Context Elevation - North Elevation
Scale: 1/16" = 1'-0"
Context Elevation - North Elevation
Scale: 1/16" = 1'-0"

ALTERNATE #2

Context Elevation - Bleacher Storage North Elevation
Scale: 1/16" = 1'-0"

Context Elevation - South Elevation
Scale: 1/16" = 1'-0"

Painted graphics
Orange: Navel (SW 6887)
Dark Orange: Obstinate Orange (SW 6884)
Blue: Frank Blue (SW 6967)
Dark Blue: Naval (SW 6244)

Produced and installed by sign company.
Architect will provide artwork to sign company. Sign company to field verify conditions and adjust artwork accordingly.

MATHESON FIELD
PROUD SPONSORS of MacARTHUR ATHLETICS

MATHESON FIELD
PROUD SPONSORS of MacARTHUR ATHLETICS
ONCE A GENERAL
ALWAYS A GENERAL
WE BLEED BLUE

Context Elevation - South Elevation
Scale: 1/16" = 1'-0"

Context Elevation - Bleacher Storage North Elevation
Scale: 1/16" = 1'-0"
Context Elevation - Bleachers South Elevation
Scale: 1/16" = 1'-0"
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Soccer Field Diagram

If used on a football field, portable goals should be anchored at least 2 yards in front of the base of the existing football goals.

Except as specifically stated within the rules, any dimensions or other information in diagrams of fields is suggestive only; it is not required by NFHS rules. The construction and layout of all facilities used for high school competition are subject to any applicable laws and building codes, and to the sound judgments of the persons in charge of the facilities.

NOTE: An engineered natural turf soccer field should have a minimum of one-and-one-half percent (1.5%) slope for fields which are surface drained. For natural turf fields with a sub-surface drain system the slope should be no less than one (1.0%) percent. For synthetic turf fields with a sub-surface drain system the slope should be no less than one half of one (0.5%) percent. Slope is measured from center to side. For consulting services, contact Design Architects, 816-842-5200.
Rule 1

The Field of Play

SECTION 1 SIZE OF THE FIELD

ART. 1 . . . The field of play shall be rectangular, 100 to 120 yards long and 55 to 80 yards wide. The minimum dimension that is highly recommended for high schools is 110 yards by 65 yards.

SECTION 2 MARKINGS

ART. 1 . . . The field of play shall be marked in accordance with the Soccer Field Diagram with non-caustic, distinctively colored material that is not injurious to the participants. Where games are played on a field marked for other sports, it is recommended markings which contrast in color to the other sport markings be used to indicate the soccer field areas.

ART. 2 . . . Boundary lines are a part of the field of play. They shall be 4 inches wide. The longer boundary lines are the touchlines, and the shorter boundary lines are the goal lines.

ART. 3 . . . A halfway line shall be marked across the field, equidistant from the goal lines and parallel to them.

ART. 4 . . . The center of the field of play shall be indicated by a spot 9 inches in diameter or other suitable mark; and, with this spot as the center, a circle with a 10-yard radius shall be drawn around it.

ART. 5 . . . A goal area shall be indicated on each end of the field of play by two lines drawn at right angles to the goal line, 10 yards from the midpoint of the goal line. These lines shall extend into the field of play for a distance of 6 yards. The edges of these lines shall be joined by a line parallel to the goal line. The lines are part of the goal area.

ART. 6 . . . A penalty area shall be indicated on each end of the field of play by two lines drawn at right angles to the goal line, 22 yards from the midpoint of the goal line. These lines shall extend into the field of play for a distance of 18 yards. The ends of these lines shall be joined by a line parallel to the goal line. The lines are part of the penalty area.

ART. 7 . . . A two-foot penalty kick line or a penalty spot 9 inches in diameter shall be drawn on each end of the field of play at a point 12 yards from the midpoint of the goal line and extending 1-foot on each side of the undrawn centerline and parallel to the goal line.

