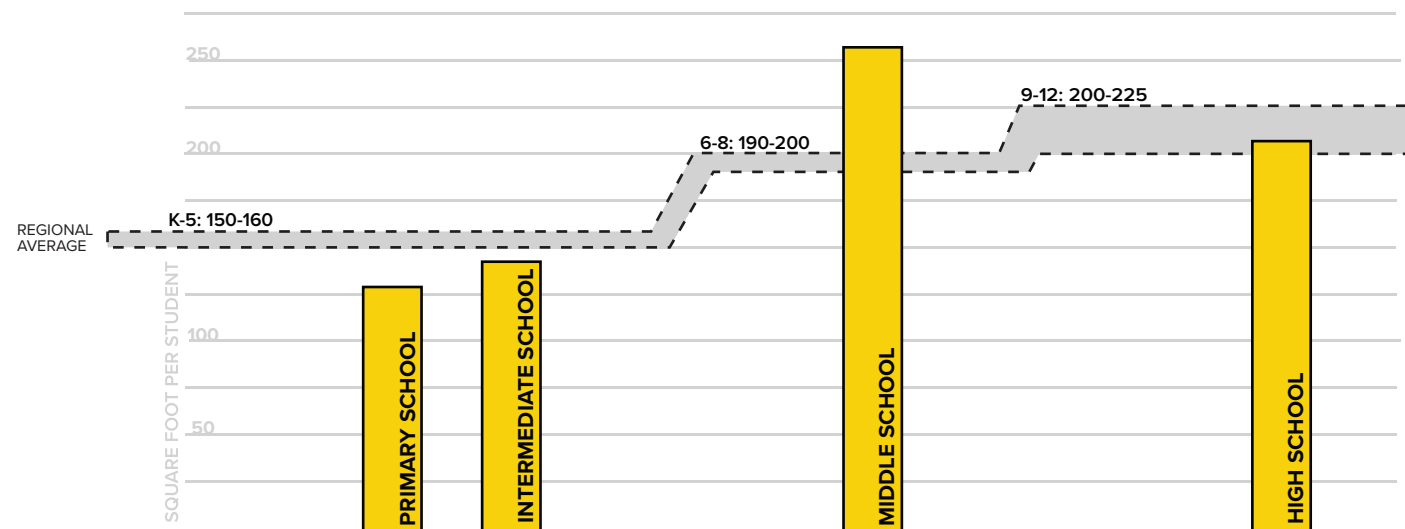
The Intermediate School currently houses 345 students which equates to roughly 140 square feet per student. This is low compared to the regional average of 150-160 square feet per student of K-5. Again while not ideal, the school is not considered to be over capacity. The school's capacity is calculated to be 371 students. Based on enrollment projections, the school will become over capacity by 10% in 2027 and stay over capacity by 19% in 2032.

The Middle School currently houses 353 students which equates to roughly 260 square feet per student. This is high when compared to the regional average of 190-200 square feet per student for middle schools. The school's capacity is calculated to be 425 students, or 17% under-enrolled. Based on enrollment projections, the school will be under capacity by 35% in 2027 and by 10% in 2032.

The High School currently houses 478 students which equates to roughly 210 square feet per student. This is on par with the regional average of 200-225 square feet per student for high schools. The school's capacity is calculated to be 499 students, or 4% under-enrolled. Based on enrollment projections, the school will be under capacity by 11% in 2027 and by 19% in 2032.

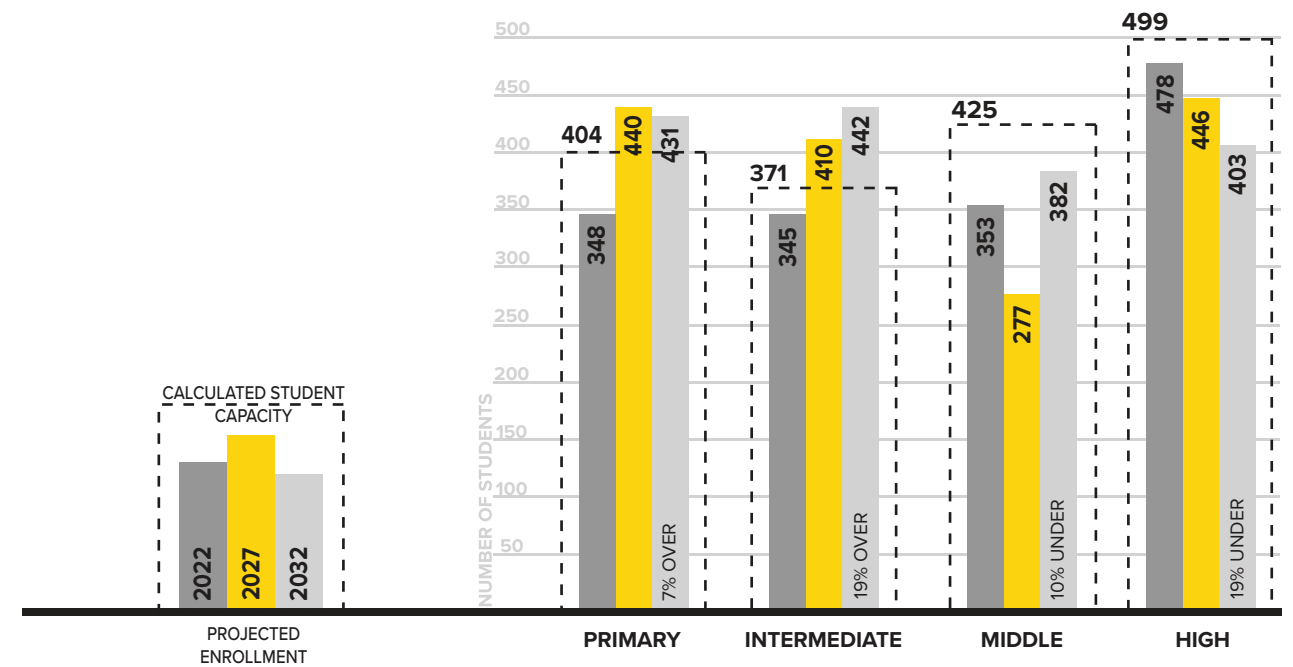
BENCHMARKING

How does Center Point-Urbana compare?



CAPACITY vs PROJECTED ENROLLMENT

STUDENTS VS SPACE



PRIMARY SCHOOL SPACE USAGE

62,657_{SF}
GROSS BUILDING AREA

406
STUDENT ENROLLMENT

PRE-K - 2
GRADES SERVED

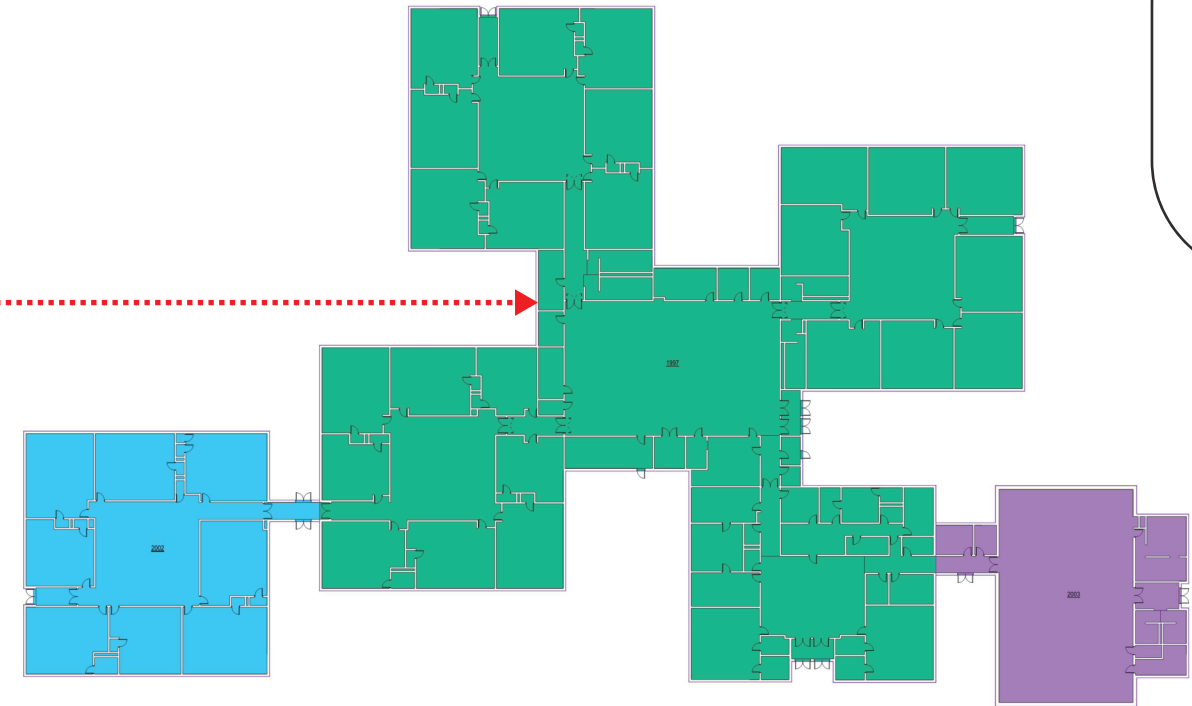
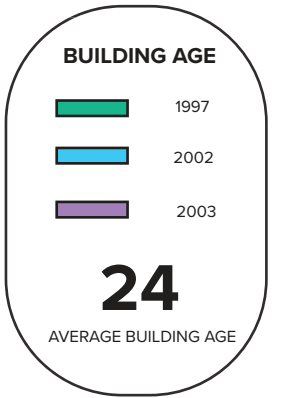
1
NUMBER OF STORIES

154
SQFT / STUDENT



PRIMARY SCHOOL

BUILDING AGE DIAGRAM



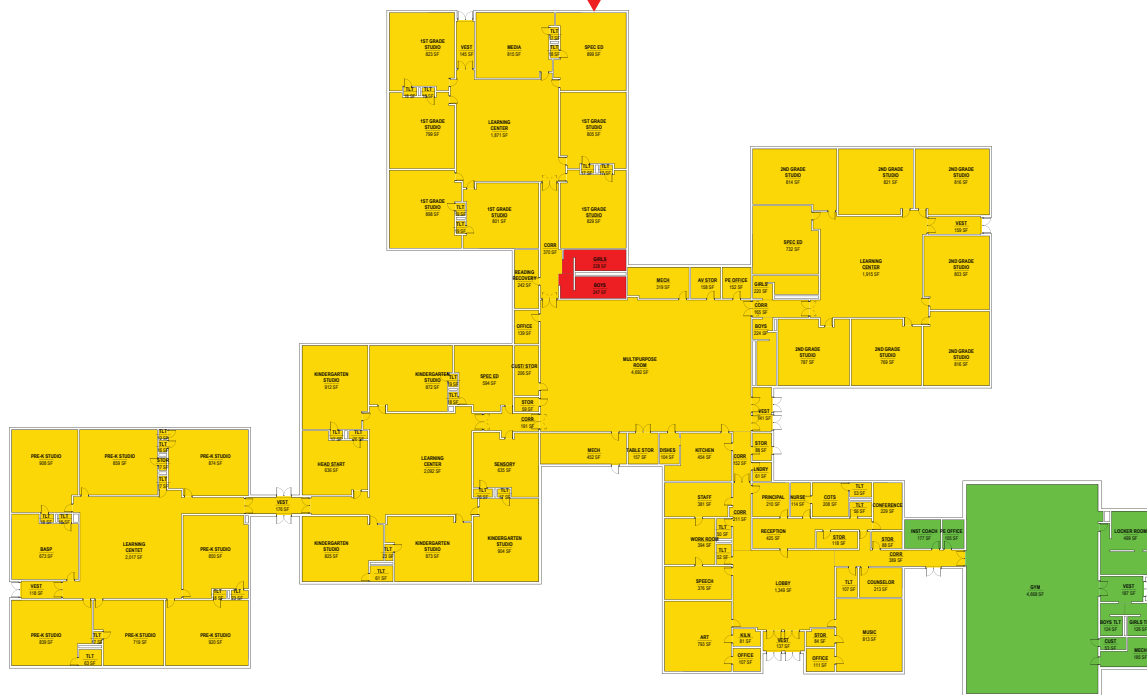
BUILDING CONDITION

- Majority of the building is in fair condition
- Some areas have been partially renovated but still require additional work to be considered in good condition
- Few areas are considered to be in poor condition

BUILDING AGE

- Single-story building constructed in 1997 with 2 additions
- North gym addition built in 2002
- South learning pod added in 2003

CONDITION HEAT MAP



Typical learning pod condition



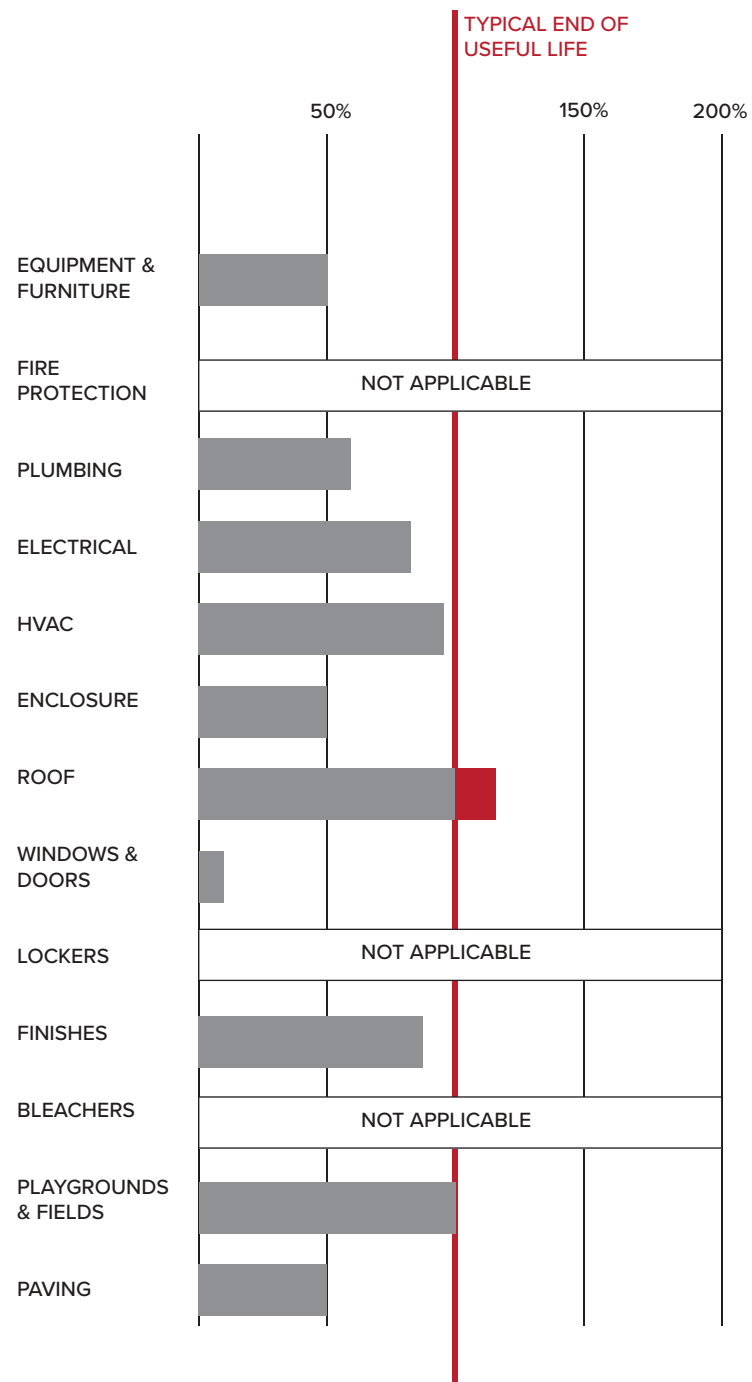
Multipurpose room condition



Typical classroom condition

PRIMARY SCHOOL

SYSTEMS ASSESSMENT



EXTERIOR WINDOWS AND DOORS

Exterior windows have been replaced with newer aluminum windows and are in good condition. Exterior entrance doors are still HM Doors and Frames and are starting to show rust & corrosion at ground level.

INTERIOR WINDOWS AND DOORS

Interior doors and windows appear to be in good condition. Safety glazing at classroom doors is not up to code (wire glass).

CEILING

There appears to be a lot of leaks through out the school, a lot of water damaged tile. Tile and grid system are 2x4.

FOOD SERVICE EQUIPMENT

Area and equipment appears to be in good condition.

ADA COMPLIANCE

The interior appears to be ADA compliant and is all at one level. No exterior ADA push buttons are provided.

INTERIOR WALLS

All interior walls are CMU and are holding up well.

ROOF

There appear to be leaks throughout the building. Possible new roofing and flashing may be needed.

FLOORING

Carpet and LVT throughout the school is in good condition. Some minor tile cracking at restrooms was noticed.

CASEWORK

Looks to be original (1997), some casework looks to be falling apart. Would suggest new (more durable) casework or some corrective measures for existing casework. Not all casework matches in all rooms.

FURNITURE

Furniture is in good condition and seems to be holding up well.

RESTROOMS

Partitions are metal, and appear outdated but are holding up and look ok. Flooring is holding up with the exception of some cracking of tile at one restroom. Ceiling tile does not appear to be moisture resistant/cleanable tile.

DAYLIGHTING

Lots of natural daylight throughout the building. Skylights and clerestory areas bring light to the common spaces.

SAFETY AND SECURITY

Card readers are present at entries. Current secure entry does not have direct office access.

EXTERIOR ENVELOPE

In good condition.

FIRE PROTECTION

No fire protection system is present.

