
School Facilities Plan

Urbana School
District #116

Facilities Planning Committee
May 19, 2009

URBANA SCHOOL DISTRICT #116



Mission

Our mission in the Urbana School District 116, through the active engagement of the community, is to provide a quality education by vigorously fostering high expectations for individual growth within a nurturing environment, enabling each student to become a self-sufficient, productive, caring and responsible member of a changing world society.

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Acknowledgements

The Urbana School District (USD) #116 Facilities Planning Committee gratefully acknowledges the assistance of former Board of Education members Cope Cumpston and Mark Netter; Superintendent Preston Williams and his staff, including Carol Baker, Donald Owen, Ota Dossett and Lori Johnson. We also appreciate the support and input provided by the Board of Education, building administrators, faculty, staff, students, parents and members of the community. Our sincere thanks go to the many area professionals who provided information and services, including the Champaign County Regional Planning Commission, Champaign County Housing Authority, City of Urbana, GHR Engineering, Isaksen-Glerum Architects, Brian Deal of the Smart Energy Design Assistance Center (SEDAC), and Jean Ascoli and Stuart Brodsky of the US Green Building Council (Champaign and Chicago chapters). Finally, we wish to thank Mary A. White for her assistance in preparing this report.

TABLE OF CONTENTS

I. Executive summary.....	Page 4
II. Introduction	Page 6
III. Demographics	Page 8
IV. Baseline considerations for facilities planning	Page 12
V. Financial considerations	Page 14
VI. Why make Urbana schools green?	Page 20
VII. Recommendations for facilities improvements.....	Page 24
VIII. Conclusion.....	Page 27
IX. List of appendices	Page 29

EXECUTIVE SUMMARY

In September, 2008 the USD #116 Board of Education charged the Facilities Planning Committee with advising them on the development of a long-term capital improvements plan. The committee also was asked to evaluate the current locations of elementary schools, to help plan for a new Early Childhood Education facility and to provide input on spending priorities.

Over the past nine months, our committee has toured all school attendance centers in the district, from the Early Childhood program to Adult Education. We have received input on facilities needs from all school building administrators (see appendix for comments) as well as representatives of the Urbana Education Association, the Urbana Alumni Association, the C-U Ministerial Alliance, parents and students. We have consulted with the Champaign County Regional Planning Commission, the Champaign County Housing Authority, the City of Urbana Community Development staff, and district architects to obtain information on housing, growth trends and infrastructure needs. School district administrators and central office staff have provided overviews of the financial, operations and maintenance, and educational programming needs of the district. Experts in sustainability, energy efficiency and green building design have given presentations. Every parent in the district has had an opportunity for input via a survey that was conducted last fall. In short, we have made a systematic effort to gather as much information as possible to serve as the basis for our recommendations. The schedule of committee meetings, tours, and other activities is given in the appendix, along with the Facility Committee Interim Reports presented on November 4, 2008 and February 17, 2009.

Financial Overview

The main financial challenge facing the district with regard to capital improvements is that there has been no regular, ongoing source of funds available for major facilities upgrades or new construction. This situation was further compounded by the imposition of tax caps in 1996; to date, the district has lost over \$10 million in operating revenue as a result. The overall school district operating budget is approximately \$49,400,000 for the 2008-09 school year.

The passage of the 1% facilities sales tax in April, 2009 is expected to generate an additional \$3 million annually for the Urbana School District. Of this amount, the Board of Education has pledged \$1 million annually for property tax relief; \$2 million is slated for capital improvements. The Urbana Alumni Association has been extremely generous in their efforts over the years in supporting the Urbana High School and Urbana Middle School. Serious consideration needs to be given to develop and encourage private giving to the Urbana School District. As President Obama's economic stimulus programs begin to take hold, there are numerous grants being offered for energy conservation programs.

The Urbana School District has made solid progress in addressing key green topics such as improved lighting and energy issues. However, the district needs a framework that establishes a vision and a defined capital delivery process for identifying, prioritizing, funding and upgrading facilities on a short and long term basis. This framework will assist the district in establishing its annual capital and related funding allocations. It will help maintain a consistent approach on facility issues through changes in staff, school board members, consultants, architects and contractors. A vital step for success will be routine measurement and reporting to all stakeholders within the district. A disciplined

and transparent process helps the public understand how the district operates as well as helps build strong community relationships and support.

Recommendations

The intent of this committee was to be as inclusive and transparent as possible during our information-gathering stage. We've presented all the suggestions and observations that were provided to the committee from all sources to show the range of concerns and interests. The committee's final recommendations reflect this input plus the group's study of facilities needs over the past nine months.

- 1. Redistrict to balance student enrollment with building capacities in each elementary school.**
- 2. Improve indoor environmental quality and energy efficiency in all buildings.**
- 3. Provide a new facility to house the Early Childhood Education program.**
- 4. Build a new elementary (K-5) school with a capacity for 400 students.**
- 5. Equip every elementary school with a separate multipurpose room and a gymnasium.**
- 6. Renovate Urbana High School's Cobb Auditorium.**
- 7. Upgrade the southwest athletic quadrant at Urbana High School.**
- 8. Determine the feasibility of renovating and "re-purposing" Washington School,**
- 9. Relocate the Adult Education program and District #116 administrative offices**
- 10. Sell the downtown Urbana property currently housing Central Offices/Adult Education.**

The committee believes that the school district has done an outstanding job in maintaining its aging facilities. However, over the years, our schools programs and services have changed while our facilities have not kept pace. Our facilities now have serious deficiencies which minor amounts of maintenance funding cannot adequately address. As we look ahead, more funding options are being developed than were previously available. The district will be well served by taking an aggressive approach to locating resources, funding, and individuals at the local, University and state levels. Our committee has repeatedly emphasized that a high quality public school system in Urbana is critical for the community's future growth and prosperity. We've heard from administrators, staff, students and parents and the community. Urbana voters supported the 1% sales tax to rebuild our schools. Let's get moving.

INTRODUCTION

In September, 2008, the USD #116 Board of Education charged the Facilities Planning Committee with advising them on the development of a long-term capital improvements plan. The committee also was asked to evaluate the current locations of elementary schools, to help plan for a new Early Childhood Education facility and to provide input on spending priorities. A copy of the charge is provided in the appendix.

Our committee believes that a high quality public school system in Urbana is critical for this community's future growth and prosperity. In addition to their educational mission, excellent public schools play a crucial role in supporting business and industry. They form the foundation of healthy neighborhoods and contribute to residential property values. Excellent public schools are critical to attract and retain talented faculty, staff and professionals to major employers such as the University of Illinois, regional health care providers, the University of Illinois Research Park and area manufacturers and businesses.

Committee Activity

Over the past nine months, we toured all school attendance centers in the district, from the Early Childhood program to Adult Education. We have received input on facilities needs from all school building administrators (see appendix for comments) and representatives of the Urbana Education Association, the Urbana Alumni Association, the C-U Ministerial Alliance, parents and students. We have consulted with the Champaign County Regional Planning Commission, the Champaign County Housing Authority, the City of Urbana Community Development staff, and District architects to obtain information on housing, growth trends and infrastructure needs. School district administrators and central office staff have provided overviews of the financial, operations and maintenance, and educational programming needs of the district. Experts in sustainability, energy efficiency and green building design have given presentations. Every parent in the district has had an opportunity for input via a survey that was conducted last fall. In short, we have made a systematic effort to gather as much information as possible to serve as the basis for our recommendations. The schedule of committee meetings, tours, and other activities is given in the appendix along with the Facility Committee Interim Reports presented on November 4, 2008 and February 17, 2009.