ART. 8 . . . A penalty arc is the restraining line for penalty kicks and shall be indicated by using the center of the penalty-kick line for drawing an arc with a 10-yard radius outside the penalty area.

ART. 9 . . . A corner area shall be indicated on each corner of the field of play by an arc with a radius of 1 yard from the intersection of the goal line and the touchline.

ART. 10 . . . A 1-yard-long hash mark may be made perpendicular to the goal line and touchline, situated 6 inches beyond, but not touching, outside the field of play 11 yards from each corner of the field to assist the officials in enforcement of encroachment during corner kicks.

ART. 11 . . . When markings become obscured by the elements during the course of a game, the markings shall be assumed to be present and decisions shall be rendered by officials to the best of their ability to interpret original positions of the markings.

SITUATIONS AND RULINGS

RULE 1, SECTION 2

1.2.1 SITUATION A: The game is to be played on a field which is also used for football. The playing area and boundary lines for soccer are: (a) marked with white lines similar to the yard lines for football; (b) marked with contrasting colored material which is noninjurious to eyes or skin. RULING: In (a), if the referee considers that the lines are not confusing, the game may be played. However, it is recommended that the soccer markings contrast with other field markings. In (b), the field is properly marked.

1.2.1 SITUATION B: A game is to be played on a field where the home team's logo obscures the halfway line and center circle. RULING: Illegal. The game may be played, however, the referee must notify the state association following the game.

1.2.4 SITUATION: A referee inspecting the field prior to the game detects (a) center circle spot 9 inches in diameter; (b) an 'X' intersecting the halfway line; (c) no mark other than the halfway line. RULING: (a) legal; (b) legal; (c) illegal.

NOTE: Referees should notify the state association of a deficiency, but should not delay the start of play.

1.2.6 SITUATION: Observation of the penalty-area line leads the referee to believe measurements are incorrect. Upon measuring, it is verified they are not correct. RULING: The lines shall be used as marked, but the state association will be advised of the error with corrections to be made prior to the next game. (5-2-2)

1.2.10 SITUATION: When inspecting field markings, the referee notices that hash marks are not present 11 yards from the touchline and perpendicular to the goal line. The referee determines that the game will not start until the hash marks are made. RULING: Incorrect decision. Although these marks may be made, they are not mandatory.

SECTION 3 CORNER FLAGS

The corner flag should be of a bright color, easily distinguishable from surroundings and approximately 2 feet long by 1 foot wide. It should be securely
Dennis Lab K-8 School Programming

Decatur Public Schools #61
June 2022
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### Dennis Lab Building Program

**Total Capacity:** 648

**Total Building Area:** 78,463 SF

**Total Program Area:** 62,770 SF

#### Academic Wing

<table>
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**Total Area:** 32,350 SF

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**Total Area:** 2,635 SF

---

**Total Program Area:** 62,770 SF

---

**Notes:** Similar to Johns Hill

---

**BLDD Architects | 3**
## Dennis Lab Building Program

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**Total Program Area:** 23,075 SF

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---

**Dennis Lab Building Program**

**TOTAL CAPACITY:** 648 PER

**TOTAL BUILDING AREA:** 78,463 SF

**Total Program Area:** 62,770 SF

---

The Dennis Lab Building Program includes a variety of spaces designed to support academic and enrichment activities, as well as building support functions. The program is designed to accommodate a capacity of 648 students per period, with a total building area of 78,463 square feet. The building area includes various spaces such as classrooms, administrative offices, and support areas, all tailored to meet the needs of a K-8 school environment. The detailed breakdown of areas and their capacities is provided in the table, offering insights into the comprehensive design and planning of the building to ensure a conducive learning environment. The building supports various functionalities, including but not limited to, classrooms, administrative offices, and support areas, all designed to meet the needs of a K-8 school environment.
Kaleidoscope Campus Programming Notes