HVAC

Building is served by water to air geothermal heat pumps. The gym addition is served by (2) gas RTUs. Current ventilation does not adequately dehumidify the 100% outdoor air. Replacement with energy recovery DOAS units is suggested.

PLUMBING

No issues currently.

ELECTRICAL

Existing lights are primarily florescent. Upgrade to LED lights as replacement is needed.

SITE

Site drainage issues at playground lead to ponding and ice in winter conditions.



Typical bathroom condition



Typical bathroom condition

PRIMARY SCHOOL

The Primary School meets or nearly meets the departmental benchmarks for classrooms, specials labs, athletics, and media. The pod layout provides abundant space for co-learning and collaboration and makes up for any lack in commons space. There is also more than adequate space for special needs. The building does not meet benchmarks for leadership and kitchen spaces. The Primary School below the average benchmarks for circulation and building support which indicates the building layout is efficient.

SPACE FUNCTION

- Spaces are laid out efficiently but leaves little room for adding sections
- The grade based pod layout is ideal for bringing students and staff together
- The media center location is not centrally located

DEPARTMENT USAGE

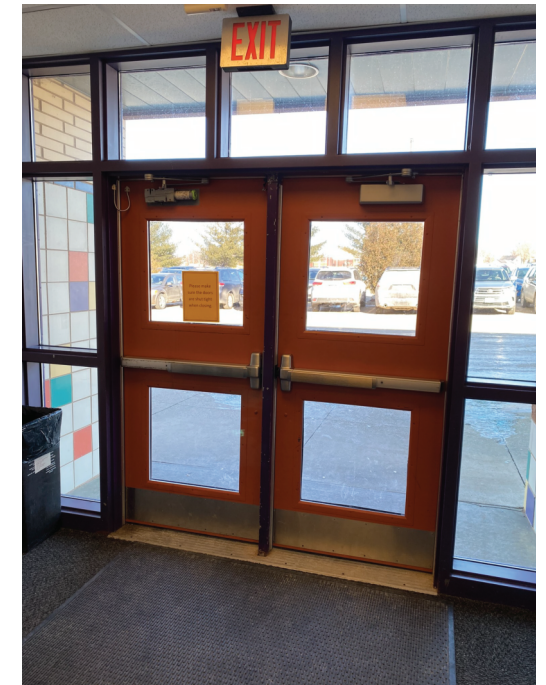
- ATHLETIC
- BUILDING SUPPORT
- CIRCULATION
- COMMONS
- LEADERSHIP
- LEARNING
- MEDIA
- PERFORMING ARTS
- SPECIAL NEEDS
- SPECIALTY
- SUPPORT WORK



Kitchen/Serving condition

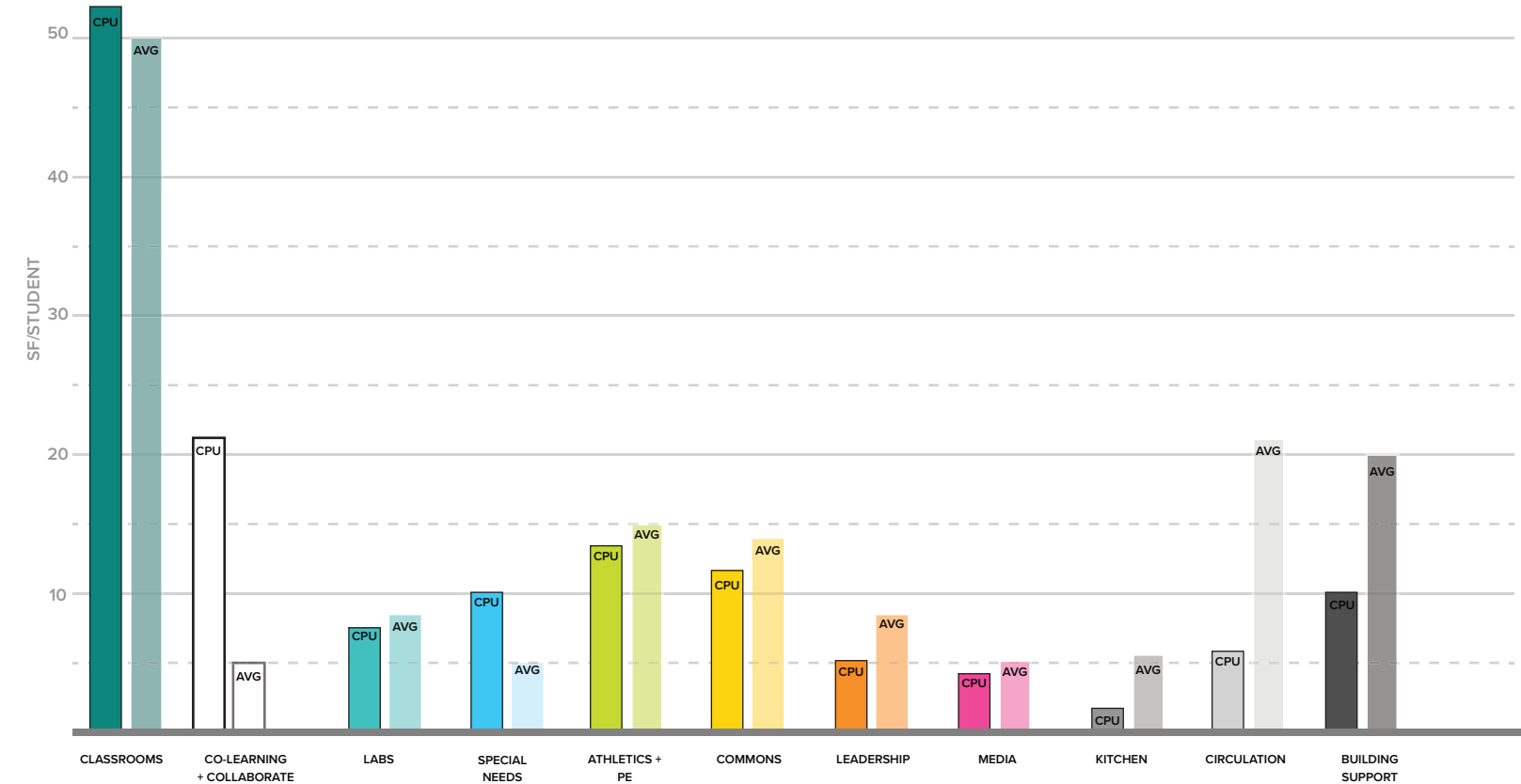


Typical exterior condition



Typical entry condition

BENCHMARK ANALYSIS



INTERMEDIATE SCHOOL

SPACE USAGE

59,129_{SF}

GROSS BUILDING AREA

57,514_{SF}

USED FOR INTERMEDIATE
(1,615 SF USED FOR DISTRICT)

351

STUDENT ENROLLMENT

PRE-K, 3-5

GRADES SERVED

2

NUMBER OF STORIES

163

SQFT / STUDENT



INTERMEDIATE SCHOOL

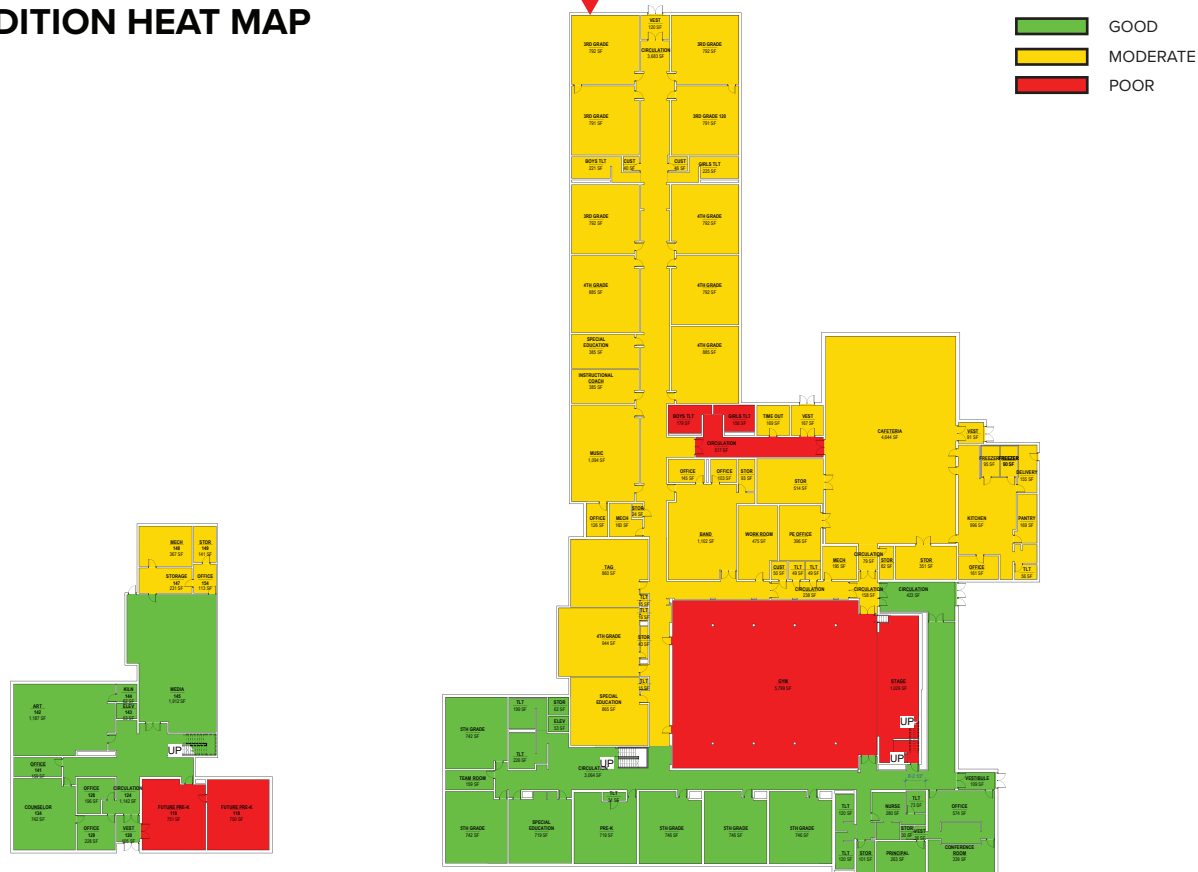
BUILDING CONDITION

- Majority of the building is in fair condition
- Portions of the building to the South are new and in good condition
- A few spaces have not be recently renovated and in poor condition including the gym, a corridor, and set of bathrooms

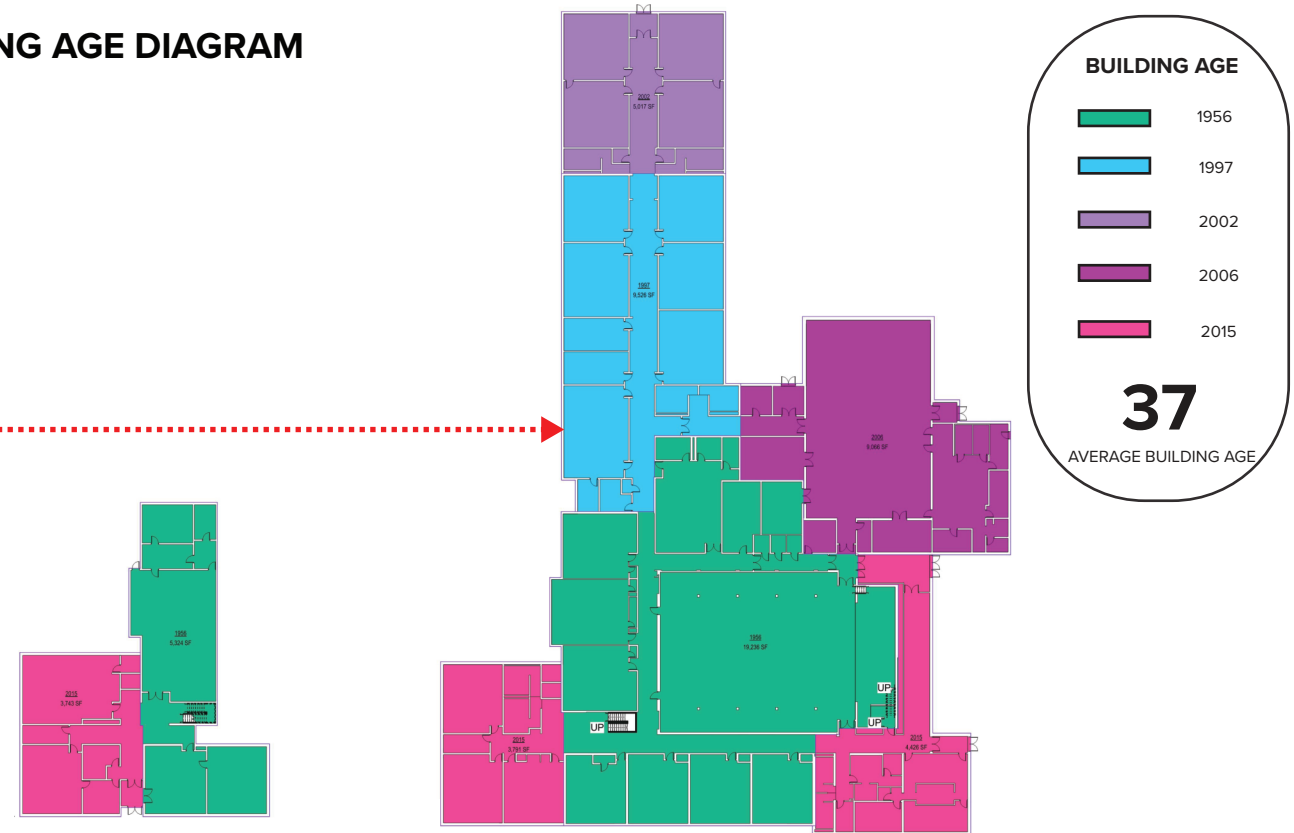
BUILDING AGE

- Multi-level building built in 1956 with 4 additions
- North classroom wing added in 1997
- North classroom addition in 2002
- East cafeteria and kitchen addition built in 2006
- Entry and classroom addition in 2015

CONDITION HEAT MAP



BUILDING AGE DIAGRAM



Gym condition



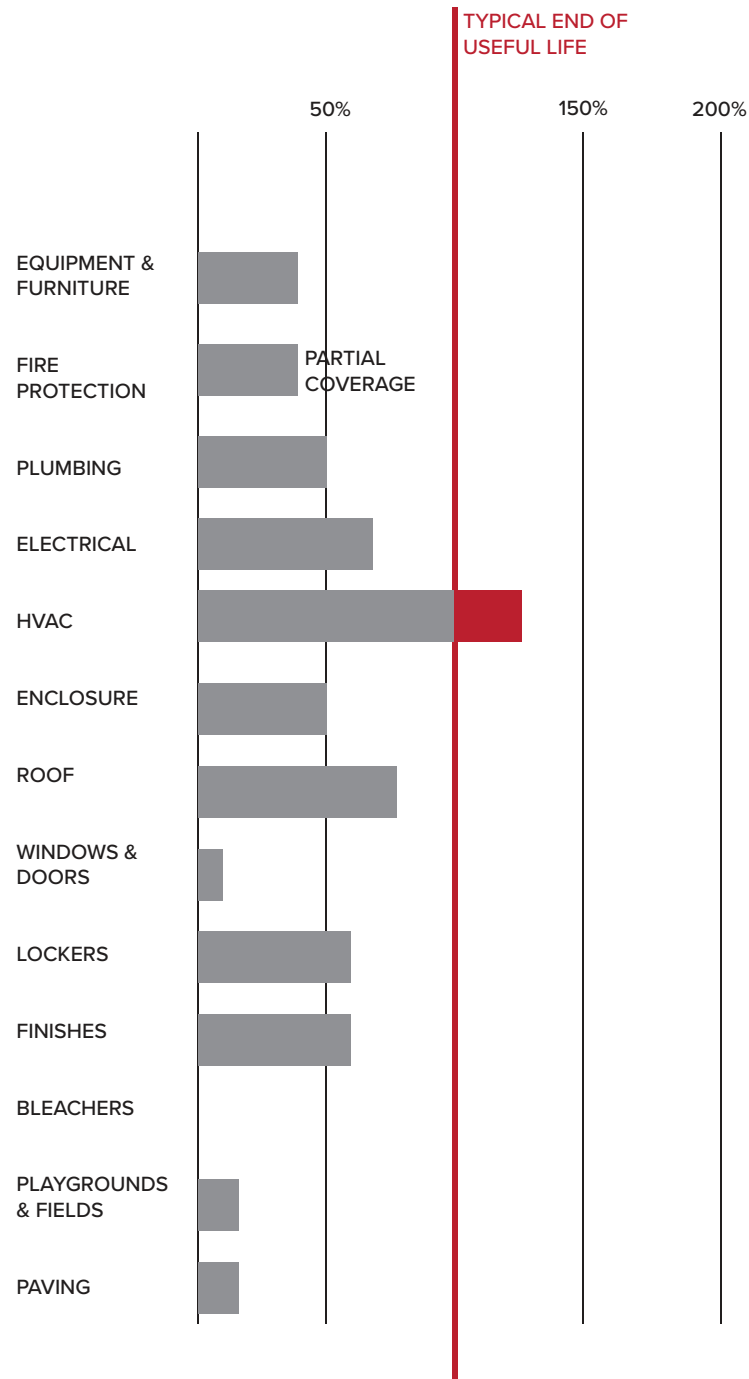
Poor condition corridor



Typical corridor condition

INTERMEDIATE SCHOOL

SYSTEMS ASSESSMENT



EXTERIOR WINDOWS AND DOORS

Exterior windows & doors appear to be aluminum and in good shape.

