

A LONG RANGE FACILITY MASTER PLAN
For
Racine Unified School District

An Executive Summary

Prepared For

The Racine Unified School District Board of Education

By

The Paullin Group Inc.
Ada, Michigan

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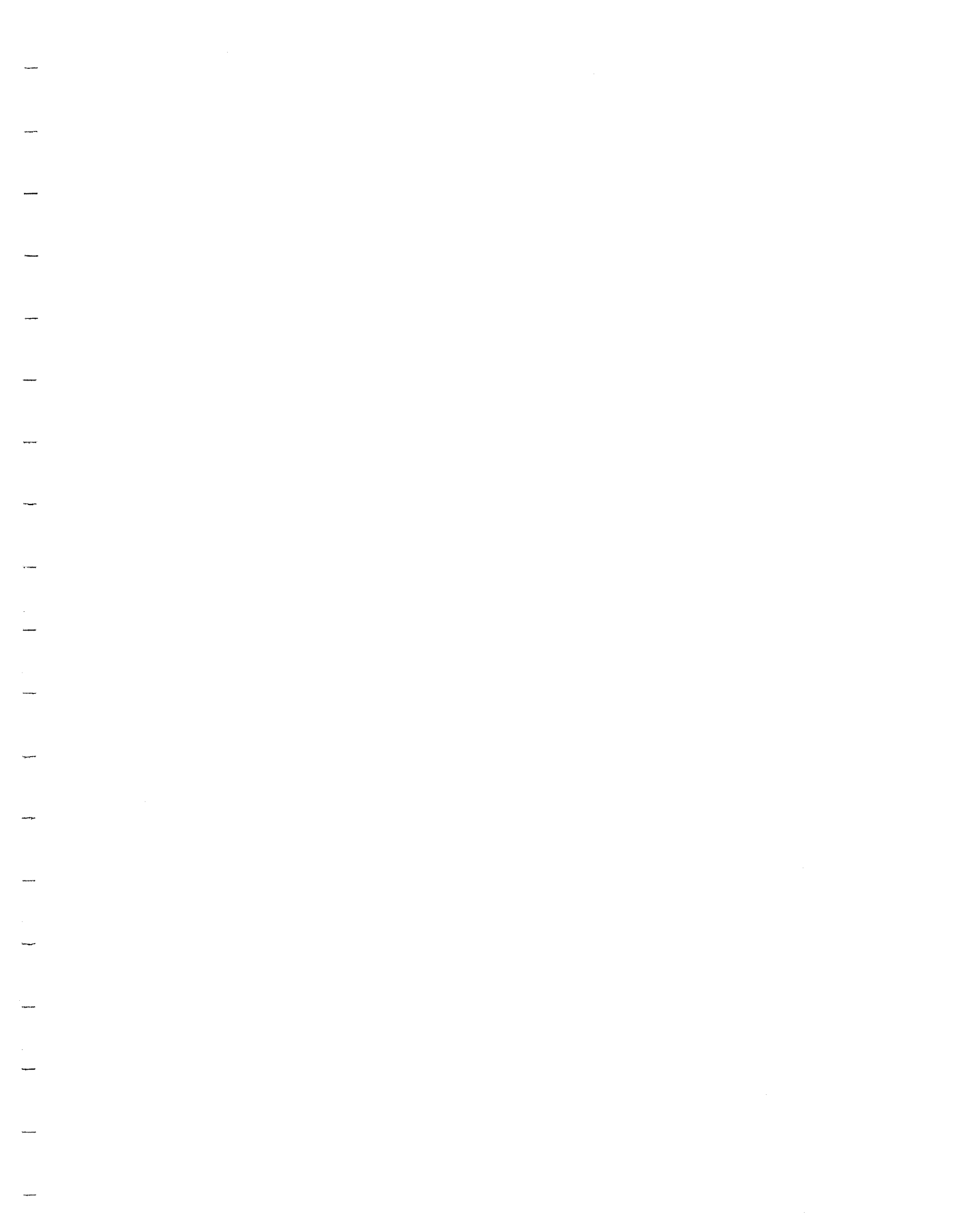