**Band, Choir, Orchestra, General Music**
- Co-teach in afternoons
- Practice rooms
- 35 students with band instruments
- Dedicated instrument storage
- Stage area; prefer ability to practice where the performance will happen
- Performances per year: 5 concerts + Christmas program
- Performance space needed for assemblies and speakers in addition to performances
- Acoustical separation
- General music is separate from band; 2 spaces are needed (K-5 & 6-8)
- Storage for paper music
- Space for fine arts can include a stage with the cafeteria but not the gym
- Need a separate place for music classes
- Separate choir area
- 4th and 5th grade come from Mosaic to Kaleidoscope
- Want to bring back the school musical
- Lighting and sound to be programmed and offer a teaching opportunity
- Band room should have tile floor (not carpet) with sink
- Ideally located on first floor

**Art**
- Provide 2 art rooms

**Library**
- Flexibility
- Prefer tables and chairs
- Reading area separates for ES story time on the floor
- Sightlines are important for monitoring all areas of the library
- Three work areas for two staff plus one volunteer
- Storage
- Library should not be a walkway
- All classes schedule a 30-minute time slot
- Currently books are brought to the classroom
- Space for 10,000 books total requested
- Work room
- Project based learning area

**Special Ed**
- 6 special education (15 kids + 2 staff)
- 2 speech
- 2 social worker
- 2 behavioral
- 2 sensory
- Meeting/conference space for special education; requested 2
- Flexible space for when people come in to provide OT/PT and hearing testing
- Ideally provide toilet in each special education classroom
- Spaces should be close to the students served
- Storage
- Guided reading in the library
Kaleidoscope Campus Programming Notes

4th and 5th grade
- Likes operable walls between classrooms (love to work together)
- Integrated magnetic wall surface with white boards
- Lockers (with built-in locks) or cubbies in the classroom
- Personal storage
- 12x12 personal cubbies
- Space for volunteers to work with kids (RTI); Must be in sight of room
- Lots of guest speakers
- Need place to gather
- Classroom should have a teacher space, work stations, and gathering place (on carpet); flexible furniture; Apple TV; sinks in classrooms would be nice
- Quiet space for kids to record for PBL
- Washer and Dryer
- Tack strips to display art
- Like connection/collaboration

Teacher Lounge and Workroom
- Separate workroom & breakroom/lounge
- Lounge should be in quiet area
- Mailboxes in workroom
- Multiple work spaces on each floor with a copier in each
- Special education commons needs a copier plus small printer in each SPED room

Regional Office of Education Comments- Sarah Smith
- PBL Nationally Certified
- Movable walls; writable walls; glass
- Several options for gathering/speakers
- Power of visible collaboration
- Flexible furniture very important; Everything needs to move in PBL Schools
- Classrooms with glass wall
- Build spaces so you can see what is happening
- Consider outdoor space where you can gather with concrete
- Consider outdoor covered space with sun/rain cover
- Space for teachers to bring classrooms together with guest speakers
- Provide a place for teachers to collaborate where they can leave information on the wall or in the space; Spaces for 4-5 people to meet

Office
- Adequate waiting area; place for students to wait for discipline
- Safety is a priority
- Don’ t want students circulating through office
- Secure record storage
- Like the open area available in Hope’s office
- Principal + 2 Assistant Principals (with small conference area in offices)
- Supply storage room
- Copier on each floor ideally
- Care room
- Nurse in office
Kaleidoscope Campus Leadership Team Programming Meeting Attendance

Attendance Form

PROJECT: DPS Dennis Lab School Programming
BLDD PROJECT: 2163661.200
MEETING DESCRIPTION: Leadership Team Programming Meeting
TIME: 3:00 - 4:30 PM
DATE: May 18, 2022
PLACE: Dennis Kaleidoscope Campus