INTERIOR WINDOWS AND DOORS

Interior doors are HM frame and solid wood doors. Glazing is at side lights and door is not up to code (wire glass).

CEILING

Tile and grid system are 2x4 with fluorescent lighting. Newer additions appear to be good shape, older additions are in rough shape.

FOOD SERVICE EQUIPMENT

Appears to be in good shape.

ADA COMPLIANCE

The building is two stories and has an elevator to provide accessibility. No exterior ADA push buttons are provided.

INTERIOR WALLS

All walls are CMU and are holding up well.

ROOF

Appears to be in good shape. It was mostly replaced in 2006.

FLOORING

Is mostly ceramic tile in corridors and common areas and appears to be holding up well in the newer addition. In the older commons and corridor areas the LVT is in rough shape and very outdated. In the new addition classrooms the flooring is carpet & looks to be in good shape. In the older addition the classrooms have carpet & newer VCT, this looks to be holding up.

CASEWORK

Casework looks to be in good condition but starting to wear.

FURNITURE

Furniture looks to be in good condition.

RESTROOMS

Restrooms in the new addition are in good condition. Restrooms in the older area are in poor condition, with metal partitions that are rusting and outdated tile floor.

DAYLIGHTING

Exterior wall classrooms have windows for daylight, commons and other classrooms do not have any natural light. There is no natural light in the gym area.

SAFETY AND SECURITY

Building has card readers and new secure entry sequence.

EXTERIOR ENVELOPE

In good condition.

FIRE PROTECTION

Portions of the building do not have fire protection, including the gym stage.

HVAC

The Mammoth unit, which serves approximately 12,500 SF directly north of the gym, is currently running on half capacity and needs replaced immediately. The Aaon RTU serving the North classrooms was installed in 2002 and needs replacement in 10 years. Heating water needs to be extended and VAV boxes need replacement. The multipurpose room RTU was installed in 2006 and will need to be replaced in the future with a SVAV unit with energy recovery.

PLUMBING

No issues currently.

ELECTRICAL

Existing lights are primarily florescent. Upgrade to LED lights as replacement is needed.

SITE

No site drainage or paving issued were present.



Exhaust condensation at exterior masonry.



Staining at exterior masonry.

INTERMEDIATE SCHOOL

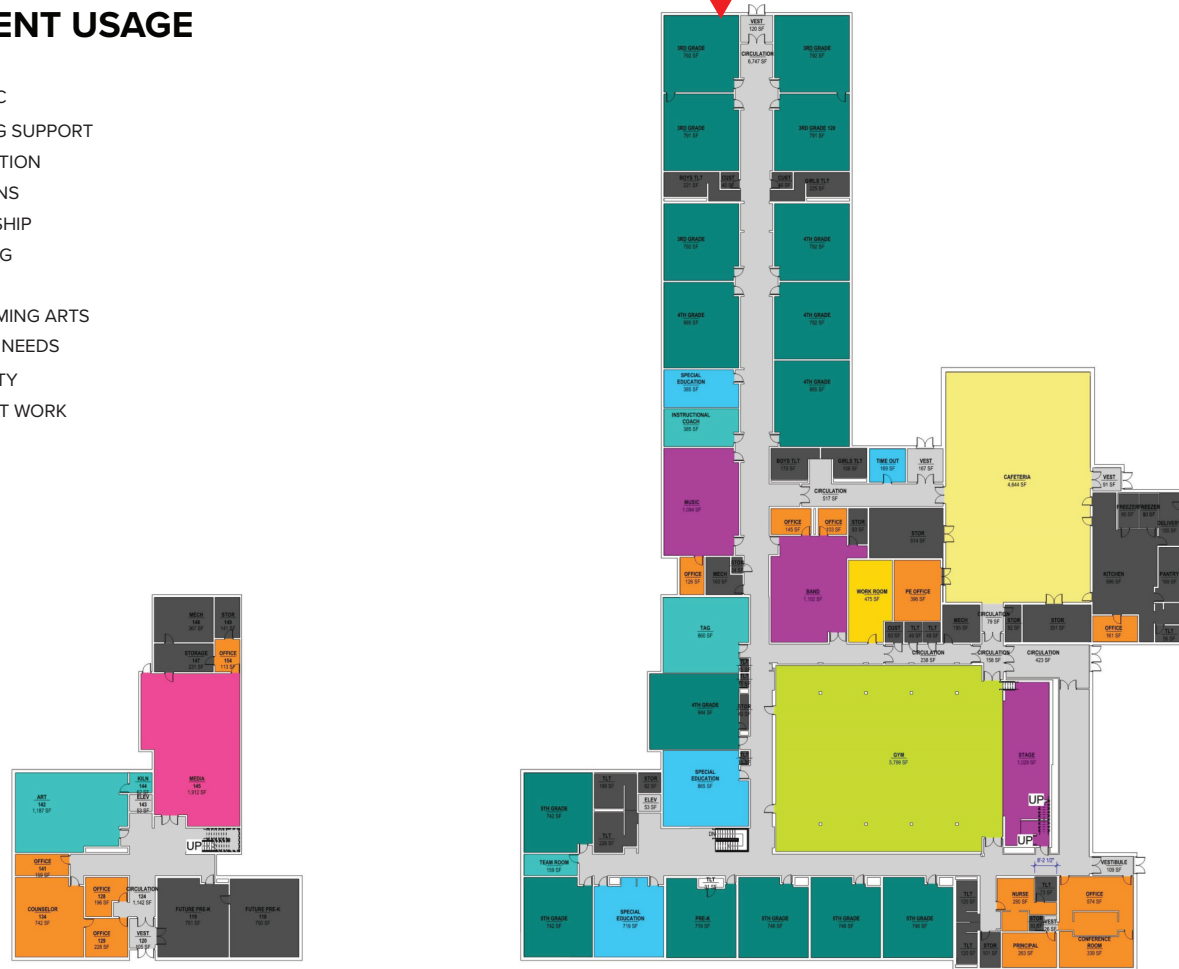
The Intermediate School meets or exceeds most departmental benchmarks. The building does lack space designated for co-learning and collaboration. Unlike the Primary School, the Intermediate school meets or exceeding the circulation and building support benchmarks indicating a less efficient building layout.

SPACE FUNCTION

- The building is disjointed with few connecting spaces to bring students and staff together for teaching and learning

DEPARTMENT USAGE

- ATHLETIC
- BUILDING SUPPORT
- CIRCULATION
- COMMONS
- LEADERSHIP
- LEARNING
- MEDIA
- PERFORMING ARTS
- SPECIAL NEEDS
- SPECIALTY
- SUPPORT WORK



Typical Addition Classroom Condition

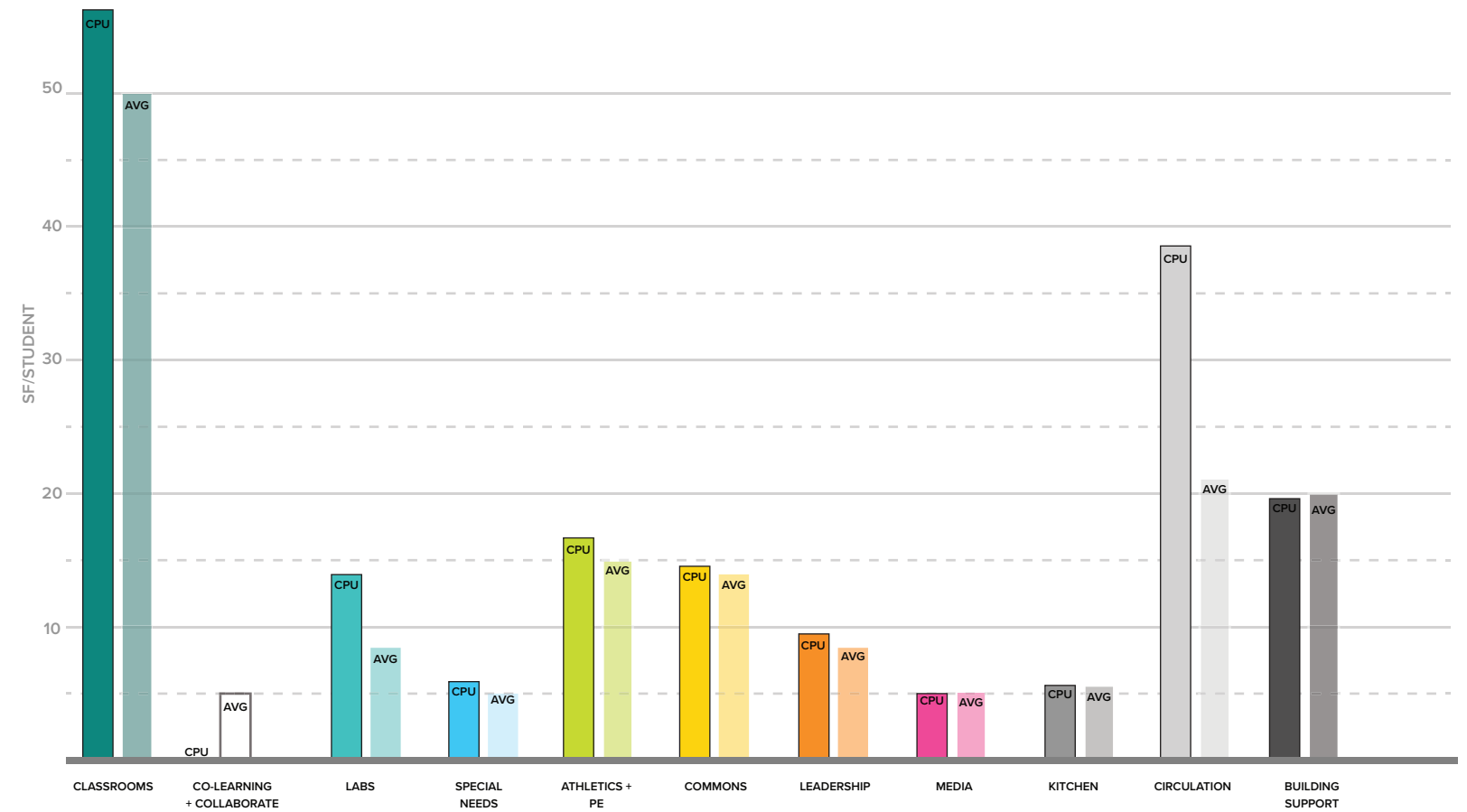


Media Center



Addition Corridor

BENCHMARK ANALYSIS



MIDDLE SCHOOL SPACE USAGE

94,768_{SF}

GROSS BUILDING AREA

82,925_{SF}

USED FOR MIDDLE
(ROBOTICS, FACILITIES, ATHLETICS)

353

STUDENT ENROLLMENT

6-8

GRADES SERVED

3

NUMBER OF STORIES

234

SQFT / STUDENT



MIDDLE SCHOOL

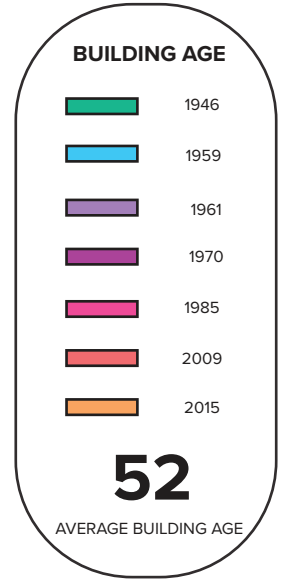
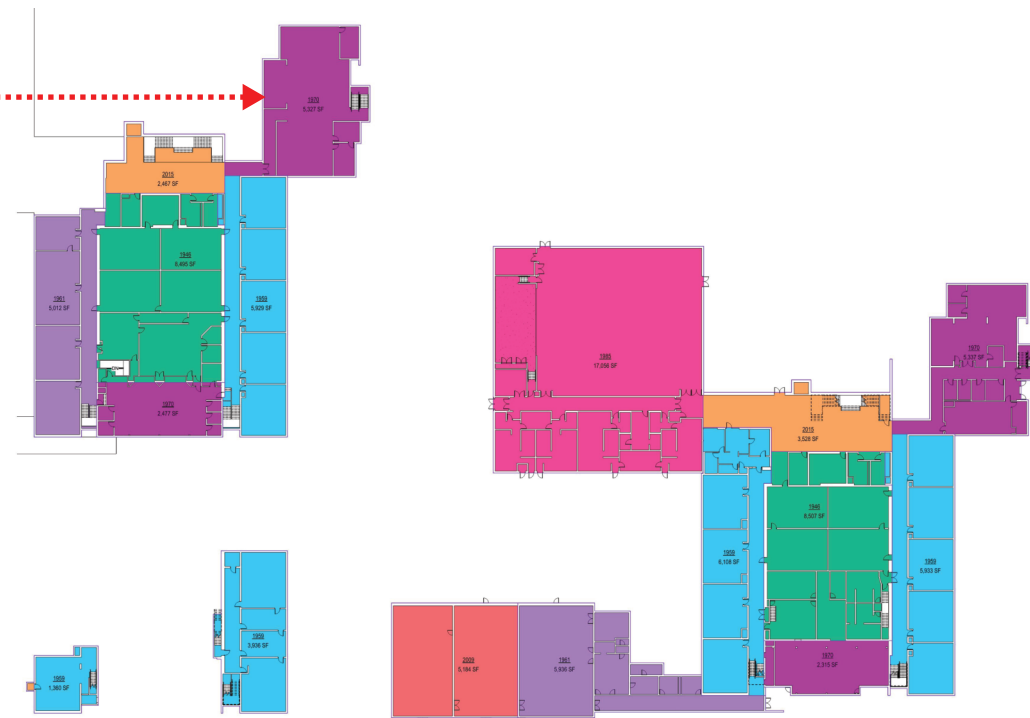
BUILDING CONDITION

- A few portions of the building are in good condition including the commons area
- Several areas are in poor condition including the locker rooms, choir and band rooms, library, and kitchen
- The majority of spaces are in moderate condition but require new finishes

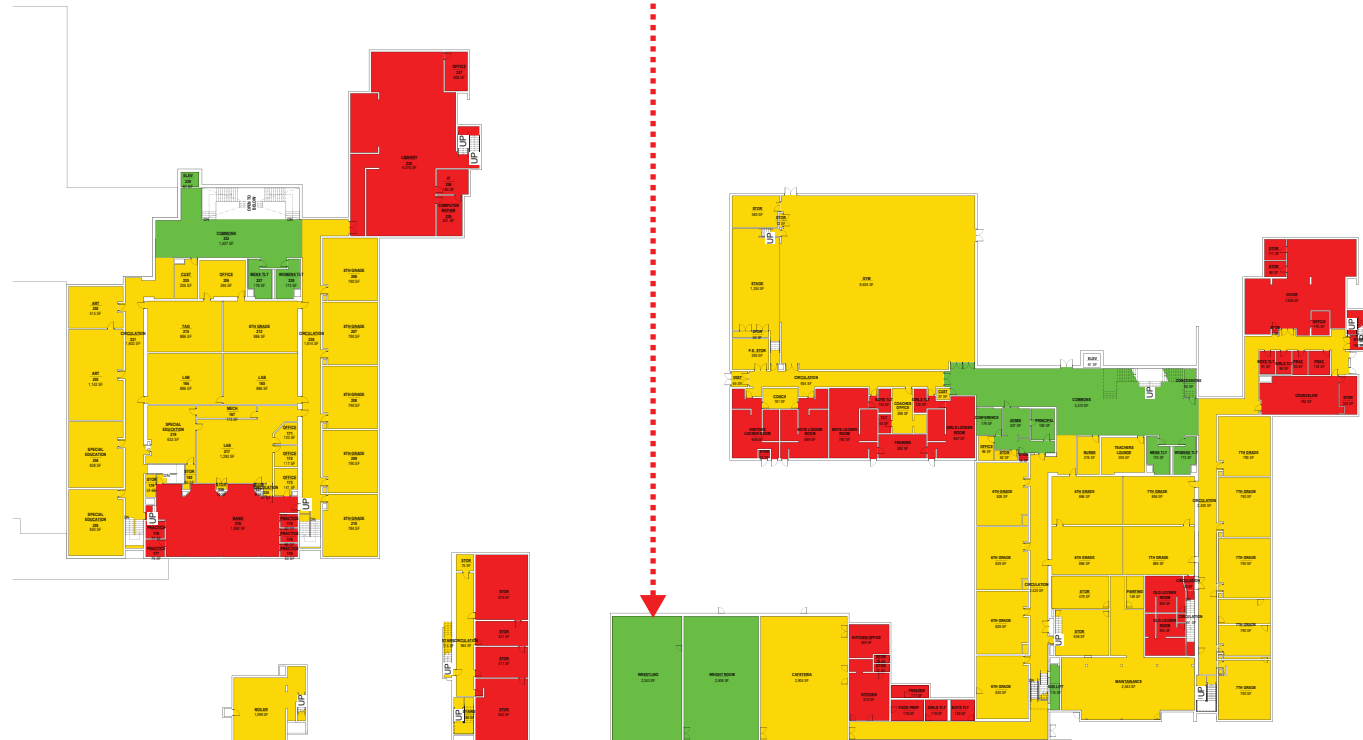
BUILDING AGE

- Multi-story building built in 1946 with 6 additions
- North and South classrooms added in 1959
- Cafeteria, kitchen, and classrooms built in 1961
- Band, choir, and library added in 1970
- Northeast gym and locker rooms constructed in 1985
- Wrestling and weight room built in 2009
- Commons to North added in 2015