Framework for Public Input

The Facilities Committee used two questions as the framework for public input. Administrators, faculty, staff, parents, students and stakeholders were asked to address the following:

- 1) What improvements or changes are MOST NEEDED in school buildings in District #116? Please think in terms of building improvements that would benefit the entire school in meeting the educational/programming needs of the students rather than fixing things in individual classrooms.
- 2) What improvements or changes are MOST NEEDED in our schools' exterior areas? Consider items such as traffic patterns, layout, playgrounds, lighting, signage, security, etc.

USD #116 also included these two questions in a district-wide parent survey that was administered in the fall of 2008.

Guiding Principles

The Committee recommends the following general principles to guide facilities planning in Urbana District #116.

1. The excellence in Urbana’s educational programming must be matched by excellence in facilities and infrastructure to create attractive, energy-efficient and healthy learning environments.
2. The district must be committed to responsible stewardship of financial, environmental and human resources.
3. The district must maintain transparent and disciplined planning processes so that stakeholders can understand the short-term and long-term facilities needs.
4. Renovations and new construction should meet the highest reasonable level of sustainability and energy efficiency and provide space that is flexible and adaptable to changing instructional needs.
5. The district should continue its commitment to neighborhood-based elementary schools; each school also must reflect the diverse population of Urbana.
6. Elementary school attendance area boundaries should be reviewed at least once every five years to maintain a balance between building capacities and the number of students assigned to each.

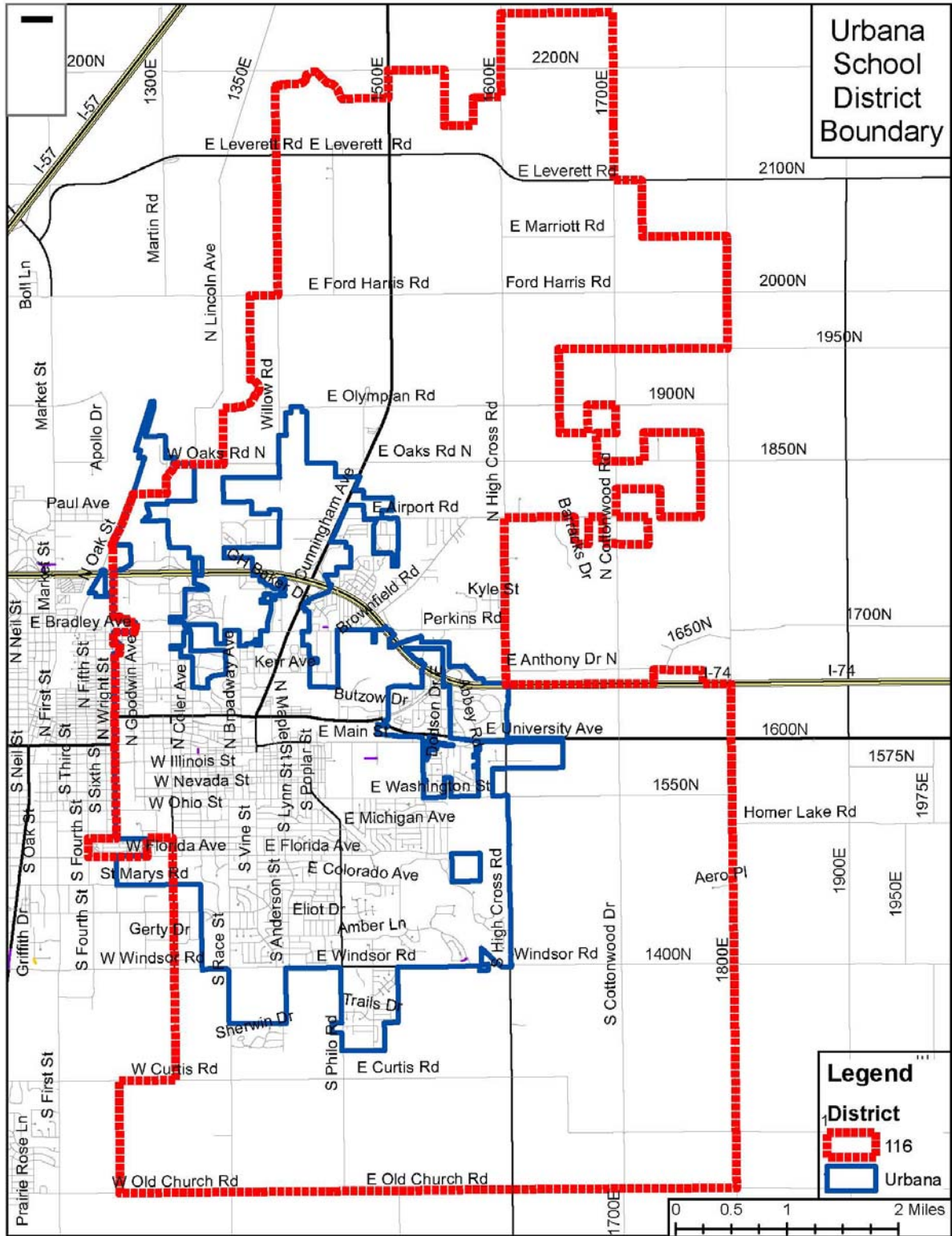
DEMOGRAPHICS

City of Urbana Demographics

Urbana School District 116 encompasses the City of Urbana and a large area of surrounding unincorporated areas (see map on next page). According to the 2000 Census, the School District had a total population of 44,605 and a total school age population (ages 5 through 17) of 7,356, while the City itself had a total population of 37,362. A Special Census for the City conducted in 2008 resulted in a total adjusted population of 40,550.

According to the 2000 U.S. Census, the City of Urbana is a relatively young community with a median age of just 24.6 (due to the influence of the University of Illinois). It is a relatively diverse population with 67% white, 14% African American, 14% Asian and 3.5% Hispanic or Latino. It has a relatively low household size of just 2.4 and a high percentage of renter-occupied housing units at 63%. Urbana is more highly educated than other communities with 53.5% of its residents having a Bachelor's degree or higher. A total of 15.8% of its residents are foreign born and 22% speak a language other than English at home. Urbana enjoys a low travel time to work of less than 15 minutes. Because of the influence of the University, the City's median household income is much lower than the U.S. average at only \$27,819 in 1999 dollars. A total of 13.3 percent of families are below the poverty level, according to U.S. Census income criteria.

After several years of slow growth, Urbana has been realizing increasing rates of growth and new construction in both single family and multi-family sectors. Since 2000, a total of 984 new single family and duplex homes and 1,391 multi-family units have been added to the City, with single family homes primarily located in the southeastern portion of the City and along Airport Road in the north. In addition, there are approximately 480 unsold lots platted in Urbana among 10 active subdivisions. An additional 535 lots are anticipated to be platted along High Cross Road in East Urbana (Menards Development) in coming years.