ATTENDEES:
1. Name: **Sarah Smith**, Organization: **DPS**, Email: sarah.smith@aps.edu
   Phone: **512-716-1860**
2. Name: **Kim Kurtenbach**, Organization: **BLDD Architects**, Email: kim.kurtenbach@bldd.com
   Phone: **217-622-2421**
3. Name: **Steve Oliver**, Organization: **BLDD Architects**, Email: steve.oliver@bldd.com
   Phone: **217-622-2421**
4. Name: **Damien Schlitt**, Organization: **BLDD Architects**, Email: damien.schlitt@bldd.com
   Phone: **217-622-2421**
5. Name: **Keith Corfich**, Organization: **Dennis Lab - Assistant Principal**, Email: keith.corfich@aps.edu
   Phone: **217-622-2421**
6. Name: **Darla Land**, Organization: **Dennis Lab - P. O. E. P. P.**, Email: darla.land@aps.edu
   Phone: **217-622-2421**
7. Name: **Katie Perry**, Organization: **APS**, Email: katie.perry@aps.edu
   Phone: **217-622-2421**
8. Name: **Jill Land**, Organization: **Dennis Lab - P. O. E. P. P.**, Email: jill.land@aps.edu
   Phone: **217-622-2421**
9. Name: ****, Organization: ****, Email: ****
   Phone: ****
10. Name: ****, Organization: ****, Email: ****
   Phone: ****

Attendance Form

PROJECT: DPS Dennis Lab School Programming
BLDD PROJECT: 2163661.200
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TIME: 3:00 - 4:30 PM
DATE: May 18, 2022
PLACE: Dennis Kaleidoscope Campus

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1. Name: **Sarah Smith**, Organization: **DPS**, Email: sarah.smith@aps.edu
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6. Name: **Darla Land**, Organization: **Dennis Lab - P. O. E. P. P.**, Email: darla.land@aps.edu
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   Phone: **217-622-2421**
8. Name: **Jill Land**, Organization: **Dennis Lab - P. O. E. P. P.**, Email: jill.land@aps.edu
   Phone: **217-622-2421**
9. Name: ****, Organization: ****, Email: ****
   Phone: ****
10. Name: ****, Organization: ****, Email: ****
   Phone: ****
Mosaic Campus Programming Notes

General Notes
- Space should allow for Graduation
- No Pre-K in the new building
- No dedicated auditorium needed
- Need space for large group activities
- Three sections of grades K-8
- Connection to Millikin
- Requested tours of other buildings for the leadership team

Physical Education / Athletics
- The gym should accommodate games and have bleacher seating (500 max)
- Court and two cross courts with 6 basketball baskets total
- PE locker rooms used for MS home & away teams
- Trophy case; ideally separate gym entry from exterior
- Athletic Storage 12’x12’
- PE Storage 12’x12’
- Concession area (run by student council)
- Washer & Dryer ideal
- 6-8 grade PE
  - 30-38 kids per class
  - 2 elementary grade levels at one time
- One building will require 2 grade levels
- 5-6 grade PE
  - ½ hour classes
- Currently there is only a pause for lunch time
- K-5 grade PE
  - 15 classes with 45 students
  - ½ hour classes
- PE Office
  - 3 PE teachers share office
- Athletic Director's Office; location can be in the main office
- No stage in gym
- Ideally outdoor track (NOT high priority)
- Batting cage in gym
- Sports teams include:
  - Baseball
  - Cross Country
  - Soccer (temporarily gone)
  - Volleyball
  - Basketball (girls & boys)
  - Track (at Stephen Decatur)

Special Education
- 11 spaces needed
  - 6 Special education teachers
  - 2 speech rooms
  - 2 social workers
  - Behavioral
- 2 Sensory rooms
- Office for guidance counselor for MS
- Special education should be scattered throughout the building
- Flex spaces are important
- Middle School should have a common special ed area
  - approx. ½ sized room
- Elementary School should have a common special ed area
  - approx. ½ sized room
- Special ed rooms should have bathrooms
- Conference space (multi-use)
Mosaic Campus Programming Notes