BUILDING AGE DIAGRAM



CONDITION HEAT MAP



Vocal Music Condition



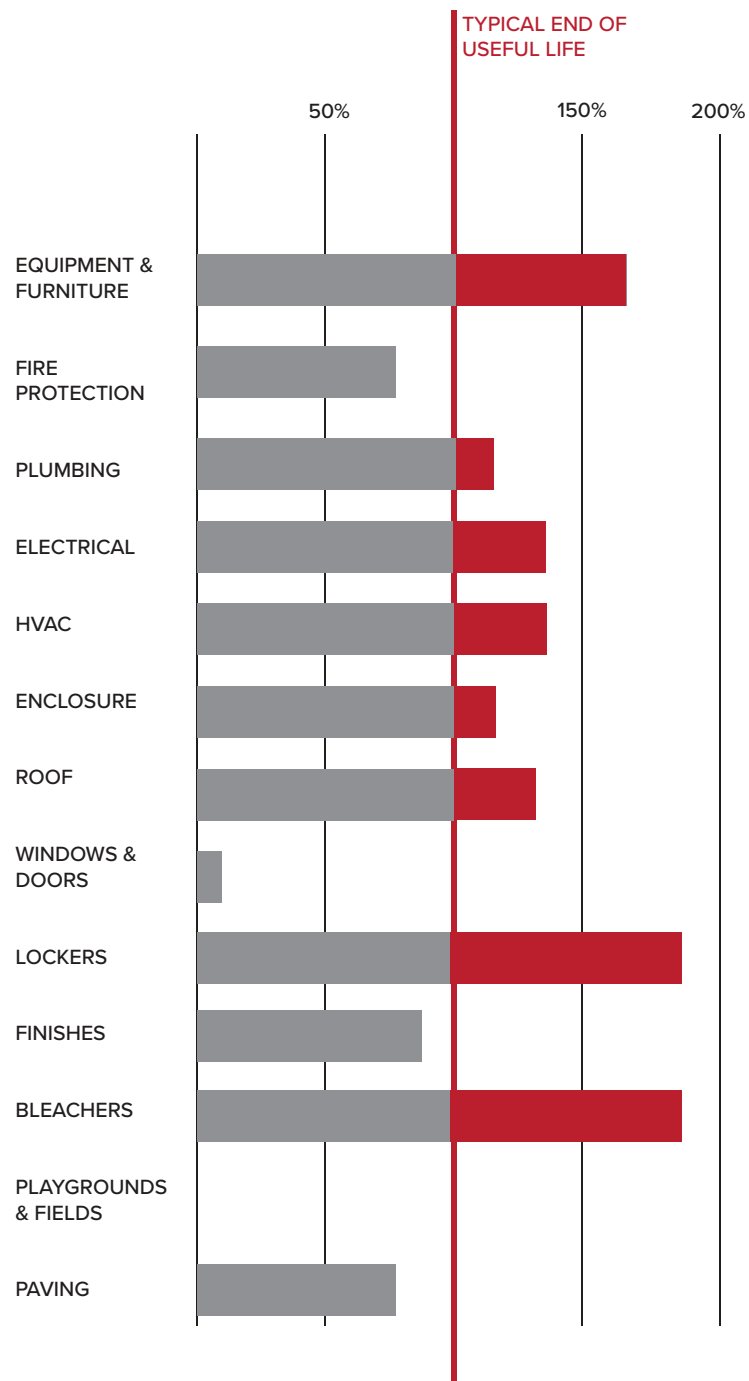
Instrumental Music Condition



Food Service Condition

MIDDLE SCHOOL

SYSTEMS ASSESSMENT



EXTERIOR WINDOWS AND DOORS

Exterior windows & doors have been replaced with newer aluminum windows and are in good condition.

INTERIOR WINDOWS AND DOORS

Interior doors look to be HM frame and wood doors. Most are outdated and do not match, they appear to be hollow core and do not have safety glass as needed per code.

CEILING

There appears to be some leaks through out the school, water damaged tile. Tile and grid system are 2x4 with old fluorescent lighting. Ceilings in all areas are in poor condition.

FOOD SERVICE EQUIPMENT

Flooring looks to be ceramic tile, walls are glazed block and appears to be holding up. Serving area is outdated with exposed structure. Equipment seems to be older as well.

ADA COMPLIANCE

Building is 2 stories, has 1 elevator at newest addition and 1 newer wheelchair lift in older addition. Some restrooms are not ADA compliant. No push buttons are present.

WALLS

All walls are CMU and are holding up well. Wall in Music room appears to be pulling away from the floor leaving a 1" gap, this is a serious structural issue.

ROOF

There appears to be some leaks throughout the building. New roofing & flashing will be needed.

FLOORING

Is mostly ceramic tile in corridors and common areas and appears to be holding up well. In the classrooms the flooring looks to be a 24x24 VET material & carpet, this looks to be holding up as well.

CASEWORK

Some casework looks to be falling apart, it appears to be built in original to the addition. Athletic lockers are beat up and starting to rust. Would suggest new (more durable) casework.

FURNITURE

Furniture is worn. Some is still in ok condition while some is in poor condition.

RESTROOMS

All restrooms are outdated and in rough shape in the older additions. Two restrooms in new addition are in good condition.

DAYLIGHTING

Natural daylight at exterior classroom, interior classrooms & hallways have no natural daylight. New addition commons area has good natural daylight.

SAFETY AND SECURITY

Card readers are present at entries. Secure entry sequence does not have direct office access.

EXTERIOR ENVELOPE

There appears to be water issues at newer exterior walls. There is also water issues at the new addition where the roof flashing appears to be failing. The new addition SW exterior door has a leak issue at the threshold. There is some **efflorescence** howing through on the interior CMU at the new addition.

FIRE PROTECTION

A portion of the building does not have a fire protection system. Gym stage is also not sprinklered.

HVAC

HVAC equipment serving the Choir/Library wing is in poor condition. The equipment serving the gym and lockers, cafeteria, and band room is currently past its service life but still operational.

PLUMBING

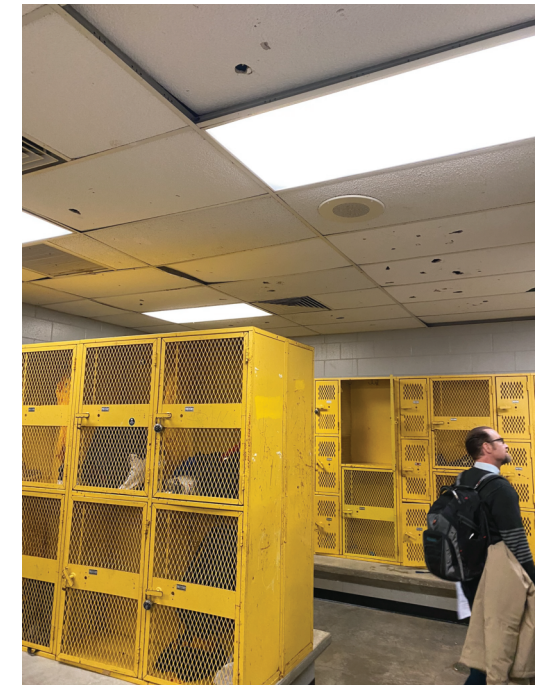
Water softener is needed. Drinking fountain that is need the electrical panel needs to be removed and reinstalled.

ELECTRICAL

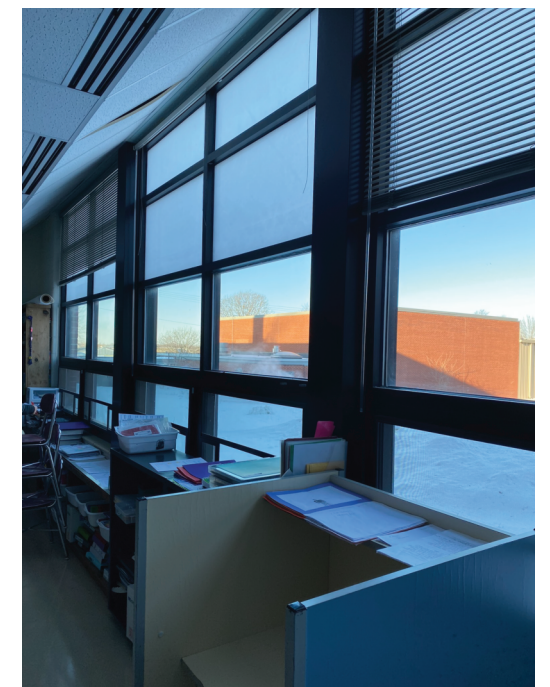
Existing lights are primarily florescent. Upgrade to LED lights as replacement is needed.

SITE

Tight site conditions are present.



Locker Room Condition



Typical Exterior Window

MIDDLE SCHOOL

The Middle School meets or exceeds many departmental benchmarks. While the building doesn't lack space designated for co-learning and collaboration, the provided space is not ideally located. The building does not meet the benchmarks for commons (cafeteria) and kitchen space. This space is also not ideally located. Like the Intermediate School, the building's circulation and building support is not as efficient as the Primary School.

SPACE FUNCTION

- The building is disjointed with few connecting spaces to bring students and staff together for teaching and learning
- Many spaces in the building lack access to natural daylight
- A large amount of space is used inefficiently building around existing concrete bleachers

DEPARTMENT USAGE



Cafeteria Condition

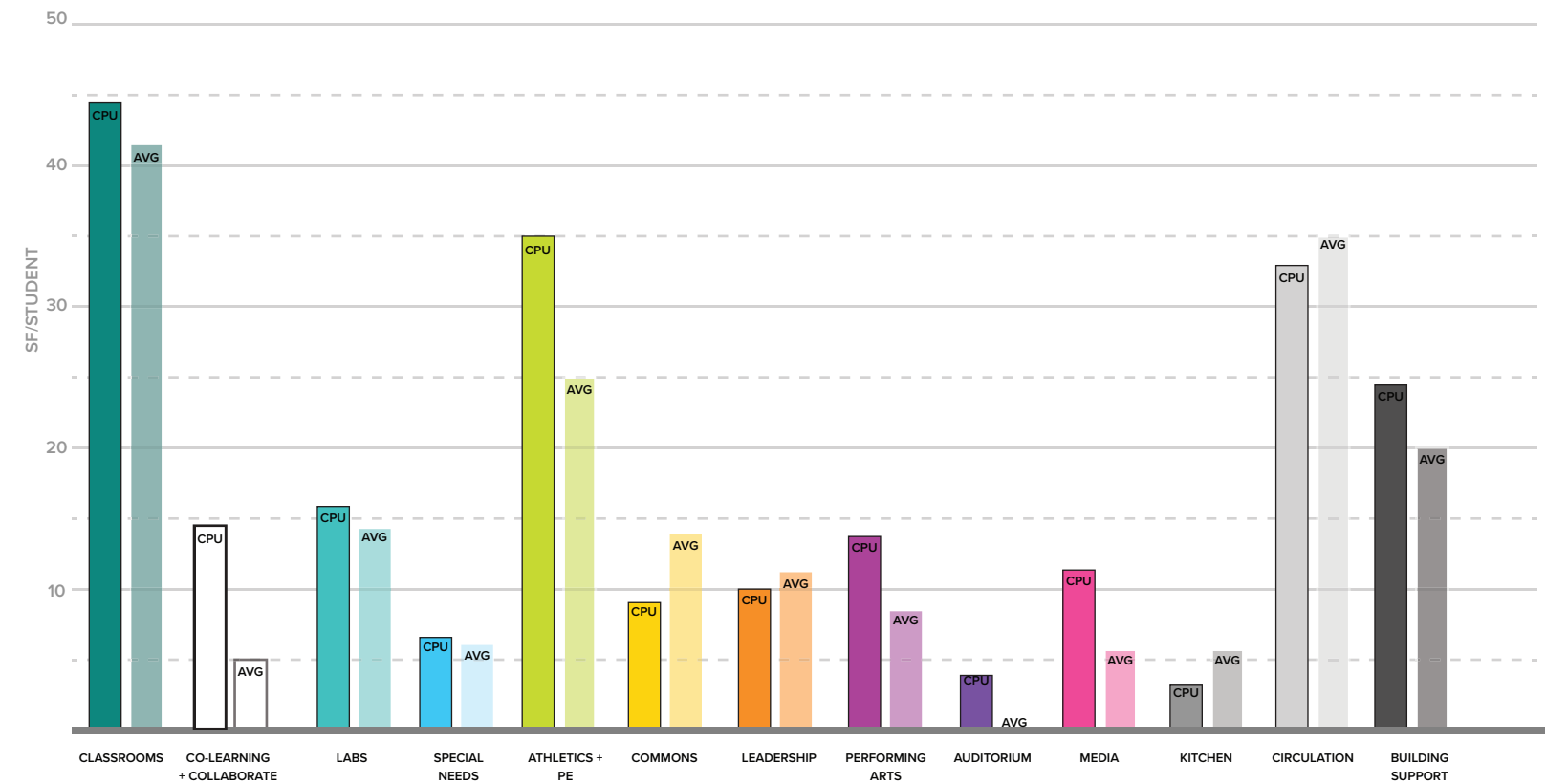


Wrestling Room



Strength and Conditioning

BENCHMARK ANALYSIS



HIGH SCHOOL
SPACE USAGE

99,974_{SF}
GROSS BUILDING AREA

478
STUDENT ENROLLMENT

9-12
GRADES SERVED

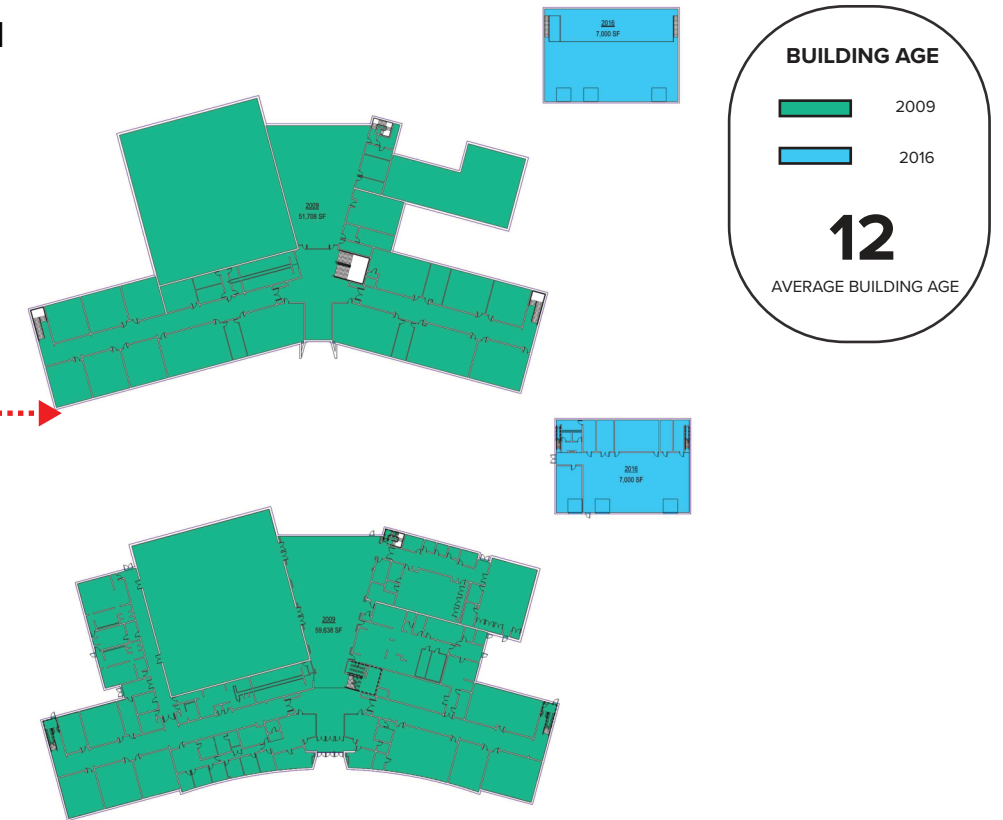
2
NUMBER OF STORIES

209
SQFT / STUDENT



HIGH SCHOOL

BUILDING AGE DIAGRAM



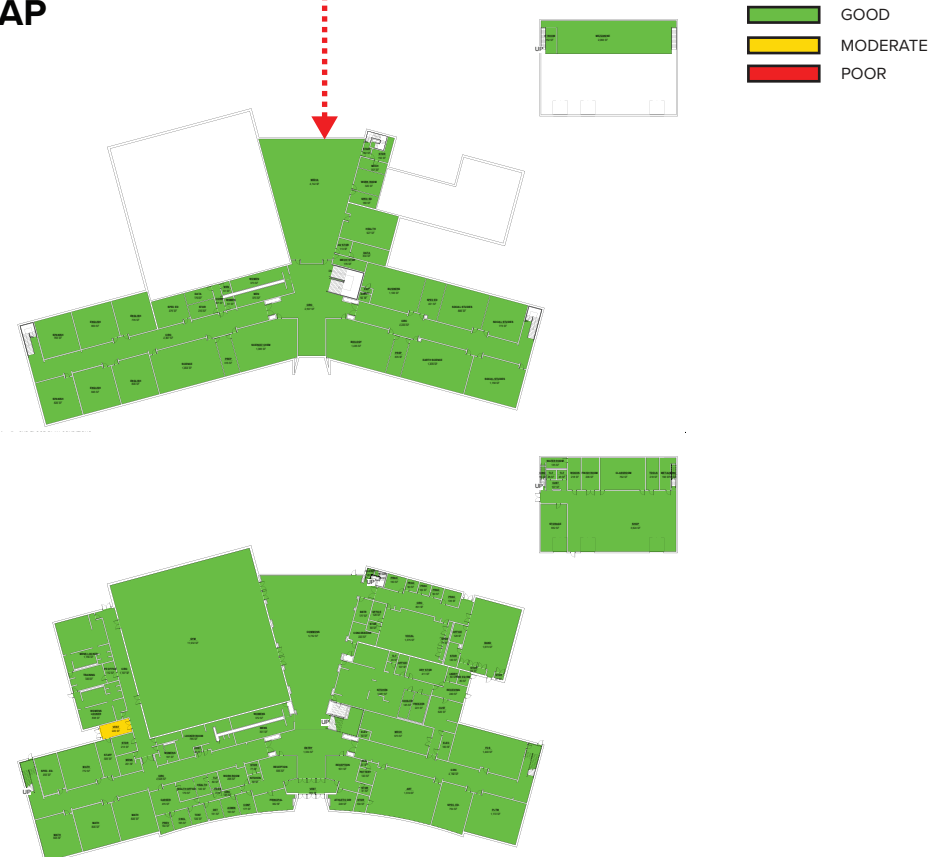
BUILDING CONDITION

- Majority of the building is in good condition

BUILDING AGE

- Two-story building constructed in 2009
- Tech ed building was built to the Northeast in 2016