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A LONG RANGE FACILITY MASTER PLAN

BACKGROUND

On July 22, 2004 The Paullin Group, Inc. entered into an agreement with Racine Unified School District to conduct *A Facility Analysis and Preparation of A Comprehensive Long Range Facility Master Plan*. Phase one of this effort involved inventorying each educational facility in the District to determine both the quality and quantity of space available. This effort resulted a Phase I Report consisting of two volumes which clinically documented the shortcomings of each facility. On November 22, 2004, this report was presented to the Board. In a letter dated December 8, 2004, Dr. Thomas Hicks requested the approval from The Paullin Group, hereinafter referred to as the Consultant, to extend the thirty (30) day time line for awarding Phase II set out in section 6.1.1 of the agreement made on July 22, 2004 from January 2005 to February 1, 2005. This request was made necessary because of the voluminous nature of the Phase I Report. On January 11, 2005, The Racine Unified School District Board of Education approved proceeding with Phase II of the long range facility master plan. At that time, the Board requested that the Consultant provide the Board with a project update in May and October. On January 31, 2005, the District issued a Purchase Order for professional services to conduct Phase II: The Preparation of A Comprehensive Long Range Facility Master Plan.

Phase II was initiated using the Phase I report as a platform for the development of a long range facility master plan. It represented the current reality, and as such, identified the many deficiencies which continue to exist throughout the District's buildings. The Consultant found that many of the elementary schools had spaces that were undersized and overcrowded. In addition the lighting levels in the majority of spaces were sub-standard. The Consultant also found that the lack of power in the buildings encouraged the staff to utilize an excessive number of drop cords to facilitate their technological needs. This taxed old outdated systems and created hazardous conditions in all of the elementary buildings, especially in the old multi-story buildings.

In the spring of 2005, the Consultant interviewed over 650 elementary teachers to determine facility, furniture and equipment needs. The information collected in these interviews was used to generate draft educational specifications and furniture and equipment lists which were then critiqued by the participating staff. The staff critiques were incorporated into finalized educational specifications and furniture and equipment lists. Once school commenced in the fall the same procedure was utilized to obtain input from the middle school staff and the high school staff.

As the time for the May 2005 progress report approached, it became apparent that grade level structure would become an important factor in the development of a master plan. As a result of the discussions held at the May meeting, it was decided to involve a group of community leaders to assist in the development of recommendations for consideration by the Board with respect to grade level structure and its impact on the overall delivery of educational services.

At the request of the Racine Unified School District, a group composed of business leaders and

professionals from across the Racine community gathered in the offices of RAMAC on July 12, 2005 to develop recommendations for the Board to consider during its deliberations on grade level configuration. The group's responsibilities were embodied in following the mission statement:

THE MISSION

The Racine Unified School district (RUSD) is requesting the help of the Grade Level Configuration Task Force in developing options and/or recommendations for the Board to consider when deciding on a district-wide grade level configuration. These options and/or recommendations, by their very nature, must assure that The Long Range Facility Master Plan currently being developed for the District will take optimum advantage of the District's existing assets when updating, reconfiguring and expanding RUSD's Facilities infrastructure. The focus of this effort should be on effectively reducing the overcrowding which currently exists at both the middle school and high school levels as well as providing high-quality learning environments in all of the District's school buildings.

After meeting on July 12, July 19, August 2, and August 16, the Grade Level Configuration Task Force had reached a consensus on the grade level configuration that it would recommend to the Board. It found a shift in the current grade level configuration of grades K-5, 6-8, and 9-12 to a grade level configuration of K-6, 7-9, and 10-12 had the following advantages:

1. It would address the overcrowding at both middle school and high school levels.
2. It would take into consideration the academic needs and course offerings for the next decade.
3. It would maximize the utilization of existing facilities.
4. It would be economically feasible.
5. It would take into consideration the maturity level of the students within the facilities.
6. It is the most cost-effective approach to addressing the quantity and quality of facilities needed in the District.