Middle School General Notes
• The Middle School students mentor the younger students
• 6, 7 & 8 grades will have lockers
• Open flexible areas for MS project-based learning
  — Space for news casting PBL: Include green screen, cameras, sound proof
  — Habitat for Humanity project
  — 3D printing
• Typical room is 2 teachers and 30 kids
• Provide common spaces for collaboration
• Collaboration between classrooms
• Collaboration is HUGE here
• Speakers come in frequently to lecture, provide a large space
• Cafeteria and auditorium can be combined
• Maker space for PBL needed
• Planned interaction space; Keep zones for MS together
• Collaboration/visionary space; A space that can move; Flexible furniture; Write on the table
• Maker space should be a dry lab
• Prefer NO carpet in MS classrooms
• Science Lab (shared between grade levels)

Art
• Need 2 rooms
• Kiln room should be provided separate (clay; throwing wheel)
• Shared lockable storage
• Storage in CR for artwork
• Locking cabinets in room
• Student storage; 30 students in each room
• Digital lab (small); just a few stations would be ideal
• Grades are divided by K-4 and 5-8
• Provide separate 2D dry area and 3D wet area
• Provide in central location; between MS & ES
• Encore program
• Provide multiple sinks
• Provide natural light

Nurse
• Locate in main office, but also accessible off corridor so that students don't need to pass through the main office
• Office plus bed space with curtain & toilet
• Exterior door for COVID isolation room
• Allow parents to easily come and go with child
Mosaic Campus Programming Notes

**Library**
- Middle School PBL
- 15-20 books per student; space for 10,000 books
- Middle school instructional specialist one day a week for 20 minutes each time
- Library will be open and available (goal)
- Reading area for ES level kids; tables & chairs for MS kids
- Like tables that can fold down and need storage
- Need more shelving- don’t like backless book shelves
- Sound isolated from music/band
- Storage for book binding

**Transition Room**
- In school suspension; separate from CARES room

**Middle School Counselor**
- Located in main office area

**Technology**
- Monitors should be provided in the corridor to show work/activities/promotion

**Elementary General Notes**
- Don’t want to loose space in classrooms; not opposed to having lockers in corridors
- Prefers a rectangular shaped room
- Tables
- Classroom flooring half carpet/tile
- Toilet in classrooms desired
- Don’t need more than TV
- Windows but not floor-to-ceiling glass
- Storage is key
- Student storage that is low
- Project based learning at ES level
- Like flex spaces
- Pod Concept K-1 teachers prefer
- Wall space for anchor charts
- Walls to display/magnetic walls
- Flexible seating
- Floor space

**Food Service**
- All food is currently brought in from Stephen Decatur
- Plan on three lunch periods minimum
- Prefer a kitchen you can cook in
Mosaic Campus Leadership Team Programming Meeting Attendance

Attendance Form

PROJECT: DPS Dennis Lab School Programming
BLDD PROJECT: 216061200
MEETING DESCRIPTION: Leadership Team Programming Meeting
DATE: May 16, 2022
PLACE: Dennis Mosaic Campus

ATTENDEES:

1. Name: Joel Lind Organization: Dennis 545
   Phone: 217-518-071 Email: jlind@dps61.org

2. Name: Emma Morrison Organization: Dennis
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3. Name: Maria Bolivar Organization: Dennis
   Phone: 217-521-1193 Email: mbolivar@dps61.org

4. Name: Philip Lillico Organization: Dennis
   Phone: 630-217-1766 Email: philillico@dps61.org

5. Name: Janet Lohr Organization: Dennis
   Phone: 217-853-2653 Email: jlohr@dps61.org

6. Name: David S. Organization: Dennis
   Phone: 217-853-0877 Email: ds@dps61.org

7. Name: Alex Worley Organization: Dennis
   Phone: 217-521-491 Email: aworley@dps61.org

8. Name: Karl Mack Organization: DPS
   Phone: 217-454-380 Email: kmack@dps61.org

9. Name: Ray Fery Organization: DPS
   Phone: 217-521-176 Email: rayfery@yakcoum.com

10. Name: Gigi Mani Organization: DPS-Dennis
    Phone: 217-521-197 Email: mani@dps61.org
Programming Notes

Design Desires – New Building (DPS Buildings and Grounds):