CONDITION HEAT MAP



Gym Condition

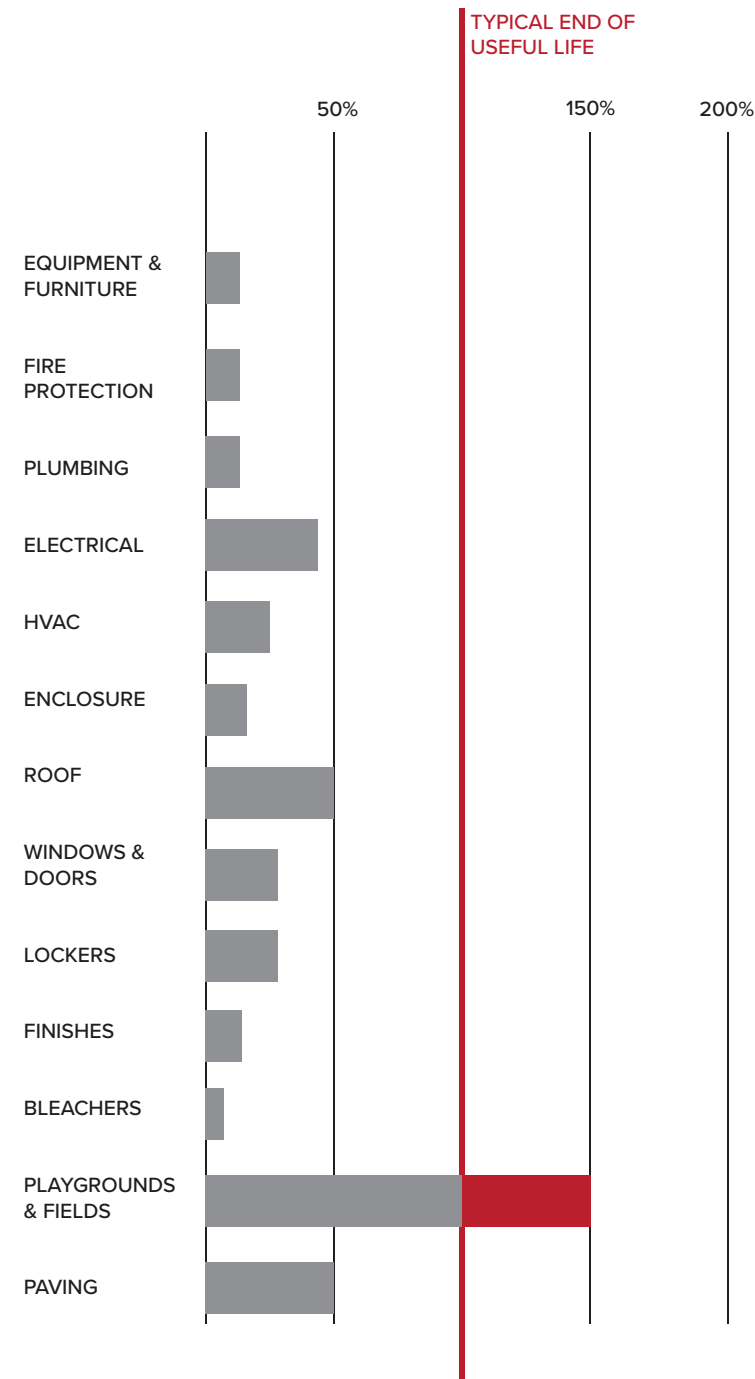


Industrial Tech Building



Typical Corridor

HIGH SCHOOL SYSTEMS ASSESSMENT



EXTERIOR WINDOWS AND DOORS

Exterior windows and doors are all aluminum, original to the building, and still in good condition.

INTERIOR WINDOWS AND DOORS

Interior doors are hollow metal frames with solid wood doors. Condition is good.

CEILING

Acoustic ceiling tile and grid system are 2x4 and appear to be in good condition.

FOOD SERVICE EQUIPMENT

In good condition.

ADA COMPLIANCE

The building is two stories and has an elevator to provide accessibility. No exterior ADA push buttons are provided.

INTERIOR WALLS

All interior walls are CMU and are holding up well.

ROOF

The roof membrane appears to be in good condition. No leaks were detected below.

FLOORING

The flooring material is mostly ceramic tile in corridors and common areas and appears to be holding up well. In the classrooms the flooring looks to be polished concrete, 24x24 VET material & carpet, this looks to be holding up as well.

CASEWORK

Casework looks to be in good condition.

FURNITURE

Furniture looks to be in good condition.

RESTROOMS

Restrooms are in good condition.

DAYLIGHTING

There appears to be good natural daylight throughout the building, in classrooms and commons areas.

SAFETY AND SECURITY

Card readers exist at entries. Secure entry vestibule sequence is present and working well.

EXTERIOR ENVELOPE

Cladding is failing and needs to be replaced.

FIRE PROTECTION

The building is two stories and has an elevator to provide accessibility. Exterior ADA push buttons are provided at the main entry.

HVAC

System is geothermal heat pump and chilled beams with DX DOAS ventilation installed in 2010. Systems are generally in good condition. No immediate changes or updates are recommended.

PLUMBING

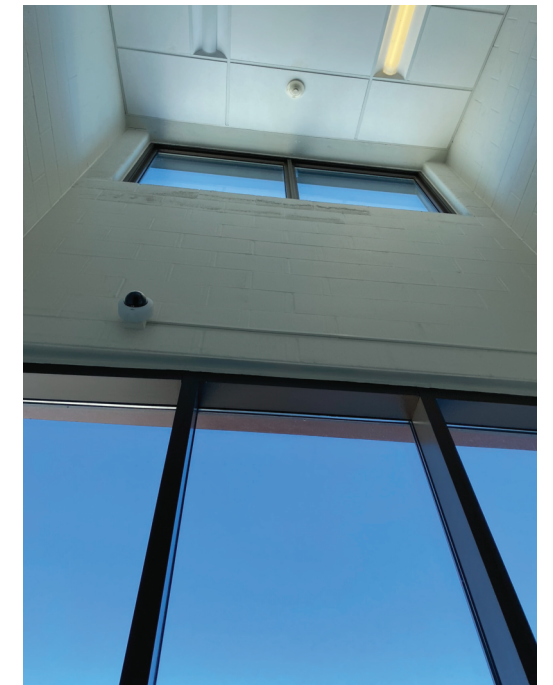
No issues are present.

ELECTRICAL

Existing lights are primarily florescent. Upgrade to LED lights as replacement is needed.

SITE

No site drainage or paving issued were present.



Interior moisture issues from failing cladding



Typical Classroom

HIGH SCHOOL

The High School meets or exceeds many departmental benchmarks. The building lacks co-learning and collaboration space as well as auditorium space. The school is below average benchmarks for athletics and PE and performing arts spaces. The building is efficient in circulation and building support.

SPACE FUNCTION

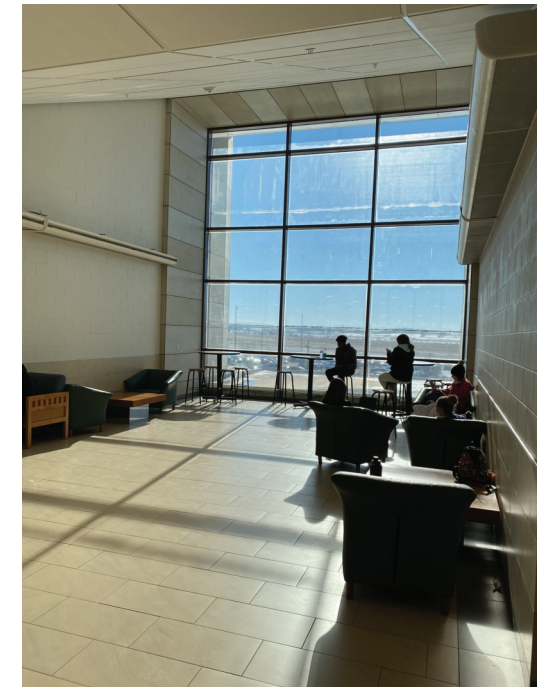
- Spaces are laid out efficiently but leaves little room for flexibility
- There are few spaces to bring students and staff together for teaching and learning

DEPARTMENT USAGE

- ATHLETIC
- BUILDING SUPPORT
- CIRCULATION
- COMMONS
- LEADERSHIP
- LEARNING
- MEDIA
- PERFORMING ARTS
- SPECIAL NEEDS
- SPECIALTY
- SUPPORT WORK

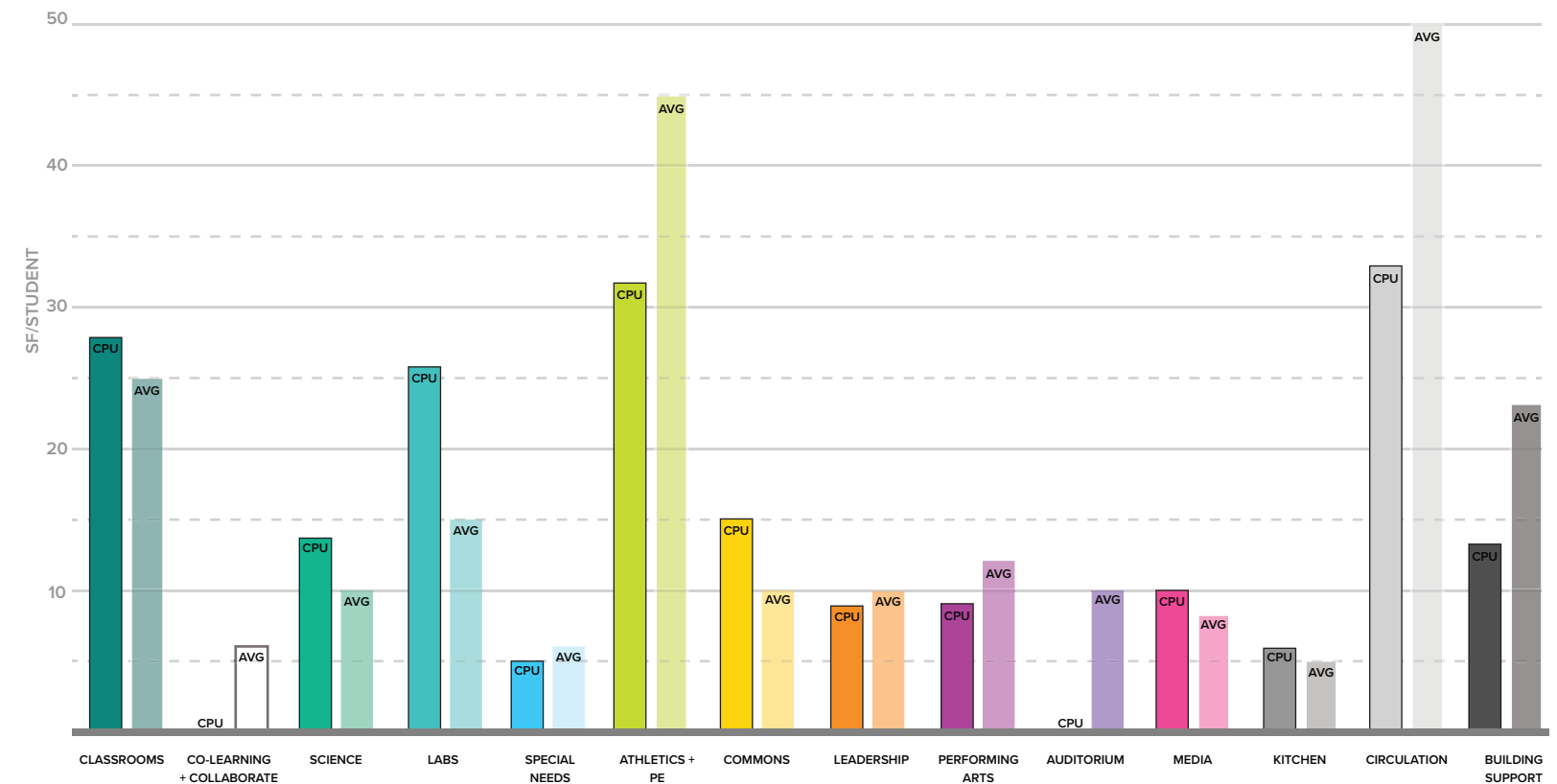


Media Center



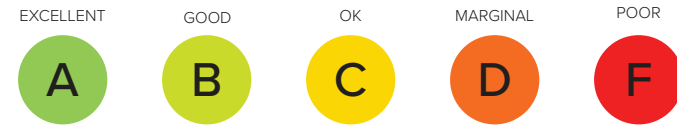
Student Gathering Area

BENCHMARK ANALYSIS



GRADING

After physical assessment and discovery exercises with staff from all buildings, a comprehensive grading of all 4 district facilities was complete. The scale used was:



BUILDING ADEQUACY

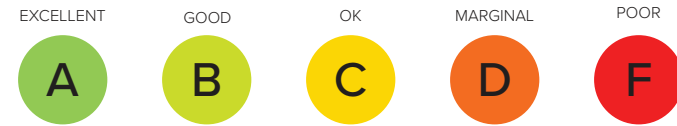
	PRIMARY	INTERMEDIATE	MIDDLE	HIGH
SPACES How physical spaces support the activities they are intended for				
Athletic / PE Gym and storage space that support athletics / PE	B	C	D	C
Classrooms Size, layout, and storage appropriate to support general classroom functions	C	B	D	A
Kitchen, Commons / Dining Space that supports breakfast and lunch in an efficient and effective way	C	B	F	A
Administration (Reception, Office, Work, Counsel, Nurse) Spaces that support administrative staff in a central hub	B	A	F	B
Media Center Information and knowledge sharing center	C	A	D	A
Special Needs Dedicated classrooms for self-contained, pull-out, and behavioral disorder	C	B	C	B
Specials (art, music, band) Dedicated spaces for art, music, band	A	A	F	A
Resource Areas Small group meeting area for 1-on-1 instruction, AEA, speech, volunteer, small group, testing	C	D	F	D
Storage Dedicated and in-room storage plus technology and custodial spaces distributed in the building.	D	D	D	C
DEFERRED MAINTENANCE Physical condition of building elements				
Known Structural Issues Potential foundation, wall, frame, or deck issues that need addressed	A	A	F	A
Toilets Function and quantity of restroom plumbing fixtures	D	B	D	A
Lockers Quantity size, and known maintenance issues with lockers	B	C	D	A
Roof Where roof is in its life expectancy and free of any known maintenance issues	F	C	F	A
Technology Infrastructure that supports network devices and projectors/monitors	C	C	C	A
Furniture Condition of the furniture and how effectively it supports the function of the space	C	C	F	A
Windows Thermal efficiency and any known leaks with windows	A	A	A	A
Stairs Condition and effectiveness of vertical circulation elements	A	A	C	A
Finishes Condition of floor, wall, and ceiling material require minimum maintenance	C	C	F	A
Bleachers Function and effectiveness of bleachers that support athletic events and large gatherings		A	F	A
Paving Condition of site paving (sidewalks, curbs, parking lots)	D	A	D	A
MEP Systems How effectively the mechanical, electrical, and plumbing systems support the building with little maintenance	F	D	F	A
Air Conditioning How effectively the cooling system supports the building	A	B	D	A
Code Deficiencies Known items that must be addressed if building undergoes major renovation	B	B	C	A
General Appearance Overall aesthetic of building	B	B	D	A
Capacity(st/student) Ability of the school to house appropriate amount of students including classrooms, corridor widths, stairwells and other typical programming.	C	C	B	B
ACCESSIBILITY How easy the building is to navigate for individuals with mobility, vision, hearing disabilities				
% of Building Inaccessible	A	A	C	A
Elevator(s)	A	A	A	A
Accessible site	A	A	A	A

EDUCATIONAL ADEQUACY

Specialty Classrooms Dedicated spaces for additional curriculum (Art, Music, FCS, IT, PLTW, etc.)	A	A	B	A
Distributed Spaces for Diverse Learners Location, quantity and variety of special needs and resource spaces	B	B	B	B
Grouped Professional Learning Communities Spaces and adjacencies that support staff development with space for shared resources.	A	C	C	C
Small Learning Communities Configuration of space to break down size of school and centralize resources	A	B	B	C
Student Collaboration Areas Areas that support small group work and project based learning	B	D	F	B
Resource Areas Small meeting spaces that support 1-on-1 work, speech/AEA, volunteers, enrichment, testing, etc.	D	F	F	C
Access to Daylight and Views Daylight and views appropriately available, prioritized in spaces where staff/students spend most of the day	A	A	D	A
Flexibility and Adaptability Ability of spaces to change to support different activities, group size, and curriculum changes	B	D	F	B
Variety of Learning Spaces Different size spaces with variety of resources and amenities to support various modes of learning	B	C	D	B
Make Space Spaces that support physical project creation; STEM spaces in Elem - dedicated Lab spaces in MS/HS	F	F	D	A