Source: City of Urbana, Community Development

Urbana School District 116 Demographics

Current and past enrollments for each of the District facilities are shown in the following table. Despite increased housing construction, District enrollment has been showing a decline in recent years. Since 2003, the District enrollment has dropped from 4,570 to a current enrollment of 4,004 (a 12% decline). Much of the decline in enrollments occurs in the secondary school years which lost a total of 465 students or 20% (from 2,337 in 2003 to 1,872 in 2008), whereas the K-5 population enrollment declined by 76 or 4% (from 1,972 in 2003 to 1,896 in 2008). This reduction in enrollment is likely due to demographic changes as the boomer echo moves through the system, as well as possible competition from alternatives to public school, such as homeschooling and private schools (some of which have developed in the larger community in recent years). Other possible contributing factors to declining enrollments include reductions in local public housing and University family housing units. In addition to early childhood, K-5, and secondary school, the District facilitates adult education. Enrollment in this facility has expanded in recent years to accommodate an increasing number of GED and foreign language students.

School	2003	2004	2005	2006	2007	2008
King	334	324	306	297	271	281
Leal	381	388	405	387	379	392
Prairie	320	339	377	386	366	364
Thos Paine	302	275	273	300	276	288
Wiley	329	290	232	240	256	275
Yankee Ridge	306	291	279	301	292	296
K-5 Subtotal	1972	1907	1872	1911	1840	1896
UMS	1017	1033	1000	932	817	806
UHS	1320	1324	1256	1211	1095	1066
Secondary Totals	2337	2357	2256	2143	1912	1872
Early Childhood	261	226	242	216	238	236
USD Total	4570	4490	4370	4270	3990	4004
Adult Education*	1369	1404	1393	1440	1430	1305

USD 116 Enrollment Numbers Based on Fall Housing Reports

**Annual total enrollment*

Source: Urbana School District 116

School Attendance Areas

The Champaign County Regional Planning Commission and District #116 staff used Geographic Information System (GIS) software to map student addresses in individual school attendance areas. The attendance area maps for each school are provided in the appendix. Also shown on each map are 2008 school enrollments and other student information.

Illinois Report Card

The Illinois Report Card created by Northern Illinois University with support from the Illinois State Board of Education (<http://iirc.niu.edu/>) tracks a number of demographic characteristics that are pertinent to this report. Relevant tables are provided in the appendix.

According to the Illinois Report Card, current student demographics for the District are 45.4% white, 33.8% black, 7.9% multi-racial, 6.3% Hispanic, 6.2% Asian, and 0.4% Native American. The racial breakdown has changed significantly since 2000 when it was 59.9% white, 29.6% black, 7.6% Asian, 2.5% Hispanic, and 0.3% Native American.

The low income percentage in Urbana schools is 60.3%, having increased significantly since 2000 when it was 40.7%. The current statewide average is 41.1%. It should be noted that the low income percentage used in this context is generally higher than that reported by Census since it is self-reported and collected for the purposes of allocating free-/reduced-price lunches.

The average class size in Urbana ranges from 17.7 in high school to 19.8 in grade one, well below the Statewide averages which range from 19.6 in high school to 22.2 in grade six (see table in appendix for complete breakdown). The pupil-teacher ratio for the elementary grades in Urbana is 13.9 versus 18.3 for the State, while the ratio for high school in Urbana is 15.5 versus 18 for the State as a whole.

Also comparing favorably is the average teacher experience in Urbana which was 15.3 years in 2007, compared to 12.9 years Statewide. Percent of teachers with Master's degrees is 58 in Urbana versus 52.4 (2007) Statewide. Average teacher salaries are \$52,350 in Urbana, compared to \$60,871 Statewide. The instructional expenditures per pupil are \$6,741 in Urbana, versus \$5,808 Statewide and the total operational expenditure per pupil is \$11,335 in Urbana, versus \$9,907 Statewide.

Other statistics tracked by the Illinois Report Card include parental involvement which is 100% for Urbana, versus 96.8% for the state; mobility (transiency) level which is 20.7% for Urbana and 14.9% for the state; high school dropout rate which is 2% for Urbana and 4.1% for the state; and high school graduation rate, which is 92% for Urbana and 86.5% for the state.

BASELINE CONSIDERATIONS for FACILITIES PLANNING

General Considerations for District #116 Facilities

The Facilities Committee considered capital improvements needs for USD #116's six elementary schools, Urbana Middle School and Urbana High School, as well as the Early Childhood Program at Washington School and the Adult Education Program in downtown Urbana. These properties and other properties owned by the school district are listed in the table on the following page.

The committee recognizes that school facility needs are largely determined by the district's curricular programs and other specific programs such as Special Education and English as a Second Language. School programming has changed dramatically since Urbana's schools were built in the 1950's and 1960's. Currently, the baseline facility needs for elementary buildings are:

- 12-18 general classrooms
- 3 fine arts classrooms (dance/drama, visual arts, music)
- Large multipurpose room
- Gymnasium
- Band/strings room (serving 5th grade in each building)
- Library
- Computer lab
- 4 small classrooms for special education, Title One (support and intervention services)
- Office space for social work, psychologist, speech/language pathologist, literacy specialists
- After-school office/classroom space

In addition, specific programs housed at different elementary schools in Urbana impact facilities needs. These programs include:

- English as a Second Language /Bilingual Spanish (Leal School-6 classrooms)
- English as a Second Language/Multilingual/Multicultural (King School-6 classrooms/small classrooms and offices)
- Special Education Cross Categorical/Teach (Thomas Paine-4 classrooms)
- Special Education Emotional Disorder/Behavioral Disorder (Yankee Ridge-2 classrooms and offices)
- Special Education Assist (Prairie-2 classrooms and offices)

Finally, the committee considered factors that would impact future use, such as the need for air-conditioning in schools that are considering balanced calendar/continuous learning calendar options or which offer grant-funded summer extended learning options. Other considerations include possible expansion of after-school and extra-curricular activities and increased use of school facilities by the community.

URBANA SCHOOL DISTRICT #116 – FACILITIES

SCHOOL	ORIGINAL CONSTRUCTION	RENOVATIONS & ADDITIONS	TOTAL SQ. FOOTAGE	INSURANCE VALUE **	SITE LAND ACRES
KING ELEMENTARY SCHOOL	1908*	1950,1963,89,04	45,191	\$ 5,836,763	3.78
LEAL ELEMENTARY SCHOOL	1935	1967, 2001	69,966	\$ 8,816,399	1
PRAIRIE ELEMENTARY SCHOOL	1964	1967	52,600	\$ 6,771,035	18.9
TH. PAINE ELEMENTARY SCHOOL	1962	1972	45,531	\$ 5,796,763	18.24
WASHINGTON EARLY CHILDHOOD	1925	1951,54	25,741	\$ 4,117,820	3.8
WILEY ELEMENTARY SCHOOL	1950	1957	43,560	\$ 5,556,763	8.08
YANKEE RIDGE ELEMENTARY SCHOOL	1958	1967	40,773	\$ 5,233,617	6.35
MIDDLE SCHOOL	1951	1958, 2003	197,352	\$24,803,126	>36.4
HIGH SCHOOL	1914	1925,55,64,87	262,821	\$33,758,224	
CENTRAL OFFICE	PURCHASED 1987	N/A	29,560	\$ 6,001,412	1
BUS GARAGE/WAREHOUSE	1978			\$ 552,849	1
MAINTENANCE BUILDING				\$ 291,495	1
AQUATIC CENTER	2003		24,882	\$4,165,080	UHS/ UMS

*DEMOLISHED FOR 1989 ADDITION

** Based on May 2003 Appraisal

FINANCIAL CONSIDERATIONS

Current Status

In general, we believe that District #116 does an outstanding job of maintaining its aging school facilities. The buildings comprise approximately 835,000 sq ft; grounds comprise approximately 100 acres. While the buildings and systems vary in age and quality, they all are cleaned and maintained to high standards.