1. Building Exterior
   a. Clearly define the focal point of the primary entrance
   b. Masonry exterior; Possible use of stone or pre-cast concrete for accents
   c. Pitched roof structure (gable or hip)
      Standing seam or steel shingle roofing
   d. Windows - mimic the “Milikin look”;
      Some operable windows
   e. Downspouts discharge below grade
   f. Exterior storage connected to the building for grounds care equipment and supplies

2. Building Interior
   a. Aesthetically pleasing and functional
   b. Minimize atrium spaces and heights
   c. Durable wall finishes in high-traffic and splash areas
   d. Limit use of glass near points of contact/impact
   e. Hinged doors and no sliding doors
   f. Manually operated window treatments when possible
   g. Floor finishes
      i. Carpet in the classrooms with some resilient flooring in areas of high activity
      ii. Resilient flooring in corridors
      iii. Epoxy finishes in restrooms
      iv. Hardwood floor in the gymnasium
   h. Acoustical ceiling tile finishes (24”x24” preferred)
   i. Adequate storage
      i. Custodial equipment and supplies
      ii. Building supplies
      iii. Movable furniture
   j. IHSA compliant gymnasium

3. HVAC
   a. 4-pipe HVAC system
   b. Placement of equipment with maintenance in mind
   c. Chiller; consider chiller with minimized noise for the adjoining residential neighborhood
   d. Maximize “free cooling”
   e. Integration of DDC into enteliWEB system
      (Use the most advanced version of the technology)

4. Electrical
   a. Simplified interior lighting
      i. Flat panel fixtures in classrooms, storage and office areas
   b. Non-light polluting exterior lighting
   c. Emergency generator located outdoors
   d. No lighting mounted into pavement surfaces

5. Grounds
   a. Retaining walls in lieu of steep slopes
   b. Easily maintained slopes and plantings
      i. Indigenous plantings preferred
   c. Concrete parking and drives if possible
   d. Curbs in lieu of parking blocks
   e. Secure dumpster enclosure in an accessible (building occupant and waste hauler) location
   f. Consideration of space for snow storage
   g. Chain link fencing to be black vinyl coating (commercial quality)
   h. Play structure(s) with poured-in-place surface
      i. Sun screening for play area
   i. Basketball court (possibly an over-flow parking area)
   k. Paved surface for track practice
   l. Control bus, personal vehicle and pedestrian traffic flow
      i. Signage
      ii. Pavement markings

6. Plumbing
   a. Manual flush valves
   b. Lavatory faucets
   c. Hand dryers
   d. Low maintenance toilet partitions
   e. Water fountains with bottle fillers

7. Security
   a. Secure entry(ies)
   b. Camera systems
   c. Tech device placement
      i. Expandability

8. Fire protection
   a. Exterior entrance to sprinkler control room
Programming Notes

Design Deficiencies to be addressed

1. Use of drywall in areas subject to abuse (High traffic areas of new construction)
2. Inadequate structural support in walls to secure door frames and door closers
3. Specifying single ply roofs (Johns Hill)
4. Roofing details that don’t meet NRCS standards
5. Specifying roof top units. (Johns Hill)
6. Inadequate means for Maintenance personnel to access roof
7. Specifying flooring products that are difficult to clean (new elementary gyms); Painted striping on gym floors is not durable (Muffley, Parsons and Franklin Grove)
8. Specifying concrete floor finishes that do not have a consistent appearance and lack durability (Johns Hill)
9. Designing multi-story interior clear spaces that require special equipment to maintain (Johns Hill and Hope Academy)
10. Overuse of interior glass, and interior glass with corners that jut out into the occupied space without protection from impact (Johns Hill)
11. Specifying a diesel generator located within the building with less than ideal way to refuel, and specifying an interior generator in lieu of a genset which can be placed outside (Johns Hill)
12. Specifying exterior LED lighting that is easily vandalized or damaged during routine usage and snow removal (Johns Hill)
13. Lacking sufficient peer review to discover constructability problems (Johns Hill)
14. Too much wasted space; Maximize usability of each space (Johns Hill)
15. Need to prioritize functionality over aesthetics despite what is trending in school design (Johns Hill)
16. Specifying hooks on walls in corridors to hang coats etc. (American Dreamer)
17. Inadequate interior site circulation at stairways. Overcrowded stairways invite student horseplay
18. Overuse of the “exposed mechanicals” look in the ceiling space (Muffley, Parsons, Franklin Grove)
19. Inadequate site circulation designs (Johns Hill)
20. Specifying materials prone to aging and deterioration shortening their functionality and longevity (Johns Hill)
21. Specifying/designing roof curbs and equipment supports which do not allow for ease of maintenance (Johns Hill)
Programming Notes