This grade level configuration with its advantages was presented to the Board in September of 2005. The Board took the Grade Level Configuration Task Force's recommendations under advisement and at the November 2005 Board meeting it was accepted with a vote of 6 in favor and 3 opposed.

Then, early in December 2005, the administration approached the Consultant proposing that centers be established to house All Day Kindergarten, Four Year Old Kindergarten, and Early Childhood. The Consultant conducted interviews with the director of early childhood education and select staff that were involved in this program. As with the other grade levels, educational specifications, and

furniture and equipment lists were generated utilizing information obtained from staff interviews. Draft copies of the educational specifications and furniture and equipment lists were submitted for review and critique. The adjustments resulting from this review were included in the final documents. This change further refined the grade level configuration and established parameters for the Consultant to utilize in developing conceptual layouts for each building in the district. These layouts are based on the requirements contained in the educational specifications.

THE PLAN

In this phase of The Long Range Facility Master Plan the, Consultant utilized the data collected from the staff and administration, in combination with existing floor plans of each facility, to determine what kind of “fit” could be achieved when the educational specifications were played against those floor plans. As a starting point, the Consultant first determined how many students would have to be housed at each level in the new configuration. Utilizing the enrollment projections generated by The Middle Cities Education Association, the Consultant calculated the following:

- The high school buildings, grades 10 through 12 will have to house approximately 4,700 students.
- The junior high school buildings, grades 7 through 9 will have to house approximately 4,690 students.
- The upper elementary buildings, grades 4 through 6 will have to house approximately 4,520 students.
- The lower elementary buildings, grades 1 through 3 will have to house approximately 4,500 students.
- Only the kindergarten portion of the enrollment in the early childhood centers was included in the Middle Cities report. As the kindergarten becomes an all day program, the early childhood centers will have to house approximately 1,565 all day kindergarten students. In addition, it is projected by the administration that approximately 1,000 four year old students will enroll in half day kindergarten for an FTE of 500 and the early childhood enrollment will generate 235 FTE. As a result, the demand to house the early childhood will be based on 2,310 students.

Keep in mind the charge contained in the mission statement approved by the board which states:

These options and/or recommendations, by their vary nature, must assure that The Long Range Facility Master Plan currently being developed for the District will take optimum advantage of the District’s existing assets when updating, reconfiguring and expanding RUSD’s Facilities infrastructure. The focus of this effort should be on effectively reducing the overcrowding which currently exists at both the middle school and high school levels as well as providing high-quality learning environments in all of the District’s school buildings.

Early Childhood Centers

In order to address the overcrowding which currently exists at both the middle school and the high school levels in a cost-effective manner, the plan focuses first on the early childhood centers. These facilities provide the relief needed district-wide in combination with some small additions to selected buildings to allow the downward shifting of students which will provide the relief needed to eliminate the overcrowding of the high schools and middle schools. The K-12 Facility Analysis completed in Phase I indicated that with the current K-5, 6-8, and 9-12 grade level structure the District was short two (2) 1,200 student high schools and one (1) 700 student middle school. The adjustments made when the grade level configuration was changed had the effect of reducing the high school enrollment from approximately 6,040 students to approximately 4,700 students. With a structure that establishes three grades per level (lower elementary, upper elementary, junior high school and high school) the shift of students reduces significantly the financial costs that will be experienced in eliminating the overcrowding and improving the overall learning environments of the Districts facilities infrastructure. Later in the narrative the Consultant will explain how this cost benefit can be achieved.

Beginning with the early childhood centers developed in concert with the early childhood staff, a 39,525 s.f. conceptual layout was generated as the prototype for this building. This building is designed to house 295 FTE students. Fully furnished and equipped and with provisions made for site development, this building is estimated to cost \$5,556,391.00. In order to house the 2,300 FTE students indicated earlier in this summary, eight (8) early childhood centers will be required at an estimated cost of \$44,451,128.00.