However, the challenge facing the district with regard to capital improvements is that there has been no regular, ongoing source of funds available for major facilities upgrades or new construction. This situation was further compounded by the imposition of tax caps in 1996; to date, the district has lost over \$10 million in operating revenue as a result. The overall school district operating budget is approximately \$49,400,000 for the 2008-09 school year as shown below. (By comparison, the City of Urbana's proposed budget for FY09-10 was approximately \$48,300,000 and Champaign Unit 4 School District budget for FY08-09 is \$99,049,000.) Total funding available for school district capital needs is minimal. Roughly \$380,000 is available within the annual operating budget for major and minor capital expenses. Another \$323,000 is available annually for Life-Safety work, which is restricted to items such as fire alarms, asbestos removal, or electrical, plumbing and heating system replacements.

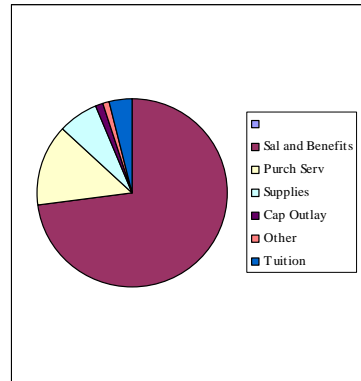
2008-09 BUDGET SUMMARY (SEPTEMBER 2008)

FUNDS	EST. BEGINNING BALANCE 6/30/08	BUDGETED REVENUES	BUDGETED EXPEND.	CURRENT YEAR SURPLUS (DEF)	EST. ENDING BALANCE 6/30/09
EDUCATION (100)	274,678	32,390,486	32,568,153	(177,667)	97,011
CARLE TAX ESCROW	2,682,252	889,323	0	889,323	3,571,575
TORT (102)*	201,213	423,071	440,658	(17,587)	183,626
CARLE TAX ESCROW	79,144	19,919	0	19,919	99,063
SPECIAL ED (103)	24,948	652,000	664,677	(12,677)	12,271
GRANT (105)	0	10,344,645	10,474,219	(129,574)	(129,574)
TOTAL EDUC. FUND	500,839	43,810,202	44,147,707	(337,505)	163,334
CARLE TAX ESCROW	2,761,396	909,242	0	909,242	3,670,638
OPER. & MAINT. (200)	(640,312)	2,730,404	3,190,433	(460,029)	(1,100,341)
CARLE TAX ESCROW	438,616	127,539	0	127,539	566,155
BOND & INT. (300)	1,132,023	4,111,795	4,131,987	(20,192)	1,111,831
CARLE TAX ESCROW	596,818	192,549	0	192,549	789,367
TRANSPORTATION(400)*	(288,214)	1,786,764	1,877,138	(90,374)	(378,588)
CARLE TAX ESCROW	64,414	28,772	0	28,772	93,186
IMRF (500)*	269,246	936,064	906,989	29,075	298,321
CARLE TAX ESCROW	129,489	43,917	0	43,917	173,406
CONSTRUCTION (600)	0	0	0	0	0
CONSTRUCTION-W/C (610)	957,281	45,000	1,002,281	(957,281)	0
L/S BONDS (620)	0	0	0	0	0
L/S LEVY (640)*	378,641	327,019	371,200	(44,181)	334,460
CARLE TAX ESCROW	46,348	15,216	0	15,216	61,564
WORKING CASH (700)	7,041,927	180,954	180,000	954	7,042,881
CARLE TAX ESCROW	3,816	30	0	30	3,846
TOTAL ALL FUNDS	9,351,431	53,928,202	55,807,735	(1,879,533)	7,471,898
CARLE TAX ESCROW	4,040,897	1,317,265	0	1,317,265	5,358,162

CARLE TAX ESCROW figures, shown in red, are excluded from fund balance as these amounts are not available for spending. Funds may need to be repaid after the tax appeal process is complete.

*Indicates funds where tax rates were increased in '96 to help cushion the District from the effects of tax caps.

Expenditures-Operating Funds



Salaries/Ben	36,131,800	73%
Purch Serv	6,794,056	13%
Supplies	3,273,481	7%
Cap Outlay	767,453	2%
Other	523,760	1%
Tuition	<u>1,904,728</u>	4%
Total	49,395,278	100%

The district has addressed some of its facility needs through a combination of public and private initiatives over the past 10 years. Urbana residents passed a building bond referendum in 1999 with 83% of the vote. These funds were used to renovate Urbana Middle School and Leal School, implement a district-wide technology plan and build an indoor aquatic center in conjunction with the Urbana Park District. An estate bequest to the park district also helped fund the aquatic center, which is operated by the Urbana Park District on the UMS/UHS campus. Working cash fund bonds sold in 2007 and 2009 generated a total of \$3 million. These funds are being used to upgrade libraries, replace classroom and hall way lighting, replace classroom furnishings, purchase computers and to fund site improvements such as parking lots and building entrances. In addition, since 1996, the Urbana Alumni Association (UAA) has donated nearly \$600,000 to fund facilities improvements and equipment for athletics, fine arts, technology, and the libraries at Urbana High School and Urbana Middle School (see appendix for list of UAA projects). These capital projects have made a significant impact on the schools' learning environments but many other major facilities needs have not been addressed.

Funding Options

The passage of the 1% facilities sales tax in April, 2009 is expected to generate an additional \$3 million annually for the Urbana School District. Of this amount, the Board of Education has pledged \$1 million annually for property tax relief; \$2 million is slated for capital improvements. These funds are limited by statute for school facility purposes such as acquisition, development, construction, rehabilitation, improvement, financing, architectural planning and installation of capital facilities consisting of land, buildings, structures and durable equipment. It is recommended that all expenditures of sales tax funds be reported to the public via the District website on a semiannual basis.