GRADING

After physical assessment and discovery exercises with staff from all buildings, a comprehensive grading of all 4 district facilities was complete. The scale used was:



SAFETY & SECURITY



	PRIMARY	INTERMEDIATE	MIDDLE	HIGH
PASSIVE				
Controlled Entrances Minimized number of entrances, secure entry vestibule, ability to monitor entrances	D	A	F	A
Supervised Areas Ease of surveillance and supervision of all spaces within the building and on the site	A	B	F	A
Windows for Natural Surveillance Views of exterior approach and views of interior spaces	C	B	C	B
Fenced Activity Areas Fenced areas at playgrounds/fields to keep public out and students in	F	F	F	C
Zoning Capability for Community Use Location of community amenities near entrance with controlled access to rest of building	A	A	D	A
Compartmentalized Security Areas Ability to lock the building down into compartments in case of security issue	C	C	F	C
ACTIVE				
Sprinkler Coverage Fire protection system - not always required	F	D	C	A
Storm Shelter Access Certified storm shelter or hardened area - not always required	F	F	F	F
Fire Safety Combustible materials within the building	B	C	D	A
Access to Fire Hydrants Nearby hydrants that provide ability to fight fire at entire perimeter	B	B	B	B
Hazardous Materials Removed Asbestos, lead paint, etc. abated	A	B	F	A
Generator Emergency power for specific equipment or full building	A	F	F	F
Security Cameras & Lighting Site and building covered by security system and adequate lighting	D	C	D	B

SITE



Practice Field Open space that supports play / athletics / PE	D	C	F	D
Playground / Fields Adequate to meet the full needs of students and the community including multiple forms of outdoor learning	F	B		
Visitor, Staff & Student Parking Adequate, dedicated parking near to building	A	B	F	C
Future Growth Potential Adequate space to meet future growth goals	B	C	F	A
Parent Pick-Up / Drop-Off Zoned lane for pick-up/drop-off that safely allows pedestrian and vehicle flow to and from the site	F	B	F	B
Bus Pick-Up / Drop-Off Zoned lane for bus pick-up/drop-off that safely allows student and vehicle traffic flow to and from the building	B	B	F	A

COMMUNITY & LOCATION



Historic / Emotional Significance Community attachment to physical structure or location within the community	B	A	A	A
Proximity to Housing with Families How near the school is to those it's serving	A	B	A	A
Adjacent Amenities Proximity to parks, community resources, similar zoning	A	B	A	A
Adjacent Disturbances Proximity to busy roads, unsafe neighbors, conflicting zoning	A	A	A	A

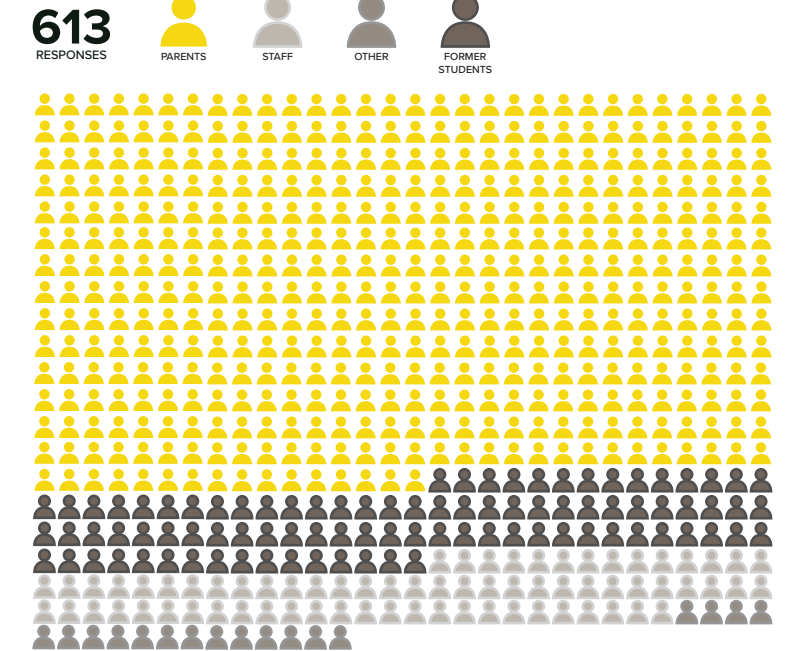
SURVEY

At the beginning of the Discovery process, a survey was distributed throughout the community via e-mail and social media. The survey was left open for 14 days. The results were used with the task force to help set priorities for future projects.

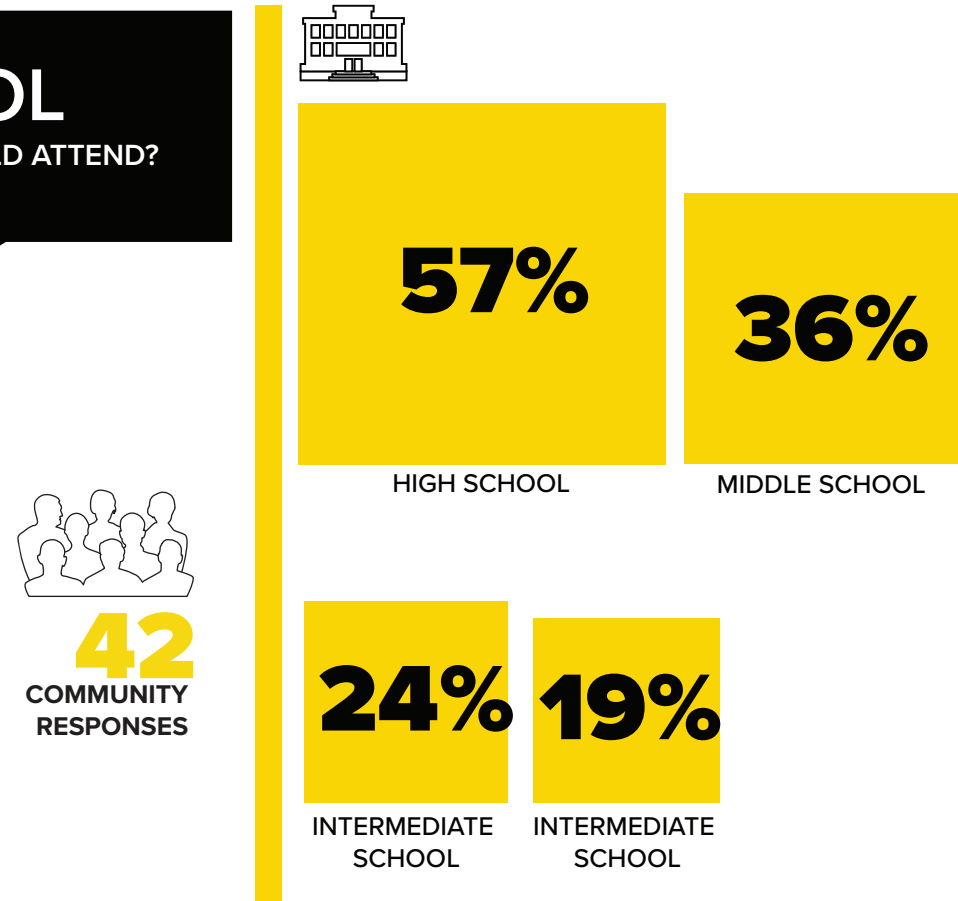
The Center Point-Urbana Community School District is beginning the process of evaluating our facilities and creating a long-term facility master plan. The input and feedback of our community is a key part of this process. To that end, we ask that you take a few minutes to complete the following survey.

The survey is anonymous and takes a few minutes to complete. The Board of Education, community task force, and district leadership will use the feedback provided to inform next steps in this important process for the future of our schools.

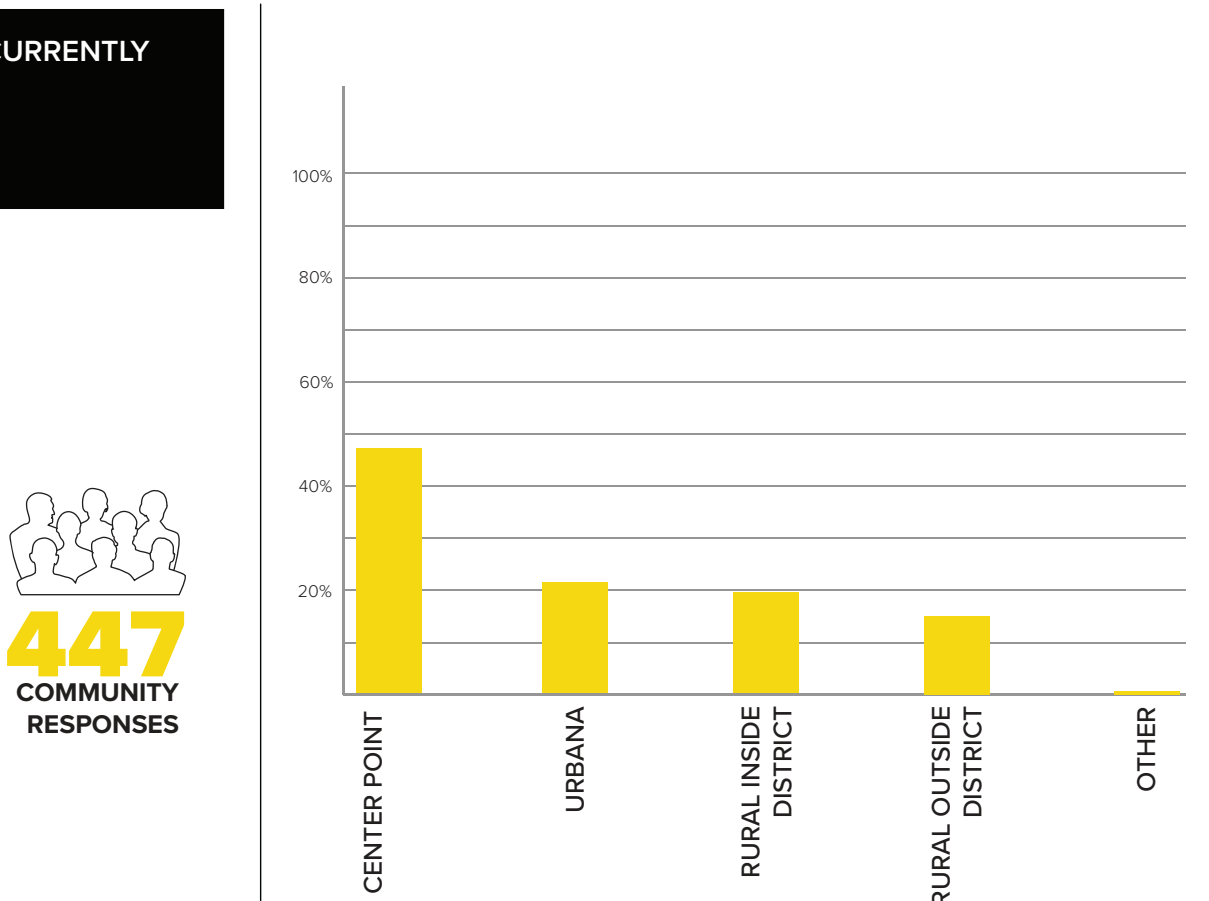
SURVEY RESPONDANTS



WHICH SCHOOL DOES YOUR CHILD ATTEND?

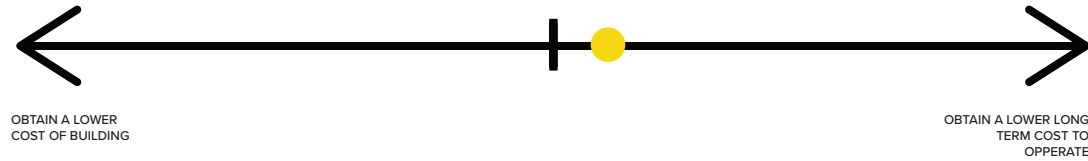


WHERE DO YOU CURRENTLY LIVE?

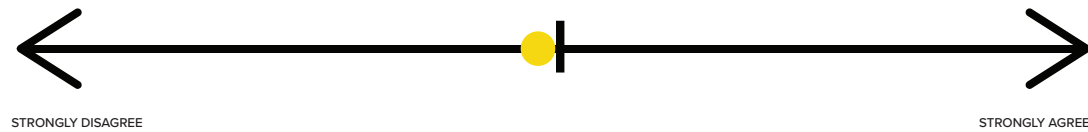


SURVEY RESULTS

HOW DO YOU FEEL THE DISTRICT SHOULD BALANCE THE UPFRONT COST TO BUILD VS. LONG TERM COST TO OPERATE



THE COMMUNITY HAS A HIGH LEVEL OF TRUST IN THE SCHOOL DISTRICT



WHEN SURVEY RESPONDENTS WERE ASKED TO RANK THE SITE FACTORS IN ORDER OF IMPORTANCE

- 1 SPACE FOR FUTURE GROWTH**
41% RANKED #1
- 2 PARENT PICK-UP/ DROP-OFF**
19% RANKED #1
- 3 BUS PICK-UP/ DROP-OFF**
16% RANKED #1
- 4 PLAYGROUNDS**
8% RANKED #1
- 5 PRACTICE FIELDS**
23% RANKED #7
- 6 STAFF PARKING**
25% RANKED #7
- 6 VISITOR PARKING**
26% RANKED #7

WHEN SURVEY RESPONDENTS WERE ASKED TO RANK LEARNING ENVIRONMENT FACTORS IN ORDER OF IMPORTANCE

- 1 CENTRAL AIR CONDITIONING**
38% RANKED 1ST OR 2ND
- 2 DISTRIBUTED SPACE FOR DIVERSE LEARNERS**
35% RANKED 1ST OR 2ND
- 3 VARIETY OF LEARNING SPACES**
17% RANKED #1
- 4 FLEXIBILITY & ADAPTABILITY**
16% RANKED #1
- 5 SMALL LEARNING COMMUNITIES**
7% RANKED #1
- 6 SPECIALTY CLASSROOMS**
5% RANKED #1
- 7 ACCESS TO DAYLIGHT & VIEWS**
5% RANKED #1
- 8 STUDENT COLLABORATION AREAS**
4% RANKED #10
- 9 TEACHER COLLABORATION AREAS**
15% RANKED #10
- 10 MAKER/ TINKERING SPACES**
19% RANKED #10

WHEN SURVEY RESPONDENTS WERE ASKED TO RANK THE BUILDING FACTORS IN ORDER OF IMPORTANCE

- 1 ADEQUATELY SIZED SPACES**
48% RANKED 1ST & 2ND
- 2 ACCESSIBLE FOR ALL**
43% RANKED 1ST & 2ND
- 3 CODE COMPLIANCE**
18% RANKED #1
- 4 STUDENT CAPACITY**
15% RANKED #1
- 5 COMPLETE MAINTENANCE**
12% RANKED #1
- 6 GENERAL APPEARANCE**
55% RANKED #6

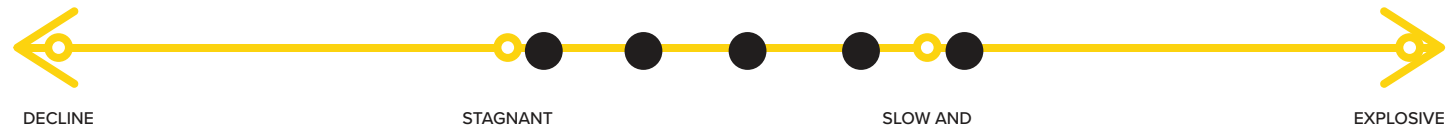
WHEN SURVEY RESPONDENTS WERE ASKED TO RANK THE FACTORS IN ORDER OF IMPORTANCE

- 1 SAFETY & SECURITY**
62% RANKED 1ST OR 2ND
- 2 LEARNING ENVIRONMENTS**
60% RANKED 1ST OR 2ND
- 3 SITE ADEQUACY**
16% RANKED #1
- 4 BUILDING ADEQUACY**
14% RANKED #1
- 5 COMMUNITY & LOCATION**
32% RANKED #6
- 6 VALUE**
54% RANKED #6

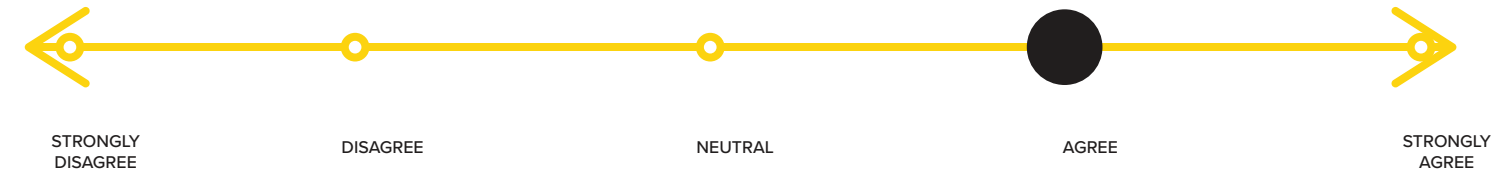


TASK FORCE SPECTRUMS

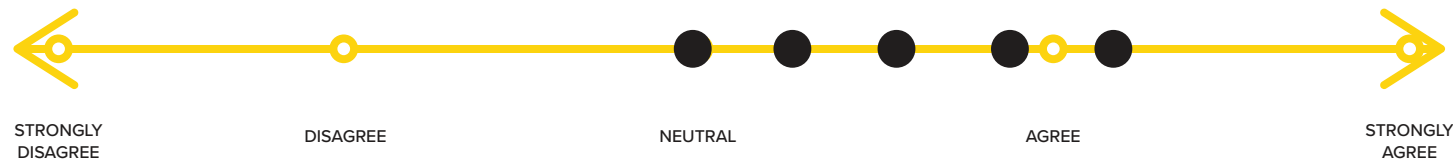
WHAT DOES COMMUNITY GROWTH LOOK LIKE IN THE NEXT 10 YEARS?