Lower Elementary Schools

In improving the existing facility infrastructure, it is necessary to house the the lower elementary students (grades 1 through 3) in facilities that provide safe, healthy, high quality space for learning. Further, because the ability of very young children to safely evacuate a school building in the case of an emergency is a concern, it was decided that the lower elementary program should be housed in the District's single story buildings. The newest of the nine single story buildings, Dr. Jones and Schulte are 38 years old. The remainder of the single story buildings range in age from 41 to 52 years old. When the requirements contained in the educational specifications were applied to each of these buildings it became apparent that they were in need of significant updating.

The Consultant prepared conceptual layouts for each of the lower elementary buildings. Using these conceptual layouts in combination with the requirements contained in the educational specifications, detailed line-item cost estimates were generated. These estimates included the cost of building additions, remodeled spaces and updated spaces. The changes proposed in these buildings will allow the District to house the Middle Cities Enrollment projection for grades 1 through 3 (4,500 students) with approximately 120 spaces to spare. See Table 1 Lower Elementary Student Capacity By Building presented on the following page. It should be noted that the student capacities are based on a student teacher ratio of 27 to 1.

Table 1

LOWER ELEMENTARY STUDENT CAPACITY BY BUILDING

<u>Building</u>	<u>Student Capacity</u>
Dr. Jones Lower Elementary School	486
Giese Lower Elementary School	405
Goodland Lower Elementary School	567
Julian Thomas Lower Elementary School	486
North Park Lower Elementary School	405
S. C. Johnson Lower Elementary School	648
Schulte Lower Elementary School	567
West Ridge Lower Elementary School	567
Wind Point Lower Elementary School	486
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TOTAL CAPACITY	4,617

The costs required to restructure these buildings so that they will work more efficiently are presented in Table 2 Cost Estimates By Lower Elementary Building. A break down of these cost estimates along with the conceptual layouts can be seen in the appendices of this executive summary on pages LE-1 through LE-17.

Table 2

COST ESTIMATES BY LOWER ELEMENTARY BUILDING

<u>Building</u>	<u>Cost Estimate</u>
Dr. Jones Lower Elementary School	\$7,164,419.00
Giese Lower Elementary School	\$5,659,913.00
Goodland Lower Elementary School	\$7,031,492.00
North Park Lower Elementary School	\$5,492,306.00

S. C. Johnson Lower Elementary School	\$7,480,621.00
Schulte Lower Elementary School	\$7,583,505.00
West Ridge Lower Elementary School	\$7,044,164.00
Wind Point Lower Elementary School	\$5,364,912.00

TOTAL COST ESTIMATE	\$52,821,332.00
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Upper Elementary Schools

To complete the elementary portion of the reconfigured grade level structure the Consultant applied the educational specifications which had been developed to the District's remaining elementary school buildings. These consisted of two single story buildings, Jerstad Elementary and Wadewitz Elementary which were constructed in 1951 and 1958. The age of the multi-story elementary buildings ranged from Janes Elementary constructed in 1857 to Mitchell Elementary, the newest multi-story building constructed in 1935.

In preparing the conceptual layouts, the Consultant had to take into consideration the enrollment projections for grades 4 through 6 prepared the Middle Cities Education Association. These projections indicated that there would be approximately 4,530 students enrolled. Table 3 presented below indicates that the upper elementary buildings as modified will have a capacity of 4,860 students. This will provide approximately 330 additional spaces distributed across District to accommodate future growth.

Table 3

UPPER ELEMENTARY STUDENT CAPACITY BY BUILDING

<u>Building</u>	<u>Student Capacity</u>
Bull Fine Arts Upper Elementary School	324
Fratt Upper Elementary School	486
Janes Upper Elementary School	486
Jefferson Lighthouse Upper Elementary School	405
Jerstad Upper Elementary School	486
Knapp Upper Elementary School	567

Mitchell Upper Elementary School	567
Red Apple Upper Elementary School	567
Roosevelt Upper Elementary School	405
Wadewitz Upper Elementary School	567

TOTAL CAPACITY	4,860
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Because of the age and condition of these buildings, the cost estimates take into consideration replacement of all of the major systems. In addition, considerable modifications were made in each building to achieve the student capacities present previously. Table 4, Cost Estimates by Upper Elementary Building are presented below. A budget summary along with conceptual layouts can be seen on pages UE-1 through UE-27 of the appendices.