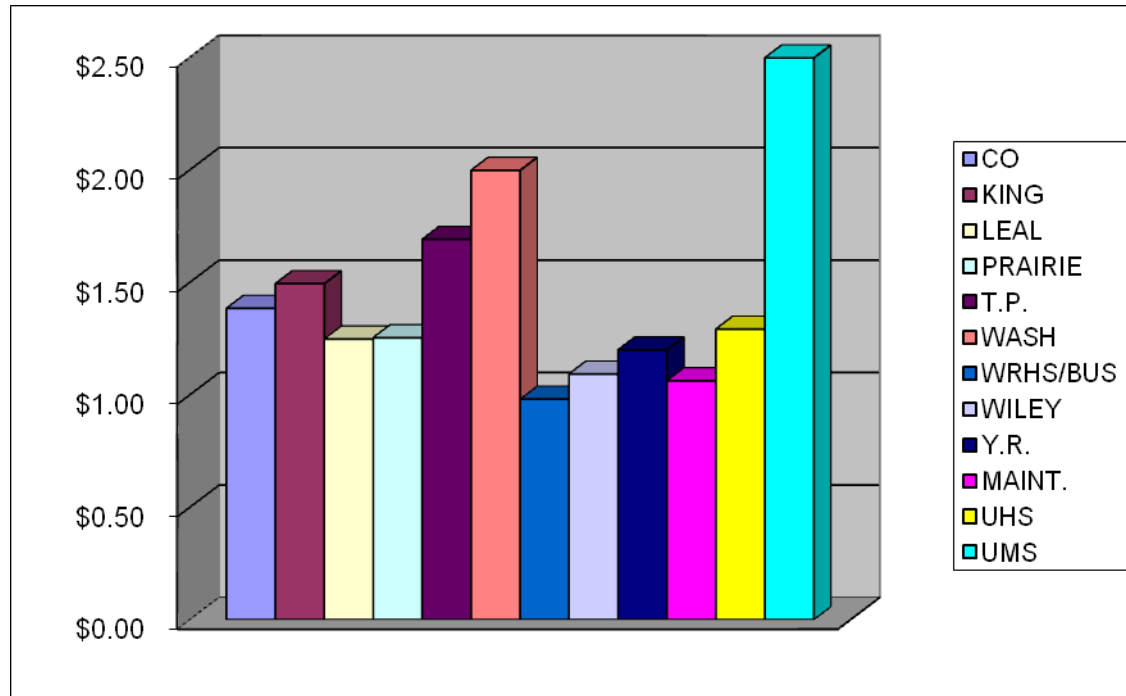
The Urbana Alumni Association has been extremely generous in their efforts over the years in supporting the Urbana High School and Urbana Middle School. Serious consideration needs to be given to develop and encourage private giving to the Urbana School District. Private gifts allow the District to enhance its overall mission and provide revenue which may not be available from state or local entities. Such gifts need to support the direction of the District and not burden existing programs.

As energy costs increase, the District needs to adopt aggressive energy conservation measures. The utilities summary on the next page provides an overview of the cost of utilities per school facility. District staff has initiated projects which reduce energy use such as lighting and motion detection light switches. Once again, however, funding has been limited for these projects.

As President Obama's economic stimulus programs begin to take hold, there are numerous grants being offered for energy conservation programs. The US Department of Energy is offering funding for energy efficiency plans, retrofitting of existing facilities and energy conservation programs such as recycling education. The US Green Building Council is offering funding for achieving certification under LEED (Leadership in Energy and Environmental Design) for Existing Buildings: Operations and Maintenance, a comprehensive rating system for greening an existing building's operations. The Illinois Department of Commerce and Economic Opportunity is offering a considerable number of energy efficiency programs through their Bureau of Energy and Recycling Programs office. The Urbana School District has already received a Federal grant which funded an energy audit of the Urbana Middle School performed by the Smart Energy Design Assistance Center (SEDAC) based at the University of Illinois (see appendix for SEDAC audit report). That effort is an excellent framework on which to build when applying for energy efficiency grants in the future. The District needs to continue to actively and judiciously pursue such grant possibilities.

UTILITIES SUMMARY 2007-2008

BLDG	COST	SF	BLDG	COST SF	TYPE AC	TYPE HEAT	ENERGY MANAGEMENT
CO	40911.49	29560	CO	\$1.38	CENTRAL AC	GAS FORCED AIR	NONE
KING	67507.85	45191	KING	\$1.49	WINDOW AC	HOT WATER HEAT	ENERGY MANAGEMENT
LEAL	87302.41	69966	LEAL	\$1.25	CENTRAL AC	HOT WATER HEAT	ENERGY MANAGEMENT
PRAIRIE	65940.04	52600	PRAIRIE	\$1.25	WINDOW AC	HOT WATER HEAT	ENERGY MANAGEMENT
T.P.	76982.2	45531	T.P.	\$1.69	CENTRAL AC/WINDOW AC	HOT WATER HEAT	ENERGY MANAGEMENT
WASH	51425.56	25741	WASH	\$2.00	WINDOW AC	HOT WATER HEAT	ENERGY MANAGEMENT
WRHS/BUS	19591.46	19985	WRHS/BUS	\$0.98	CENTRAL	GAS CEILING,ELEC.BASE	NONE
WILEY	47570.05	43560	WILEY	\$1.09	WINDOW AC	STEAM HEAT	ENERGY MANAGEMENT
Y.R.	48845.55	40733	Y.R.	\$1.20	WINDOW AC	HOT WATER/STEAM HEAT	ENERGY MANAGEMENT
MAINT.	16453.67	15490	MAINT.	\$1.06	CENTRAL/ OFFICES ONLY	GAS,BASEBOARD	NONE
UHS	339481.5	262821	UHS	\$1.29	CENTRAL/1914 BLDG NO AC	HOT WATER/STEAM HEAT	ENERGY MANAGEMENT
UMS	380511.3	152360	UMS	\$2.50	CENTRAL AC	HOT WATER/STEAM HEAT	ENERGY MANAGEMENT



Energy Savings

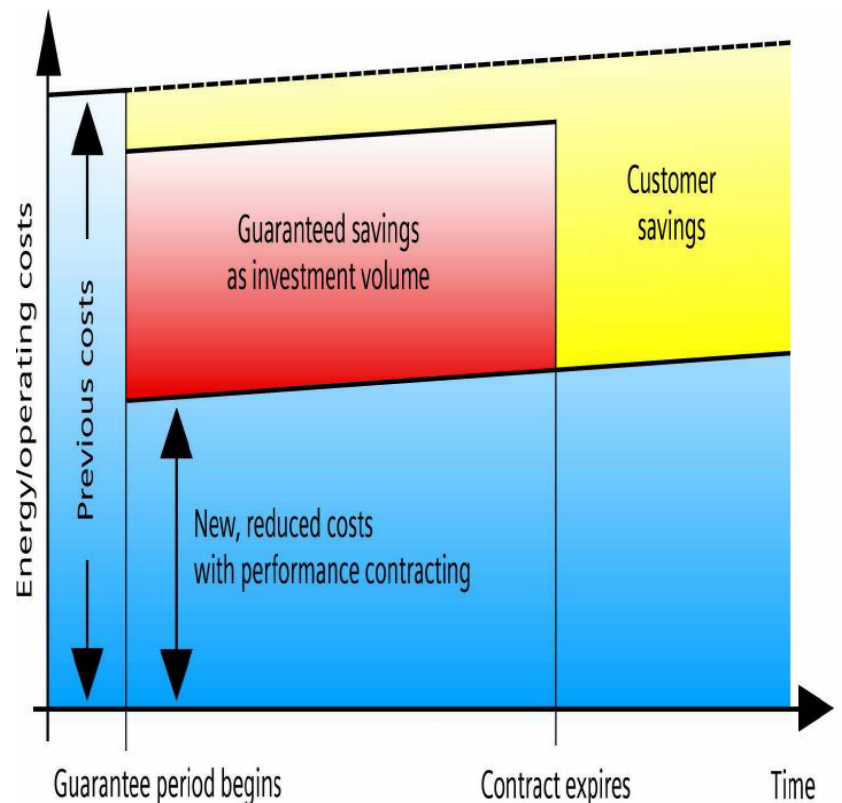
Another approach for addressing building retrofits to gain energy efficiency is the use of an Energy Service Company (ESCO) and Energy Performance Contracting (EPC). An ESCO is a firm that develops, installs, and arranges financing for projects designed to improve the energy efficiency and maintenance costs for facilities over a period of time. ESCOs generally act as project developers for a wide range of tasks and assume the technical and performance risk associated with the project. Energy Performance Contracting allows an institution to invest in energy-efficient equipment, new technology, processes and materials with no out-of-pocket capital expense. A key distinguishing feature of energy performance contracting is that, unlike traditional construction contracting, the ESCO takes on project performance risk to guarantee to the owner a minimum level of resource use reduction. An ESCO is responsible for designing, implementing and measuring the results of an energy performance contracted project.