Aramark and Maintenance

General Notes
- 650 max students

Food Service - Full Kitchen
- Push for a full kitchen at the new building
  - Johns Hill is ideal
    - Exceptions include needing a door on dry storage; Amy would like to access the cooler and freezer separately to allow for more storage space; Need another milk cooler
  - Other district kitchens include Eisenhower, JH, MacArthur, and TJ; Hope is not full service

Food Service - Warming Kitchen
- Size of Muffley is ideal
- Hot cart
- Steam table
- Cooler
- Prep area
- Counter space is required
- Storage
- Commercial double refrigerator
- Milk coolers
- 3 or 4 compartment sink
- Dennis is not a good example

General food service
- Separate trash from the kitchen; Possible to add two dumpsters
- Health department commented on not having the mop sink accessible from the kitchen
- Kitchen should be secured

General building
- Three story building
- 4 pipe system and free cooling
- Air handling units may go in the roof space
- Use impact resistant gypsum board
- No sliding doors
- Floor finish LVT in classrooms
- IHSA sized gym with bleachers and two cross courts
- Provide custodial storage where equipment can be plugged in and charged
- Custodial closet
  - Next to bathrooms to consolidate plumbing
  - 60 sf
  - Minimal storage for supplies next to toilets
  - Mop sink solution for dumping mop bucket and racks to hang up mops
  - Minimum one on each floor
- Consider roof access to all levels of roof; Roof access by stairs not ladder where possible
- Storage room
- If equipment is in the attic space, there should be a concrete floor or catwalk but consider condensation drains; Consider sound
- Provide flat LED lighting
- Provide emergency generator to not have to worry about freezing pipes
- Consider access to equipment for maintenance and repair
- Provide larger stairways to minimize crowding
- Storage for risers/stage
- Pre-cast with brick on large spaces

Exterior
- Provide exterior storage
  - Push mower
  - Snow blower
  - Leaf blower
  - Gator
- Exterior lighting should not be light polluting
- Concrete driveways
- Concrete parking lot with no islands if possible; No parking blocks; Consider places for snow storage
- Playground should be poured in place surface
- Basketball court
- Track with one exchange lane for track practice
- Bus and parent drop off separate
- Provide good exterior signage/way finding

Technology
- BLDD will need to meet with Chris Tennyson to discuss technology needs

Storm Shelter
- Storm shelter will need to be provided
# Food Service & Custodial Programming

### Meeting Attendance

<table>
<thead>
<tr>
<th>Attendance Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROJECT:</strong></td>
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<tr>
<td><strong>BLDD PROJECT:</strong></td>
</tr>
<tr>
<td><strong>MEETING DESCRIPTION:</strong></td>
</tr>
<tr>
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<tr>
<td><strong>PLACE:</strong></td>
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</table>

#### ATTENDEES:

1. **Name:** STACEY OWENS  
   **Organization:** BLDD Architects  
   **Phone:**  
   **Email:** stace.owens@bldd.com

2. **Name:** Fred Bolt  
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10. **Name:** Kim Kurtenbach  
    **Organization:** BLDD Architects, Inc  
    **Phone:** 217-622-3421  
    **Email:** kim.kurtenbach@bldd.com
# Dennis Lab Preliminary Total Project Budget