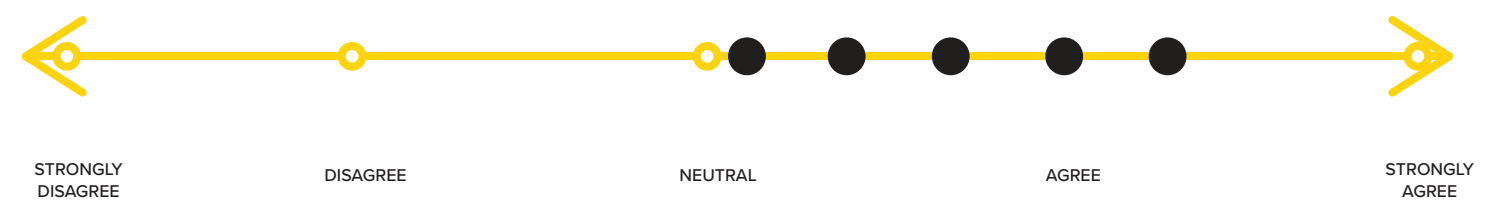
OUR COMMUNITY IS HAPPY WITH THE QUALITY OF EDUCATION PROVIDED TO OUR CHILDREN.



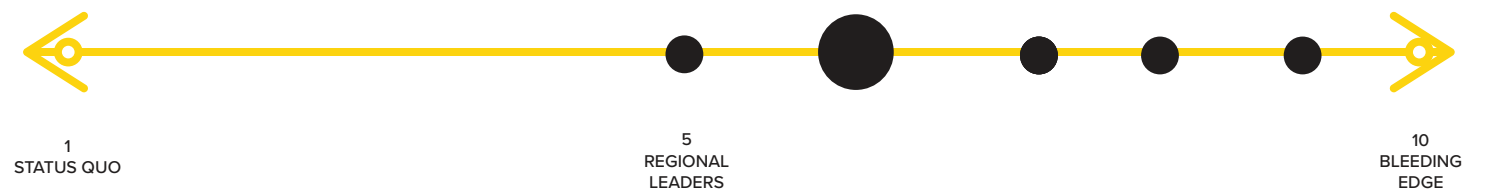
OUR DISTRICT FACILITIES REFLECT OUR VALUES AND BELIEFS ABOUT HOW WE WANT TO EDUCATE THE CHILDREN OF OUR COMMUNITY.



OUR COMMUNITY HAS A HIGH LEVEL OF TRUST IN THE SCHOOL DISTRICT.



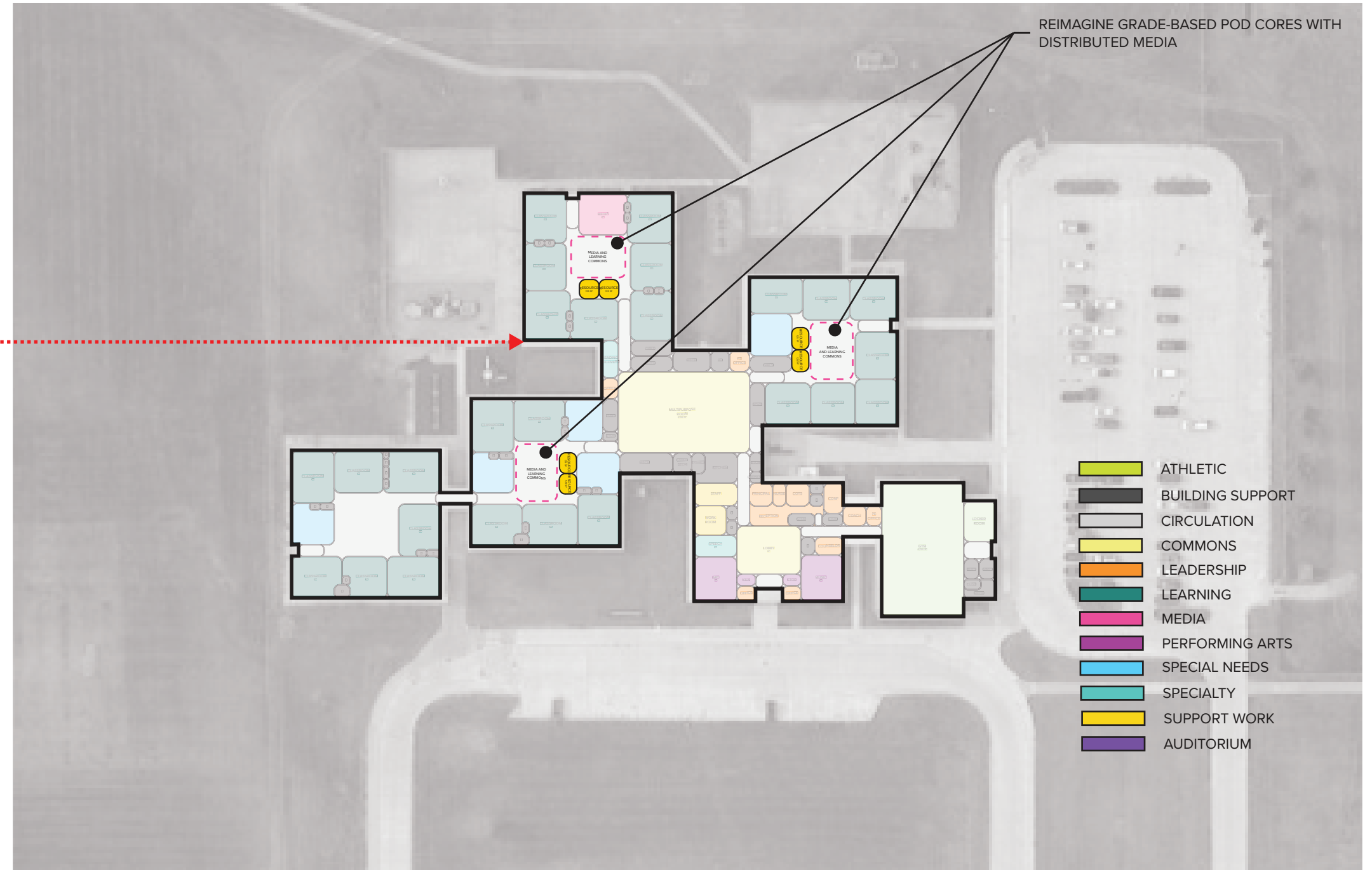
HOW BOLD SHOULD OUR VISION BE?



PRIMARY SCHOOL

NEEDS

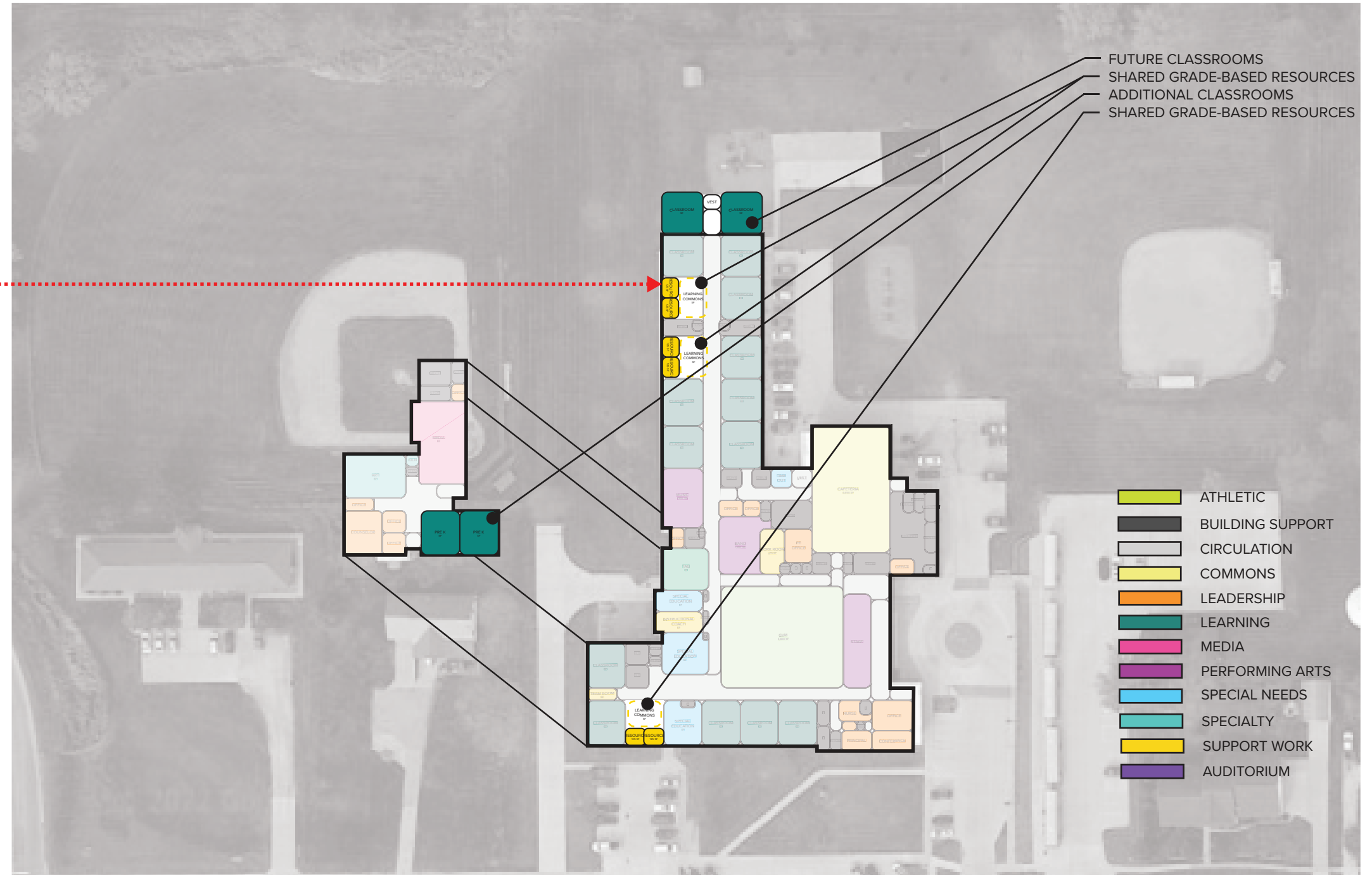
- Replace the entire roof
- Fix site drainage at playground
- Replace HVAC system per MODUS Engineering report (refer to appendix A)
- Provide fire suppression system, LED lights, and ceilings for entire building
- Provide new finishes, fixtures, and partitions in restrooms



INTERMEDIATE SCHOOL

NEEDS

- Remove existing baseball field components and provide landscaping at baseball field and along road
- Renovate 2 basement rooms into Pre-K classrooms
- Replace HVAC system per MODUS Engineering report (refer to appendix A)
- Provide fire suppression system, LED lights, and ceilings for 50% of building
- Provide finish upgrades including ceilings, flooring, lighting, doors, and paint for 3rd and 4th grade wing classrooms, bathrooms, and corridor as well as music, bathrooms, and corridor east of music



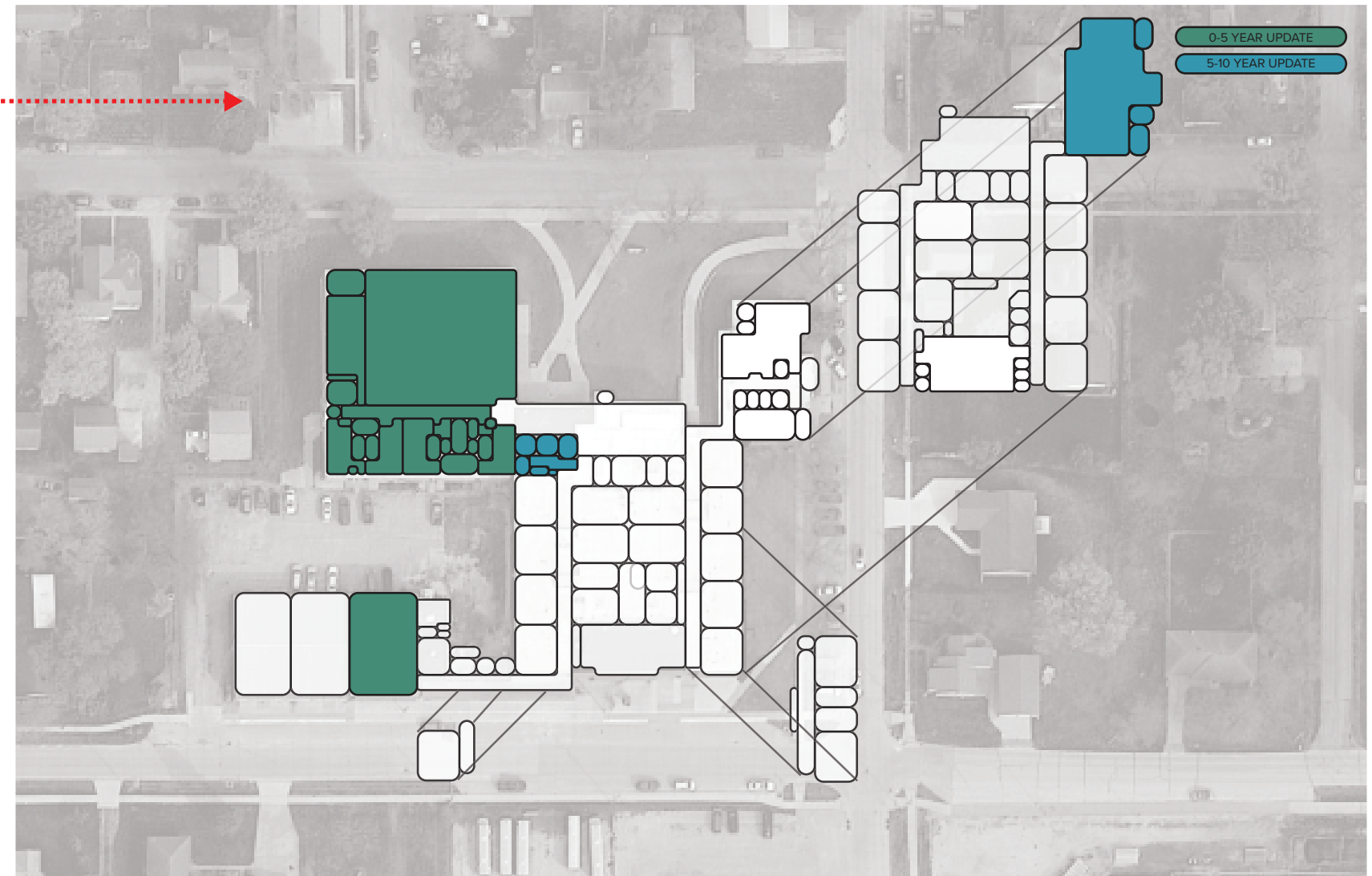
MIDDLE SCHOOL REPAIR

With the many physical needs and functional issues at the existing middle school, the design team tested three different solutions to understand the long-term viability of the building.

- 1) REPAIR - Fix the essential needs at the middle school
- 2) REIMAGINE - Reorganize the building to provide a 21st century learning environment
- 3) REPLACE - Build a new middle school facility

NEEDS

- Replace HVAC system at locations indicated in diagram and per MODUS Engineering report (refer to appendix A)
- Partial roof replacement (75%)
- Tuckpoint masonry and repair flashing as needed
- Provide fire suppression system and new ceilings for 80% of building
- Provide new LED light fixtures per MODUS Engineering report (refer to appendix A)
- Provide finish upgrades for entire building including ceilings, flooring, doors, and paint



Areas requiring HVAC updates

MIDDLE SCHOOL REIMAGINE

With the many physical needs and functional issues at the existing middle school, the design team tested three different solutions to understand the long-term viability of the building.