Table 4

COST ESTIMATES BY UPPER ELEMENTARY BUILDING

<u>Building</u>	<u>Cost Estimate</u>
Bull Fine Arts Upper Elementary School	\$5,413,256.00
Fratt Upper Elementary School	\$6,841,881.00
Janes Upper Elementary School	\$6,712,814.00
Jefferson Lighthouse Upper Elementary School	\$6,276,797.00
Jerstad Upper Elementary School	\$6,779,014.00
Knapp Upper Elementary School	\$8,432,873.00
Mitchell Upper Elementary School	\$6,983,595.00
Red Apple Upper Elementary School	\$7,391,138.00
Roosevelt Upper Elementary School	\$5,944,671.00
Wadewitz Upper Elementary School	\$11,873,348.00

TOTAL COST ESTIMATE	\$72,649,387.00
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Junior High Schools

The District currently has five (5) middle schools (Gilmore, Jerstad, McKinley, Mitchell, and Starbuck). As mentioned earlier in this summary, the facility needs assessment indicated that another middle school would be required to overcome the overcrowding which currently exists at the middle school level. This condition continues when the District converts from middle schools to junior high schools. The reader will note that in the previous narrative the Consultant determined that with the creation of the early childhood centers and the modifications made in the lower elementary and upper elementary buildings the capacities would be adequate to accommodate projected student enrollments for those grade levels. This frees up Gifford Elementary School to be converted back to a junior high school building. Gifford was originally designed as a junior high school. The conceptual layouts that were developed for the junior high buildings focus on adjustments to the size of instructional spaces and the replacement and/or update of major systems.

The Consultant then reviewed the student enrollment projected by Middle Cities Educational Association for the junior high school grades 7, 8, and 9. They projected that approximately 4,705 students would need to be housed in the junior high school facilities. Given these projections, the Consultant generated conceptual layouts adjusting the junior high facilities so that they would accommodate approximately 4,808 students. This is based on a 27 to 1 student teacher ratio and an occupancy rate of 90%. In Table 5 presented below the junior high school capacity by building is presented.

Table 5

JUNIOR HIGH SCHOOL STUDENT CAPACITY BY BUILDING

<u>Building</u>	<u>Student Capacity</u>
Caddy-Vista Junior High School	194
Gifford Junior High School	704
Gilmore Junior High School	826
Jerstad Junior High School	631
McKinley Junior High School	753
Mitchell Junior High School	729
Starbuck Junior High School	704
Walden III Junior High School	267
TOTAL CAPACITY	4,808

When the age of the District’s junior high schools was reviewed, it was found that Walden III was the oldest being constructed in 1860. McKinley 1921 and Mitchell 1935 were second and third oldest in the District. The remaining five junior high schools were built between 1956 and 1973. All of the buildings required adjustments in some of their instructional spaces, and as with the other buildings, their major building systems were in need of replacement and/or outdated. In Table 6 presented below the Consultant will provide the cost estimates for each junior high school building

Table 6

COST ESTIMATES FOR JUNIOR HIGH SCHOOLS BY BUILDING

<u>Building</u>	<u>Cost Estimate</u>
Caddy-Vista Junior High School	\$ 5,073,397.00
Gifford Junior High School	\$11,435,331.00
Gilmore Junior High School	\$15,078,776.00
Jerstad Junior High School	\$10,450,311.00
McKinley Junior High School	\$13,409,909.00
Mitchell Junior High School	\$14,094,789.00
Starbuck Junior High School	\$13,275,748.00

TOTAL COST ESTIMATE **\$82,818,261.00**

The conceptual layouts and budget summaries are present on pages JR-1 through JR-21 in the appendices of this executive summary. It should be noted here that both Caddy-Vista and Walden III actually function as junior/senior high schools. While their junior high school enrollments are credited to table 5, the cost estimate for Caddy-Vista is included in Table 6. The high school enrollments Caddy-Vista and Walden III will be credited in table 7 and the cost estimate for Walden III will be listed under table 8.