## Construction Budget

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site development &amp; site utilities</td>
<td>$1,500,000</td>
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### Building

<table>
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<th>Description</th>
<th>Cost</th>
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<tbody>
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<td>New Construction</td>
<td>$27,462,050</td>
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<tr>
<td>78,463 sf x $350.00 /sf</td>
<td>$27,462,050</td>
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### Contingency

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<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Design Contingency (5%)</td>
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<tr>
<td>Bid Contingency (5%)</td>
<td>$1,448,103</td>
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<tr>
<td>Construction Contingency (5%)</td>
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## Soft Costs

### Site Acquisition and Evaluation

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<tbody>
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<td>Land Purchase</td>
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<tr>
<td>Topographical Survey</td>
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<tr>
<td>Geotechnical Report</td>
<td>$20,000</td>
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</table>

### Fees and Services

<table>
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<th>Description</th>
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<tbody>
<tr>
<td>Architect, Structural &amp; MEP Engineering Design Fees (6.8%)</td>
<td>$2,265,000</td>
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<tr>
<td>Civil Engineering Services included</td>
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<td>Programming Services included</td>
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<td>FF&amp;E Design Fees included</td>
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<td>Food Service Consultant included</td>
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<tr>
<td>Landscape Design included</td>
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<td>Acoustical/Audio/Video Design included</td>
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<tr>
<td>Technology Design Services included</td>
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<td>Storm Shelter 3rd party structural review included</td>
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<td>Reimbursable Expenses</td>
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<td>Document Printing (estimate)</td>
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<td>Construction Testing (estimate)</td>
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### Other Costs

<table>
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<tr>
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<th>Cost</th>
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<tbody>
<tr>
<td>Technology, Telecom, Security ($7 / sf)</td>
<td>$540,000</td>
</tr>
<tr>
<td>Furnishings, Fixtures, Equipment ($1000 / student)</td>
<td>$650,000</td>
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## Total Project Budget

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<tr>
<td>TOTAL PROJECT BUDGET</td>
<td>$36,996,168</td>
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</table>
## Proposed Project Timeline

### PROJECT KICK-OFF/ PROGRAMMING
**May-June 2022**
- Determine owner priorities based on Function, Form, Time, and Cost
- Develop design program
  - Objectives (what are the general characteristics of the proposed building?)
  - Requirements (what must the building have in order to be considered successful?)
- Develop space program
- Project budget
- Project schedule

### SCHEMATIC DESIGN
**June-August 2022**
- Establish an understanding of how the building will look and function based on the program
- Rough schematic plan layouts (spatial relationships, basic scale and forms)
- Estimated cost and info on the materials and building systems
- Owner review and approval of preferred design option to develop further

### DESIGN DEVELOPMENT
**August-November 2022**
- Further refinement of schematic design
- General structural details are finalized
- Selection of materials, interior finishes, and building systems
- Engineering of plumbing, electrical, HVAC, energy analysis and other systems
- Updated construction budget
- Detailed site plan, floor plans, elevation and section drawings

### CONSTRUCTION DOCUMENTS
**November 2022-April 2023**
- Official and legal documents used to guide bidding, permit application, and construction of the project
- Site plan, floor plans, elevations, sections, details, mechanical and electrical drawings, and technical specifications
- All technical design and engineering finalized
- All products, materials, and finishes selected and scheduled

### BIDDING/CONTRACTS
**April-May 2023**
- Submission of bid packages to qualified contractors
- Review and comparison of submitted bids
- Negotiation of contracts between owner and contractors
- Notice to begin construction

### FURNITURE/MOVE-IN
**November-December 2024**
- Furniture delivered
- Final punch-lists completed
- Move-in begins

### CONSTRUCTION
**June 2023-October 2024**
- Architect to oversee the construction process to ensure it aligns with the design intent
- Site visits during construction to monitor progress
- Advise solutions to issues or conflicts as they come up
- Construction and final inspection complete
- Certificate of occupancy issued

### PROJECT COMPLETE
**January 2025**
- Occupy new school