The Clinton Foundation, through its Clinton Climate Initiative, and the American College & University Presidents Climate Commitment have developed a Best Practices Toolkit (http://www.presidentsclimatecommitment.org/html/solutions_ccitoolkit.php) which serves as a wealth of information on this topic. The State of Illinois' Department of Commerce and Economic Opportunity (DCEO) is providing grant funding to encourage the use of this approach and has staff available to provide assistance in the decision making process. Locally, Champaign School Unit 4 School District has entered into a contract with an ESCO for addressing the needs of Garden Hills School and the University of Illinois is currently reviewing proposals to utilize this approach. The Urbana School District would be well served by seriously considering this mechanism on selected schools. The committee encourages the District to work in conjunction with the City of Urbana in pursuing the DCEO energy efficiency and conservation block grants.

Energy Performance Contracting

- Energy Service Company (ESCO) conducts energy audit, targets Energy Conservation Method (ECMs), calculates cost and savings for each.
- Becomes General Contractor to implement retrofits.
- *Guarantees* Annual energy savings will exceed annual costs

Source – Clinton Climate Initiative Presentation



Looking Ahead

The sun is rising on a new day of funding for capital needs as the District finally has capital funding options. The Board of Education will need to develop a companion district wide funding strategy which will help determine where to use funds and whether to pursue available grants. District staff will need to contact the state, federal and local offices that are offering grant funding, determine the best opportunities for success and focus on those areas. Local and state officials as well as University staff are available to provide assistance.

WHY MAKE URBANA SCHOOLS GREEN?

Indoor environmental quality and energy efficiency were key recurring issues as we toured Urbana schools and discussed facilities needs with principals, teachers, students, and parents. Improving temperature control, modifying lighting, and reducing energy use will improve productivity, save money and provide safer and healthier learning environments. The rationale for following a framework for developing green schools is appropriately stated by the US Green Building Council. The following excerpt is from their *LEED for Schools*¹ publication (page 9).

Schools are the gardens in which civilizations are grown. Founded on the ideals of society, they help shape what society will become. The process of designing a school provides the unique opportunity to demonstrate what a community values most.

The purpose of building a school is to provide a place for children to gain the skills and understanding necessary to flourish in a complex world. But schools do not exist in isolation from the world and learning occurs well beyond the classroom. A school is a network of relationships between the physical building, its occupants, the information exchanged within, and the community and eco-system in which it exists. Each of these elements is a dynamic system itself that can be designed to foster learning while providing the greatest benefit to all the other systems.

The environmental impact of the building design, construction and operation industry is significant. Buildings annually consume more than 30% of the total energy and more than 60% of the electricity used in the U.S. Each day five billion gallon of potable water is used solely to flush toilets. A typical North American commercial construction project generates up to 2.5 pounds of solid waste per square foot of completed floor space. Development shifts land usage away from natural, biologically-diverse habitats to hardscape that is impervious and devoid of biodiversity. The far reaching influence of the built environment necessitates action to reduce its impact. Green building practices can substantially reduce or eliminate negative environmental impacts and improve existing unsustainable design, construction and operational practices.

Building a green school also provides economic benefits. A recent study showed that green schools can be as cost-effective to build as traditional schools, while providing significant savings in long term operational costs due to their efficiency. The pleasant, healthy environment created by the features of a green school attracts teachers and staff who value the concepts of sustainability and are likely to reflect this in their work.

Maintaining optimum health in students, teachers and staff reduces absenteeism and promotes effective learning, teaching and functioning of all aspects of the school. Minimizing the exposure of building occupants to hazardous substances in both the indoor and outdoor environment is essential to reducing the risk for short-term illness and chronic conditions.

¹ US Green Building Council (2007). *Schools Reference Guide First Edition*. Washington, DC. US Green Building Council.

Some elements of green schools can actually enhance the well-being of occupants. Studies have shown that students in day-lit schools consistently score higher on tests than students in schools without abundant day lighting. Studies of workers in green buildings reported productivity gains of up to 16%, including reductions in absenteeism and improved work quality, based on “people-friendly” green design.

A green school provides a powerful model of sustainability for all who interact with it. It teaches students to think about their relationship with the ecosystem, as they come to understand the purpose behind design decisions. This understanding can be developed further by designing curriculum using the school’s green features as a real-life learning laboratory. Many school systems are integrating interdisciplinary, hands-on learning into their curriculum, as research continues to prove its benefits to critical thinking and improved comprehension of subject matter.

The school’s influence extends to the community, which may share its facilities for a variety of uses, conserving land and energy, and demonstrating the sustainable model to a greater number of people.

A school designed and viewed in this way provides more than just a space for learning. The building can actually help facilitate the processes for which it is designed, becoming an active part of the educational system and the community.

Facilities Mission and Process

School facilities play a crucial role in helping the Urbana School District achieve its educational programming goals and mission. Overall, we believe that District #116 does an outstanding job of maintaining its aging school facilities with the minimal funds that have been available over the last decade. Facilities projects selected in recent years include some that improve the schools’ environmental conditions such as new lighting and bathroom upgrades as well as asbestos removal and equipment upgrades.

We recommend that the District adopt a more systematic approach to planning for green facilities and incorporating sustainable technologies. This would acknowledge the role that facilities play in meeting the District’s educational mission. In addition, a transparent and disciplined process which includes key stakeholders would demonstrate the District’s desire to maintain the trust and respect of taxpayers.

A 2005 survey of school executives by Turner Construction Company found that the key groups influencing the decision of educational institutions to build green facilities were driven by senior management and their board of directors. Many institutions are adopting formal policies that encourage the use of green technology. These executives reported that some of the principal benefits of green facilities were lower operating costs, improved student performance and better health and well-being of occupants compared to traditional facilities. A large majority of these executives believed that green facilities created a better community image than traditional facilities. An improved community image is an important benefit since proposals for new educational facilities are scrutinized more closely for their potential impacts both on local property taxes and on the community.

Steps to Consider in the Greening of Urbana Schools

Eco-Schools International has recommended seven steps to improving indoor environmental quality, energy efficiency and overall awareness (see SEDAC PowerPoint presentation in appendix).

