

Feasibility of Locating District Special Ed Offices in the Mastricola Upper Elementary School

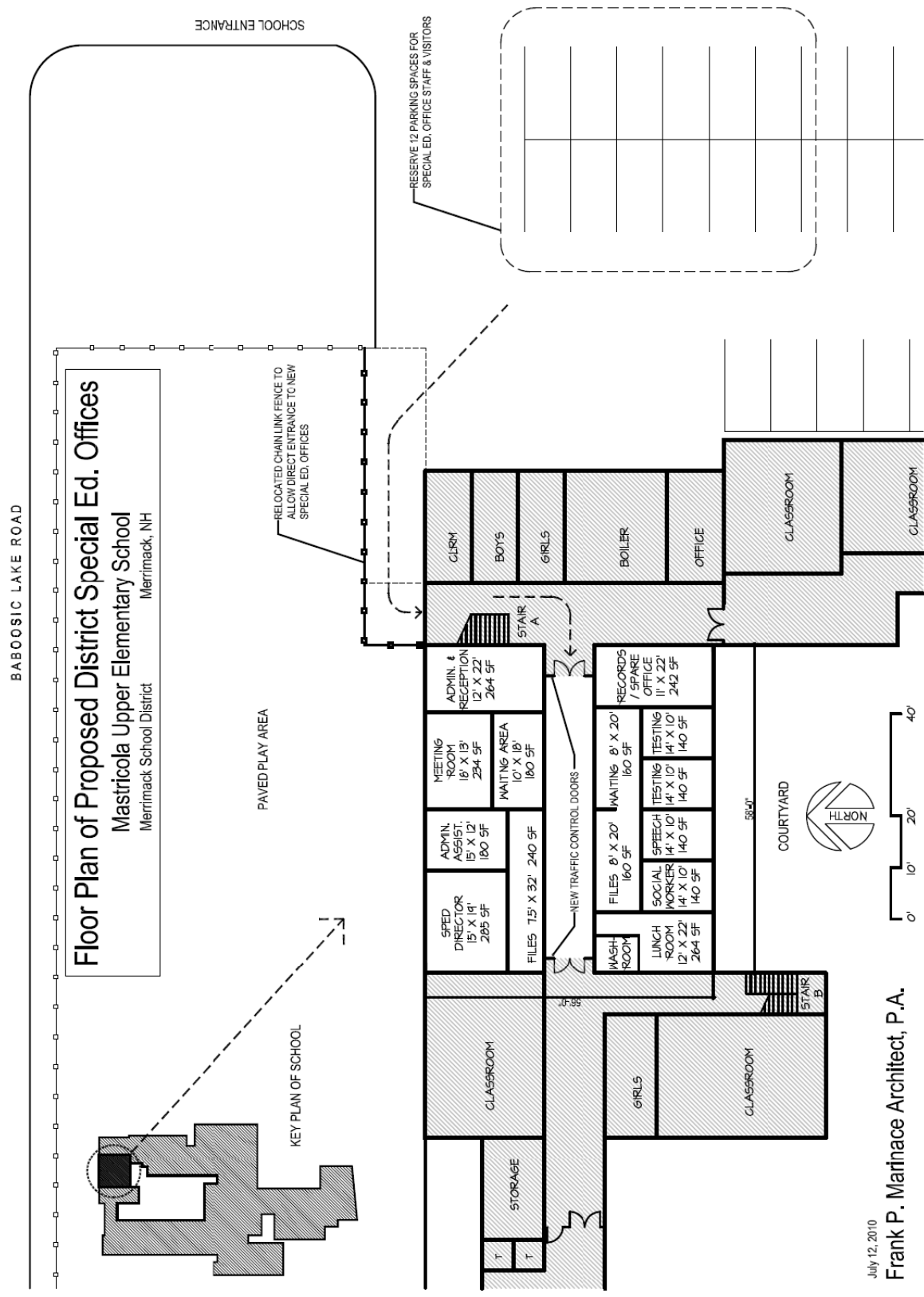
This report is in response to the request by Mr. Matt Shevenell, Business Administrator for SAU #26, to determine the feasibility of locating the District Special Ed. Offices at the existing Mastricola Upper Elementary School.

Proposed location

1. Because there are several under used classrooms in the Mastricola Upper Elementary School, it is proposed that the new District Special Education offices be relocated there.
 - a. The best location within the school for these facilities is the ground floor in the northeast corner of the building.



- b. See sketch of the proposed floor plan the following page.



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Frank P. Marinace Architect, P.A.

2. Why should these offices be located in this part of the building?
 - a. This location is the least intrusive for the elementary school, since it is outside the main circulation area.
 - b. This location is also close to an entrance that, in turn, is next to parking and near the front of the school. Thus, the new offices will be easy to find.
 - c. The location is accessible by wheelchair – this includes the parking area and the route from parking to the entrance.

Access and Security

1. About twelve parking spaces will need to be dedicated for Special Ed staff and visitors. These parking spaces can be taken from the current spaces to the east of the building (close to Baboosic Lake Road) or be located on the existing hard surface play area to the north.
 - a. However, reducing the play area will negatively impact the already restricted outdoor play spaces.
2. Existing playground fence will need to be reconfigured to allow access to the north entrance without going through the chain link fence.

Special Ed Suite layout

1. The attached floor plans derive from a sketch by Mr. Richard Hendricks, and discussions with SAU and school administrators.
2. We have studied the circulation requirements in this area of the building and have calculated the egress capacity of the existing stairs.
 - a. We have determined that neither Stair A nor Stair B can be removed. Therefore, access to the Special Ed Suite has been changed as shown.
3. To provide security and privacy for the Special Ed offices, general school traffic through existing ground floor corridor will be eliminated. Access will be available only to persons who have business at the special education offices.
 - a. A window between the receptionist and the corridor will provide selective access to visitors, who will be buzzed in through Door #1, and sit in the waiting area.
 - b. Door #2 will be used only for egress from the Special Ed suite.
 - c. This arrangement meets Code egress requirements, but blocks up school circulation, because only the second floor corridor is left open.
 - i. All ground floor traffic must take Stair A or Stair B to second floor and then down again.

Suitability of location

1. Noise from playground can be distracting both for offices and testing rooms.
 - a. Because testing rooms should be located in the quietest part of the suite, we have relocated these to the courtyard side.
 - b. However, this means that other important spaces, such as the Meeting Room and the Special Ed. Director's Office will be exposed to periodic noise from the playground.

Project cost estimate

Item	Description	Cost
1	Sitework	\$ 15,000
2	General Interior renovations (3250 sf)	\$ 320,000
3	New accessible washrooms (incl. underslab drain)	\$ 25,000
4	Furnishings	\$ 20,000
5	Administrative costs (@20%)	\$ 76,000
6	Contingency (@10%)	\$ 38,000
TOTAL PROJECT COST		\$494,000

Limitations of proposed solution

1. The main advantage of locating district-wide Special Education offices in this building is the availability of space in this school. However, converting classroom spaces into an office suite has its limitations:
 - a. Most of the existing space must be reconfigured.
 - b. Totally new lighting, and additional power will be required.
 - c. New heating radiators and controls will be required, and the spaces will need to be air conditioned.
 - d. Separate staff washrooms and a wheelchair accessible public washroom will be required.
 - e. As a result, cost of renovations will be about 2/3 that of new construction.
 - f. The relationship between spaces is limited by the existing geometry.
 - g. Existing school circulation will be disrupted on the ground floor.
2. District Special Education offices would benefit from being located with the rest of district-wide facilities. More exchange of ideas, and possibly, better decision-making might result.