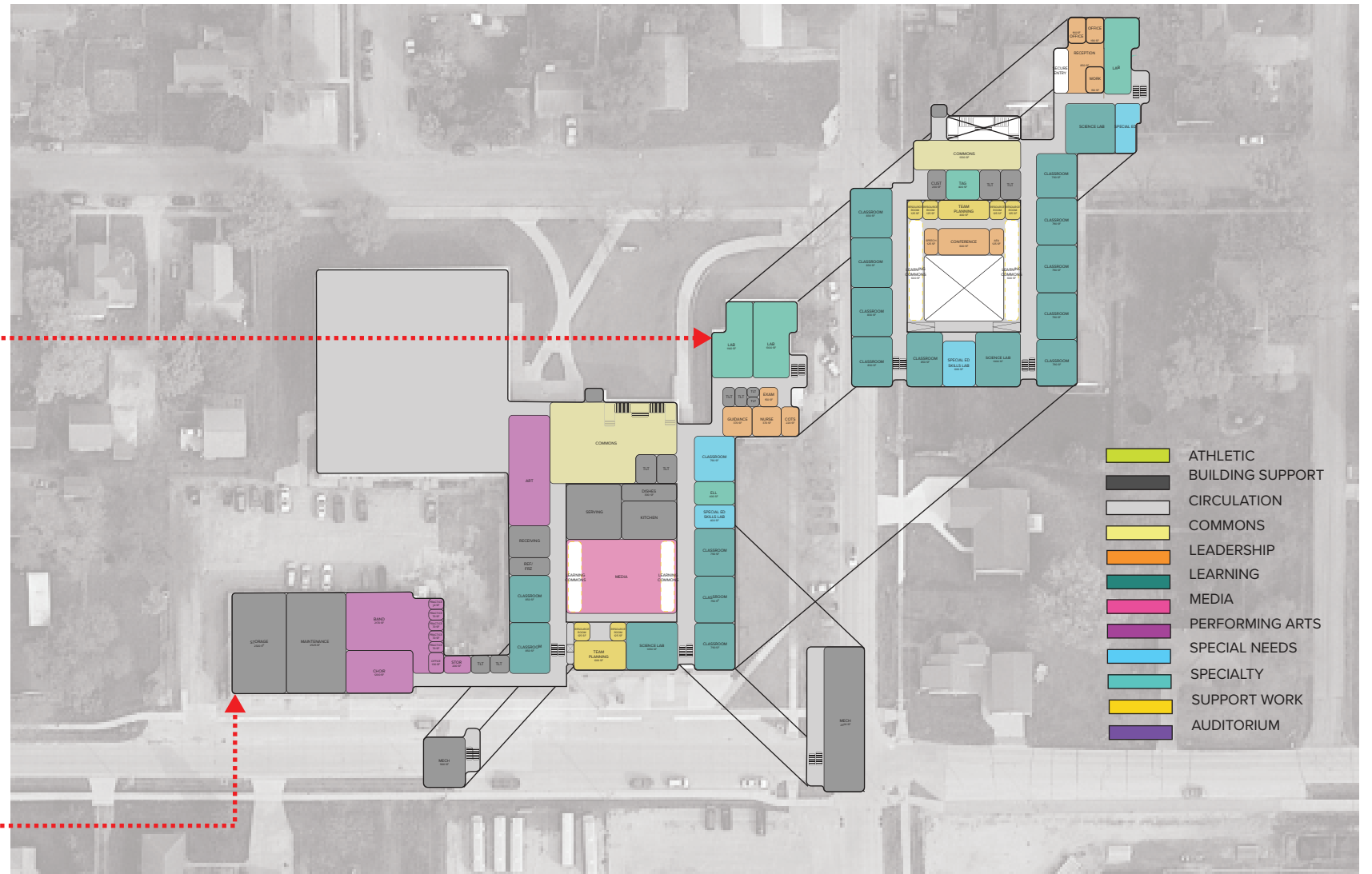
- 1) REPAIR - Fix the essential needs at the middle school
- 2) REIMAGINE - Reorganize the building to provide a 21st century learning environment
- 3) REPLACE - Build a new middle school facility

RECONFIGURE

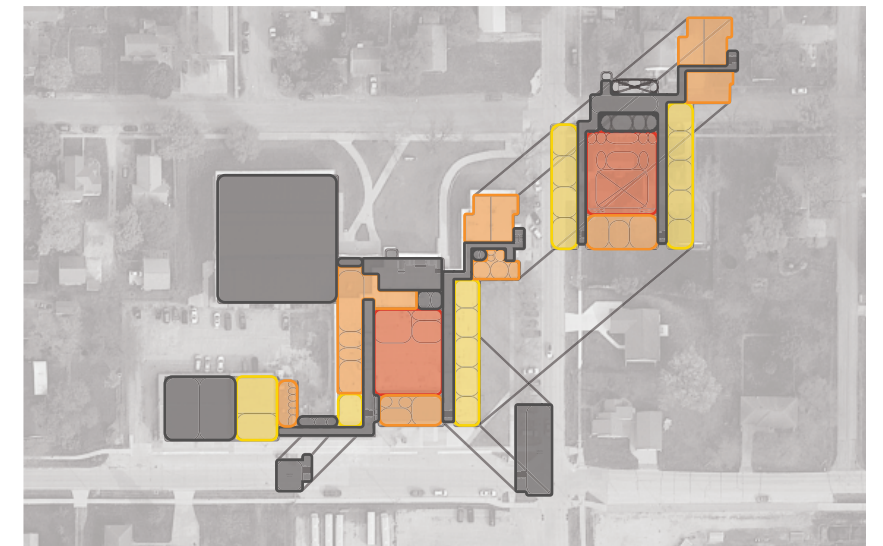
- Remove floor and wall infills in old gym
- Remove old locker rooms and bleachers
- Provide new floors and walls for new media center, kitchen, and collaboration space and skylights for 20% of old gym roof area
- Provide light (yellow), moderate (orange), and heavy (red) remodels of existing spaces per renovation level diagram

REPAIR

- Replace HVAC system per MODUS Engineering report (refer to appendix A)
- Partial roof replacement (75%)
- Tuckpoint masonry and repair flashing as needed
- Provide fire suppression system and new ceilings for 80% of building
- Provide new LED light fixtures per MODUS Engineering report (refer to appendix A)
- Provide finish upgrades for entire building including ceilings, flooring, doors, and paint



RENOVATION LEVEL DIAGRAM



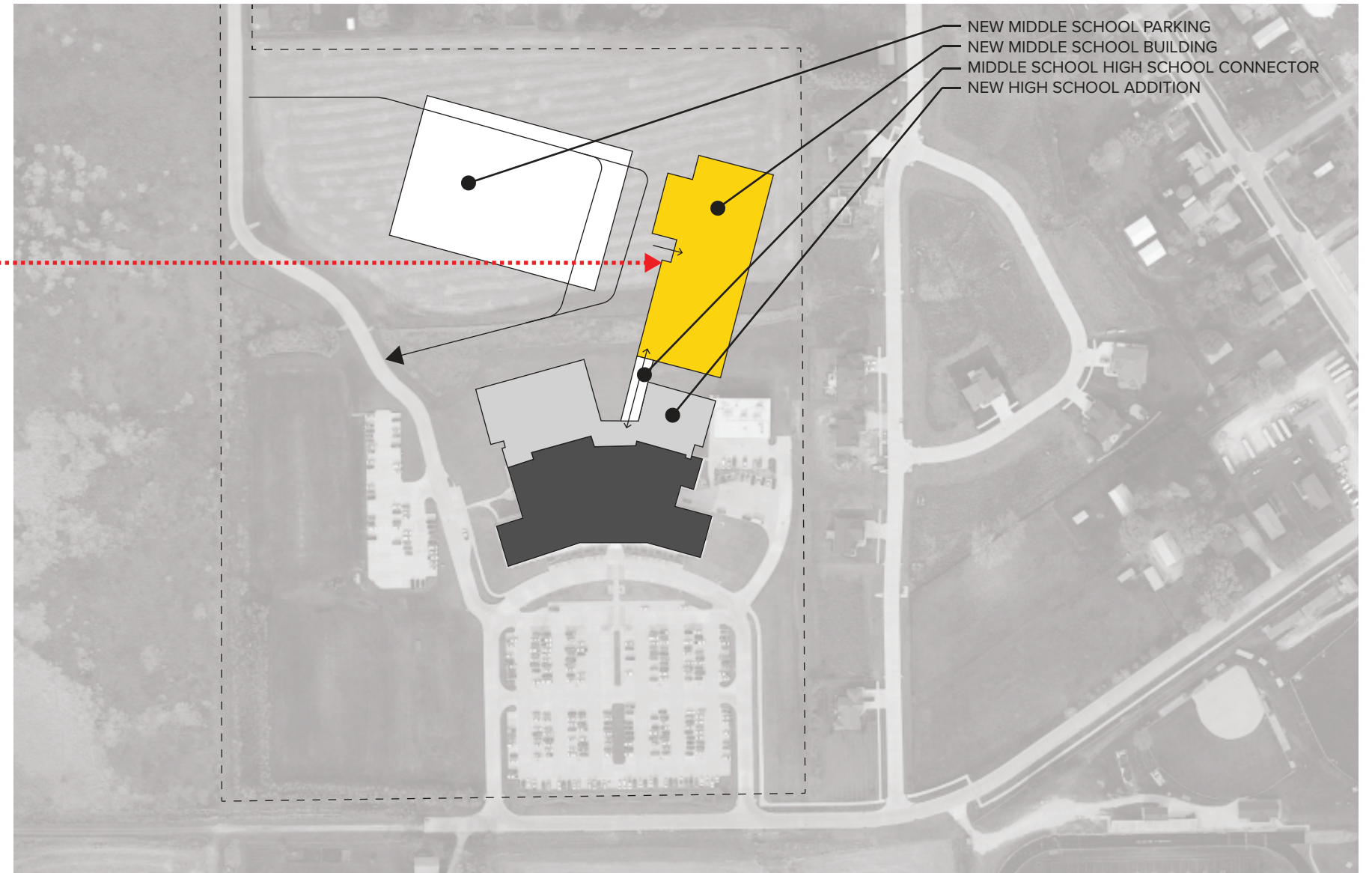
MIDDLE SCHOOL REBUILD

With the many physical needs and functional issues at the existing middle school, the design team tested three different solutions to understand the long-term viability of the building.

- 1) REPAIR - Fix the essential needs at the middle school
- 2) REIMAGINE - Reorganize the building to provide a 21st century learning environment
- 3) REPLACE - Build a new middle school facility

RECONSTRUCT

- Provide new 80,000 square foot middle school at a new location



HIGH SCHOOL

NEEDS

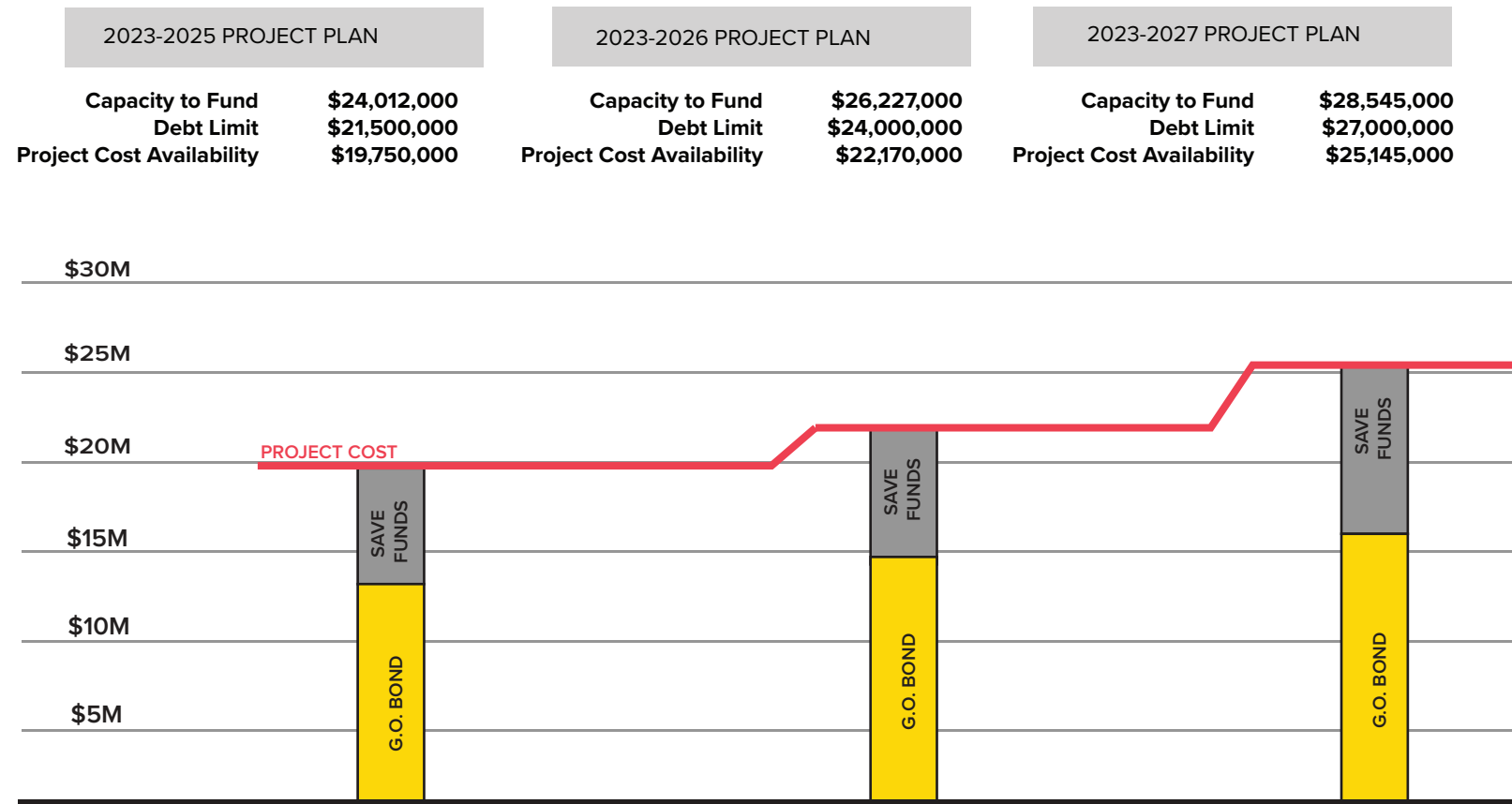
- Provide auditorium addition
- Provide wrestling, locker room, and weight room addition
- Provide lobby/entrance addition
- Provide 7,500 square foot auxiliary gym addition
- Provide new LED light fixtures per MODUS Engineering report (refer to appendix A)
- Replace RTU per MODUS Engineering report (refer to appendix A)
- Provide an academic addition to the East



FUNDING

The District’s financial advisor, Piper Sandler, provided projections of project capacity for future needs. There are many factors that could change these projections, including interest rates, property valuation, construction costs, etc. However the ranges were used to align possible project combinations with available future funds.

The District would like to reserve 100% of VPPEL funding and a good amount of SAVE funding to address ongoing maintenance needs, in lieu of bonding against future proceeds of these funds. This will allow them the ability to address issues as they arise, instead of lumping them into bond issues.



BUDGET BUCKETS

	VOTED PHYSICAL PLANT & EQUIPMENT LEVY (VPPEL)	GENERAL OBLIGATION BONDS	SALES TAX REVENUE BONDS (SAVE)
LEVY RATE (PER \$1,000)	\$1.34	UP TO \$4.05	-
VOTE REQUIRED	YES	YES	YES
# OF QUESTIONS	1	1	1
APPROVAL NEEDED	50% + 1 VOTE	60% VOTE	50% + 1 VOTE
NOTES	SEPARATE FROM BOARD APPROVED \$0.33 PPEL USED FOR MAINTENANCE, REPAIRS, CONSTRUCTION, TECHNOLOGY, VEHICLES, FURNITURE, & EQUIPMENT	ALLOWS DISTRICT TO LEVY UP TO \$4.05 PROJECT SPECIFIC	PENNY SALES TAX FUNDS USED FOR MAINTENANCE AND CONSTRUCTION PROJECTS

APPROACHES

As with most school districts, the list of future projects is longer than the available funding. The design team outlined three different approaches to prioritizing projects moving forward.

These approaches were discussed with the Task Force, but need additional vetting with the school board and community.

APPROACH A

<p>1 Address immediate needs at Primary and Intermediate.</p>	Primary	Low Range	High Range
	Roof Replacement	\$1,620,000	\$1,980,000
	Site Drainage	\$70,000	\$90,000
	Intermediate		
	HVAC System - Partial Replacement	\$610,000	\$740,000
	Site Development	\$270,000	\$330,000
	Add (2) Preschool classrooms	\$390,000	\$470,000
<p>2 Invest in a long-term future at the Middle School.</p>	Middle School Reimagine Option	\$16,800,000	\$20,530,000
<p>3 Save remaining funds for a High School project.</p>	High School Project	\$2,000,000	\$4,000,000
<p>APPROACH A PROJECT COST</p>		<p>Low Range \$21,760,000</p>	<p>High Range \$28,140,000</p>

APPROACH B

<p>1 Address immediate needs at Primary, Intermediate, and Middle School.</p>	Primary	Low Range	High Range
	Roof Replacement	\$1,620,000	\$1,980,000
	Site Drainage	\$70,000	\$90,000
	Intermediate		
	HVAC System - Partial Replacement	\$610,000	\$740,000
	Site Development	\$270,000	\$330,000
	Add (2) Preschool classrooms	\$390,000	\$470,000
	Middle School		
	Tuckpointing and Flashing at Admin	\$60,000	\$70,000
	Card Readers and Cameras	\$260,000	\$320,000
Bathroom remodel @ cafeteria	\$130,000	\$160,000	
<p>2 Invest in larger High School projects.</p>	High School		
	Athletic Fields	\$5,550,000	\$8,100,000
	Auditorium + Lobby	\$9,330,000	\$11,410,000
<p>3 Save capacity for 5+ year needs</p>	Middle School		
	Gym, locker, cafeteria, admin HVAC	\$470,000	\$570,000
	Partial roof replacement	\$1,210,000	\$1,480,000
<p>APPROACH B PROJECT COST</p>		<p>Low Range \$21,980,000</p>	<p>High Range \$28,180,000</p>

APPROACH C

1 Address immediate needs at Primary and Intermediate school.

Primary	Low Range	High Range
Roof Replacement	\$1,620,000	\$1,980,000
Site Drainage	\$70,000	\$90,000
Intermediate		
HVAC System - Partial Replacement	\$610,000	\$740,000
Site Development	\$270,000	\$330,000
Add (2) Preschool classrooms	\$390,000	\$470,000

2 Repair the Middle School.

Middle School		
Tuckpointing and Flashing at Admin	\$60,000	\$70,000
Card Readers and Cameras	\$260,000	\$320,000
Bathroom remodel @ cafeteria	\$130,000	\$160,000
Gym, locker, cafeteria, admin HVAC	\$470,000	\$570,000
Partial roof replacement	\$1,210,000	\$1,480,000
Install sprinkler system, ceiling, LED	\$3,280,000	\$4,010,000
New flooring, paint, casework	\$2,540,000	\$3,110,000

3 Pick off a High School project.

High School Project	\$9,960,000	\$12,180,000
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APPROACH C PROJECT COST	Low Range	High Range
	\$22,250,000	\$27,200,000