1. **Establish a sustainability council in each school** to be responsible for addressing facility needs, organizing and directing activities within the school, and making recommendations to a district-wide facilities advisory committee. Sustainability council members consist of students, teachers, parents, district staff and school board members. The district-wide sustainability steering council consists of representatives from each school's facilities council. The steering council prioritizes facility needs across the district, recommends policy to the Board of Education, and facilitates communication among the schools.
2. **Work with students to develop a sustainability vision statement** for the district.
3. **Conduct school energy and environmental audits.** These audits review the environmental impact of the school by assessing items such as waste and recycling at school lunch to energy inefficiencies. The results can help educate the school community about the current status and what can be done to improve their school. The University of Illinois' Smart Energy Design Assistance Center (SEDAC) recently conducted an energy audit of the Urbana Middle School (see appendix for SEDAC audit report). This template should be utilized on the remainder of the schools in the district. General environmental audits can be done by staff and students.
4. **Develop action plans based on the energy and school environmental audits.** Set realistic and achievable goals to improve the school and district on a short and long term basis. Consider establishing one and five year plans for all district facilities. Reach out to the City of Urbana, the University of Illinois, civic groups, and private businesses to build partnerships that can benefit from their experience and expertise. The University of Illinois' Environmental Studies Workshop in the spring of 2008 focused on University High School on the University of Illinois Urbana-Champaign campus and assembled a report that provides recommendations for creating a more sustainable school. That report (see appendix) is an excellent resource for sustainable ideas for the University High grounds, building, curriculum, community relationships and funding opportunities. Establish student groups at each school such as the UHS Green Tigers to encourage student participation in active learning while improving their environment.
5. **Monitor and evaluate progress.** The district-wide sustainability council can help monitor progress to ensure that the District is moving toward the established goals. On an annual basis, inform Board of Education, staff and taxpayers of actual savings based on performance of sustainability measures.
6. **Integrate green activities into the existing curriculum.** Utilize practical projects based on themes such as energy and water conservation, recycling, and gardening. Potential funding for such projects are available from a variety of resources that are listed in the appendix.

7. **Recognize, publicize, and celebrate sustainability council achievements.** These are **critical** components of the program that unify the school district and strengthen community relationships.

A key resource for this process is the US Green Building Council (www.buildgreenschools.org/resources/) which provides videos/slideshows, project profiles, publications, research and studies.

The Urbana School District has made solid progress in addressing key green topics such as improved lighting and energy issues. However, the District needs a framework that establishes a vision and a defined capital delivery process for identifying, prioritizing, funding and upgrading facilities on a short and long term basis. This framework will assist the District in establishing its annual capital and related funding allocations. It will help maintain a consistent approach on facility issues through changes in staff and/or school board members. A vital step for success will be routine measurement and reporting to all stakeholders within the District. A disciplined and transparent process helps the public understand how the District operates as well as helps build strong community relationships and support.

RECOMMENDATIONS FOR FACILITIES IMPROVEMENTS

Background and Approach

The committee has made a systematic effort to collect information and input from stakeholders to serve as the basis for recommendations for facilities improvements. The steps, methods and assumptions used for this effort are described below:

The Committee obtained input from the general public and parents via survey, website and public meetings and from principals/staff/students via tours, presentations and meetings. The suggestions were sorted in order of most frequently mentioned needs (see appendix for individual facility worksheet). For example, the worksheet for Urbana High School indicates that the top identified needs were upgrading Cobb Auditorium, remodeling the Lecture Hall, upgrading lighting and upgrading the southwest athletic quad. When available, cost estimates are listed per project. To avoid duplication, repeated themes or recommendations are noted as one project/need.

Building administrators from all schools submitted written comments to the committee. These are provided in the appendix. Building administrators from all schools also met with the committee to present their respective facility needs.

After the initial project list was created per facility, categories were inserted to assist the evaluation and ranking process. Categories include Year of Last Major Addition, Total Enrollment, 3-Year Enrollment Trend, Total Number of Classrooms, Density and Year Round Calendar. Total Enrollment is listed per facility based on the 2008 Fall Housing report. The 3-Year Enrollment Trend is based on trends (rising, flat, decline) using the historical data of the Fall Housing report. Total Number of Classrooms was listed per facility based on the building audit of 2005 Decennial survey. Density is calculated using total enrollment divided by total number of classrooms. Year Round Calendar indicates if a school is a prime candidate to convert to a continuous learning center.

Because over 360 different suggestions/recommendations were submitted, a ranking method was utilized to reduce the data to a size that was more manageable to evaluate and rank. Please examine the worksheet for each respective facility to view the Top 5 suggestions, which fall under category "Priority Level". The Top 5 rankings are based on the most popular projects. Please note 1 was inserted as most popular, 5 as lowest of the Top 5 suggestions. The projects were ranked highest or most popular based on comments of administrators/staff and popularity of response during public input. If suggestions had a strong correlation, they were listed with the same Priority ranking (i.e., Level 3 rankings at UHS regarding improvements to SW Quad or Level 5 rankings of playground/exterior recommendations at Yankee Ridge).

Life safety issues are handled separately due to state law.

Readers will note Level 1 or 2 rankings were not inserted for Leal School, Adult Education or Central Administration. Leal School was consistently identified as the "flagship" or "model school" for K-5 level of the district. In keeping with this sentiment, rankings reflect the need to improve other K-5 facilities to reach the level of Leal. Ultimately, the school board may elect to relocate Adult Education and Central Administration, thus the committee could not justify applying top priority rankings for improvements at the existing facilities but our report identifies critical needs at both of these locations.

Please note there is a strong emphasis in this report based on the current status of the existing facilities. While some individuals did provide recommendations for future facilities, the majority of comments and suggestions concentrated on current conditions.

Recommendations for Facilities and Space Allocation

Based on the large number of suggestions and recommendations, the Facilities Committee urges the Board to utilize the worksheet labeled “**Facilities Committee Final Recommendations: Improvement Recommendations Summary**” when considering capital projects across the district. The facilities committee evaluated several sort methods and characteristics before agreeing unanimously on the final ranking method. The above mentioned worksheet represents our final priority based on the following categories:

1. **Priority Level.** Ranks Level 1 projects as most important. Addresses primary projects per facility/location before tackling subsequent lower levels of prioritized projects.
2. **Year of Last Addition.** Older schools are given priority over schools with recent major additions or renovations.
3. **Total Enrollment** Priority given to schools that have more students over schools with fewer students. This is the third tier of prioritization used in our ranking methodology.

The intent of this committee was to be as inclusive and transparent as possible during our information-gathering stage. We’ve presented all the suggestions and observations that were provided to the committee from all sources to show the range of concerns and interests. The Committee’s final recommendations reflect this input plus the group’s study of facilities needs over the past nine months.

1. **Redistrict to balance student enrollment with building capacities** in each elementary school. The last district-wide adjustment of attendance area boundaries was 2001. This should be done approximately every five years to maximize space utilization and to ensure equitable distribution and use of resources. The 2008 Fall Enrollment numbers show that elementary school populations range from 275 (Wiley) to 392 (Leal). Individual school attendance areas, enrollment and student figures are shown on maps in the appendix.
2. **Improve indoor environmental quality and energy efficiency in all buildings.** Systematic energy audits should be conducted in each facility as soon as possible. Most of the schools have problems with maintaining optimal temperatures. There were many complaints about rooms or areas in schools that frequently are too hot, too cold, too noisy or too dark. The Smart Energy Design Assistance Center (SEDAC) has just completed an energy audit for the Urbana Middle School. Energy audits identify where improvements can be made to windows, doors, walls, roof systems, acoustics, lighting, HVAC and insulation. These modifications will improve the learning environment, increase productivity and save money. Schools that switch to a year-round, balanced calendar must have central air-conditioning. Currently, Thomas Paine School and King School are exploring this calendar option. The district must also continue strategic improvements at all schools to upgrade the electrical infrastructure necessary to support technology in classrooms, learning centers and offices.
3. **Provide a new facility to house the Early Childhood Education program** currently located in Washington School. This building is in poor condition; it is entirely inappropriate for the youngest and most vulnerable children in the school district. Currently, the Early Childhood program annually

serves 375 children ages 3-5 that are considered at-risk based on income or special needs. **The committee recommends reprogramming an existing K-5 school to house the Early Childhood program.** This will allow the program to expand and serve a broader segment of the district's preschool population. An investment in early childhood education pays huge dividends down the line as it helps families develop the academic, social, and parenting skills needed to succeed in school.