High Schools

The Phase I Facility Needs Assessment identified significant overcrowding at the District’s high schools. Initially it was determined that to address this level of overcrowding two (2) new 1,200 student high schools would need to be constructed. Each of these new facilities would require a 42 acre site. When the Board agreed to change the grade level structure from a K-5, 6-8, 9-12 to a grade level structure of K-6, 7-9, and 10-12, the first steps were taken in the direction of addressing this overcrowding in a cost effective manner. When the readers of this report review the buildings that

have been used to meet the housing needs of both the lower elementary schools and the upper elementary schools, they will observe that all of the projected elementary enrollment needs can be met without using either Gifford or Olympia Brown. As has already been indicated, Gifford will be converted from an elementary school to a junior high school. Similarly, Olympia Brown will be converted to an 840 student high school. These capacities are based on a student teacher ratio of 30 to 1 and an occupancy rate of 85%. This is necessary to facilitate scheduling.

When the Middle Cities projections are referenced, one observes that the student capacity of the high school portion of the educational delivery system must be able to accommodate approximately 4,725 students. In Table 7 presented below the Consultant will present the student capacities of each high school as modified by implementing the requirements set forth in the educational specifications that were developed working with the high school staff.

Table 7

HIGH SCHOOL CAPACITY BY BUILDING

<u>Building</u>	<u>Student Capacity</u>
Caddy-Vista High School	170
Case High School	1,250
Horlick High School	1,200
Olympia Brown High School	840
Walden III High School	225
Washington Park High School	1,200
TOTAL CAPACITY	4,885

As previously noted, Walden III was constructed in 1860 and Caddy-Vista was constructed in 1956. Washington Park High School was constructed in 1927 and Horlick High School was constructed in 1928. The newest high school is Case High School. It was constructed in 1966. When Olympia Brown High School is added to the mix it will represent the second newest high school, having been originally constructed as a college building in 1956. While Olympia Brown will require a major restructuring, its location and the fact that it has adequate site are assets. The other four buildings, due to their ages, will require major system replacement as well as reconfiguring. The cost estimates for these additions, renovations and updates are presented in Table 8 presented on the following page.

Table 8

COST ESTIMATES FOR THE HIGH SCHOOLS BY BUILDING

<u>Building</u>	<u>Cost Estimate</u>
Case High School	\$ 33,099,808.00
Horlick High School	\$ 30,020,436.00
Olympia Brown High School	\$ 20,087,450.00
Walden III High School	\$ 8,678,364.00
Washington Park High School	\$ 29,809,977.00
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TOTAL COST ESTIMATE	\$121,696,035.00

It should be noted that even though Walden III serves both a junior high school function and a high school function, for budgeting purposes it is included with high school cost estimates. A summary of these cost estimates along with the conceptual layouts that contain the changes required in each building can be seen on pages HS-1 through HS-34 in the appendices of this executive summary.

In conclusion, the changes proposed in this executive summary and contained in documents prepared for each school building and presented to the administration are necessary if Racine Unified School District is to provide state-of-the art facilities as it moves forward into the twenty first century. Based on pricing developed in 2006, the total cost of implementing the long range facility master plan will be \$374,436,143. It must be remembered that schools send an important message about how we value our children:

The buildings can either say to students: "Tough it out and get by—we're not completely committed to your education;" or it can say "You are a vital part of our community. We want you to feel safe, comfortable, challenged, inspired, proud – We believe in your future."

William Biggerstaff, Superintendent
Clinton School District, Clinton, MO