4. **Build a new elementary (K-5) school with a capacity for 400 students.** The committee recommends hiring a professional consultant to assist in site selection.
5. **Equip every elementary school with a separate multipurpose room and a gymnasium.** Currently, only one of the six elementary schools (Leal) has a multipurpose room. In the other schools, gymnasiums double as cafeterias and serve many other programmatic needs, thus severely limiting the time it is available for physical activity. It is crucial for schools to be able to provide regular physical education to all children on a daily basis. A multipurpose room would provide much-needed space for school breakfast and lunch programs, school assemblies, fine-arts programming, and after-school programs, meetings and events. It could also be available for community use. The need for both a multipurpose room and a gymnasium was raised more often by building principals, teachers, staff, parents and children than any other single issue.
6. **Renovate Urbana High School's Cobb Auditorium** to provide a facility that accommodates the outstanding student and community performers who use this space. Priority should be given to meeting the current and future program needs while being sensitive to the architectural features of the facility.
7. **Upgrade the southwest athletic quadrant at Urbana High School.** Investing in the athletic quadrant will allow use of the space for physical education to meet present and future needs. Both the Cobb Auditorium renovation and the athletic quadrant project would be excellent candidates for private fund-raising efforts to complement the public investment.
8. **Determine the feasibility of renovating and "re-purposing" Washington School,** possibly to house the Urbana Adult Education program. Appropriate reuse of this facility could be an efficient solution to overall facility needs and save costs associated with demolition and site clearance. Some level of site improvements would be necessary for any reuse.
9. **Relocate the Adult Education program and District #116 administrative offices.** Currently, District #116 administrative offices and the Adult Education program share a building in downtown Urbana. The downtown Urbana facility is a confusing labyrinth of multiple levels, windowless offices and classrooms and inadequate and inaccessible meeting spaces. While the Adult Education program's portion of the facility is not funded by the Urbana School District, it serves many Urbana students and residents each year. It needs major renovation and repair. See the appendix for the Adult Education Building Administrator comments.
10. **Sell the downtown Urbana property currently housing the Central Offices/Adult Education** in conjunction with the City of Urbana's plans to redevelop the Race Street corridor and Boneyard Creek in this vicinity. The building is shown as a redevelopment site in the City's downtown redevelopment plan and could be redeveloped as part of a larger mixed-use project. School district lease or ownership interest in a redevelopment project is also a possibility.

CONCLUSION

Action Steps

The recommendations contained in this report need to be addressed as either short term or long term action steps. Short term steps will assist in establishing a foundation for future decision-making or address immediate facility needs. Long term steps will simply need time to develop the necessary program or will be possible due to the completion of short term projects/steps.

Short term

Sustainability

1. Develop a district-wide mission statement on sustainable schools. Establish a goal that the total energy consumed by an existing building plus any additions are no more than the original building.
2. Complete energy audits at all district facilities.
3. Establish School Sustainability Councils and a district-wide Facilities Advisory Committee.
4. Annually audit and publicly announce savings due to sustainability initiative.

Specific Projects

1. Redistrict to balance student enrollment and building capacities.
2. Hire professional consultant to determine site for new elementary school and location of Early Childhood Program.
3. Begin planning and prioritizing building improvements based on completed energy audits.
4. Begin planning for multipurpose rooms/gymnasiums, UHS Cobb Auditorium, and UHS athletic fields.
5. Determine the feasibility of renovating and “re-purposing” Washington School.

Funding

1. Develop plan for utilizing 1% sales tax funds.
2. Identify and pursue appropriate grant proposals (DCEO, USGBC, etc.)
3. Review energy performance contracting as a viable option and utilize on appropriate facilities.
4. Establish a routine evaluation and reporting process.

Long term

1. Design and renovate a facility for the Early Childhood program. Design and construct a new K-5 school.
2. Develop an ongoing private development plan to pursue private donations.
3. Develop a funding strategy that considers fund sources and criteria when determining how to fund various projects as they arise.
4. Identify real estate options for the downtown Central Administration /Adult Education property. Create strategy to relocate both properties.
5. Forge alliances with community partners to achieve mutual goals of the district’s capital improvements plan.

The committee believes that the school district has done an outstanding job in maintaining its aging facilities. However, over the years, our schools programs and services have changed while our facilities have not kept pace. Our facilities now have serious deficiencies which minor amounts of maintenance funding cannot address. As we look ahead, there are more funding options being developed than were previously available. The District will be well served by taking an aggressive approach to locating resources, funding and individuals at the local, university, and state levels. Our committee has emphasized the belief that a high quality public school system in Urbana is critical for the community's future growth and prosperity. We've heard from administrators, staff, students, parents and the community. Urbana voters supported the 1% sales tax to rebuild our schools.

Let's get moving.

LIST OF APPENDICES

Facilities Committee Documents

1. Committee Charge
2. Meeting and Tour Schedule
3. Interim Report (11-4-08)
4. Interim Report (2-17-09)

Other

1. Urbana Alumni Association Projects (1996-present)
2. Illinois Schools Report Card

Written Communication from Building Administrators

1. Adult Education
2. Urbana High School
3. Urbana Middle School
4. Wiley
5. Yankee Ridge
6. King
7. Thomas Paine
8. Prairie
9. Leal
10. Washington Early Childhood

Attendance Area Maps

1. UHS
2. UMS
3. Thomas Paine
4. Wiley
5. Leal
6. Prairie
7. King
8. Yankee Ridge
9. Washington Early Childhood

Worksheets: Identified Needs/Suggestions by Facility

Final Recommendations, UHS, UMS, King, Leal, Prairie, Thomas Paine, Wiley, Yankee Ridge, Early Childhood, Central Administration, Adult Education, District-Wide

PowerPoint Presentations

1. Smart Energy Design Assistance Center (SEDAC)-Brian Deal & Karen Winter-Nelson (11-6-08)
2. Building Green Schools-US Green Building Council – Jean Ascoli & Stuart Brodsky (1-8-09)
3. Top Ten No-Cost Ways to Lower Your School’s Utility Bills-US Green Building Council (Webinar)
4. Top Ten Low-Cost Ways to Lower Your School’s Utility Bills-US Green Building Council (Webinar)

Reports

1. Kats, Gregory. Greening America's Schools: Costs and Benefits. October 2006.
2. Kats-Rubin, Michael. A Student Perspective on Greening Schools.
3. Clinton Climate Initiative. An Introduction to Energy Performance Contracting. April 2009.
4. Illinois Capital Development Board & Illinois State Board of Education. Illinois Resource Guide for Healthy, High Performing School Buildings. February 2006.
5. Smart Energy Design Assistance Center (SEDAC)-Energy Evaluation of the Urbana Middle School
6. University High School, Environmental Studies Workshop. Spring 2008
7. Turner Construction Company. Green Building Market Barometer, 2008.
8. Turner Construction Company. Green Building in K-12 and Higher Education, 2005.
9. Energy Star Building Upgrade Manual. United States Environmental Protection Agency. Office of Air & Radiation. 2008 Edition.