



COMMUNITY CONSOLIDATED  
SCHOOL DISTRICT 59

BRENTWOOD ELEMENTARY SCHOOL

# COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59

**Board of Education Meeting**

Brentwood ES Additions & Renovations & Educational Assessment | June 10, 2023



## **AGENDA**

- Project Commitments
- Brentwood Site Diagram
- Existing Floor Plan
- Schematic Plan Diagram
- Proposed Floor Plan
- Proposed Exterior Design
- Construction Phasing
- Project Schedule
  
- Educational Assessment Process
- Utilization Plans
- Emerging Themes
- Next Steps



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SCHOOL DISTRICT 59

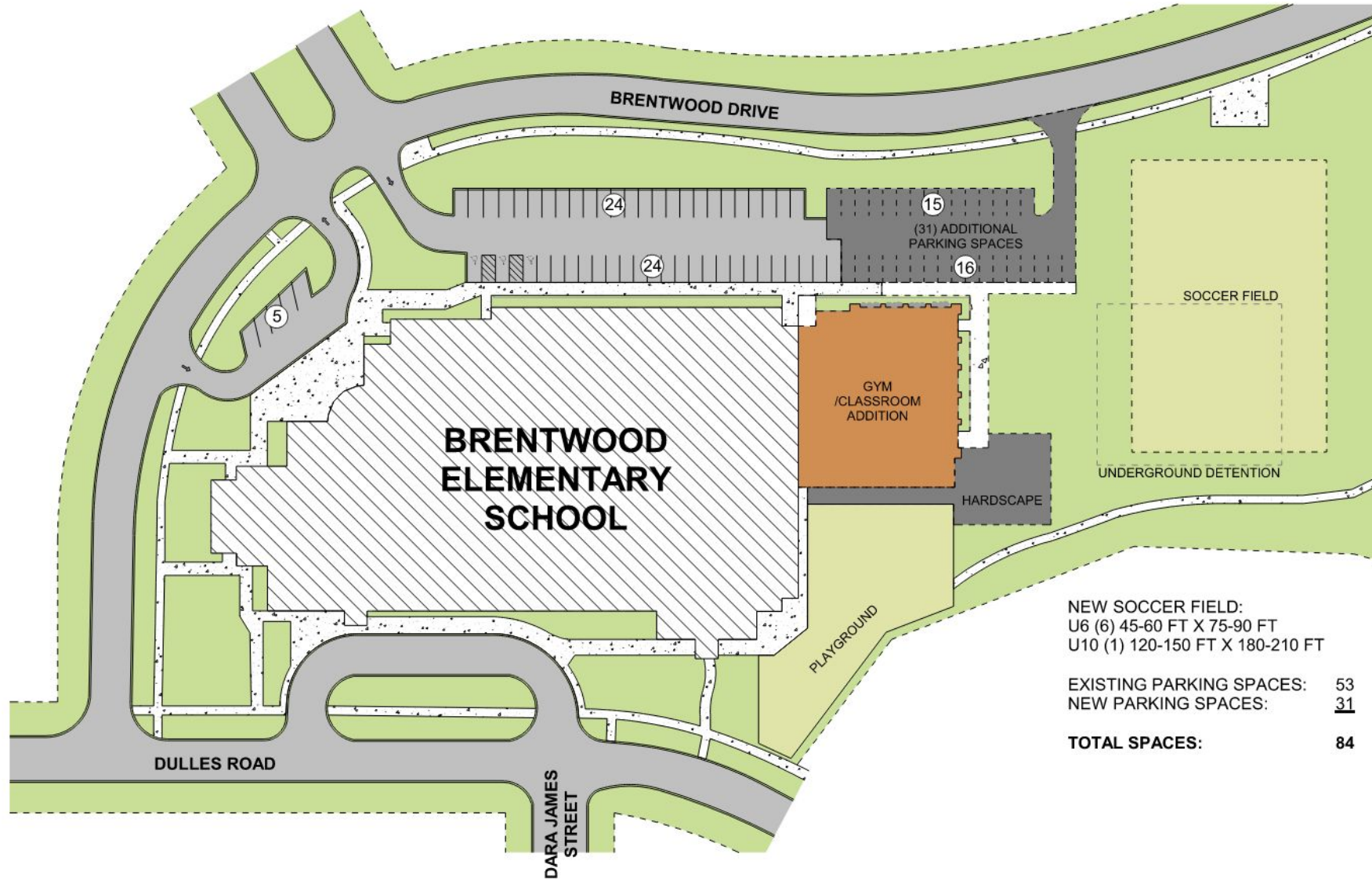
## BRENTWOOD ADDITION & RENOVATIONS

### Project Commitments

### **BRENTWOOD ADDITIONS & RENOVATIONS** **PROJECT COMMITMENTS**

- Provide a safe and welcoming facility for all students, particularly newcomers who have not received prior formal education.
- Music and Art environments should be age and curriculum appropriate.
- New spaces to be adaptable, flexible and functionally efficient to accommodate the existing program and future population shifts.
- Design spaces that help the building feel more spacious and less crowded.
- Create spaces that allow flexibility for both staff and student group use.
- Create a space to accommodate all-school assemblies.





NEW SOCCER FIELD:  
 U6 (6) 45-60 FT X 75-90 FT  
 U10 (1) 120-150 FT X 180-210 FT

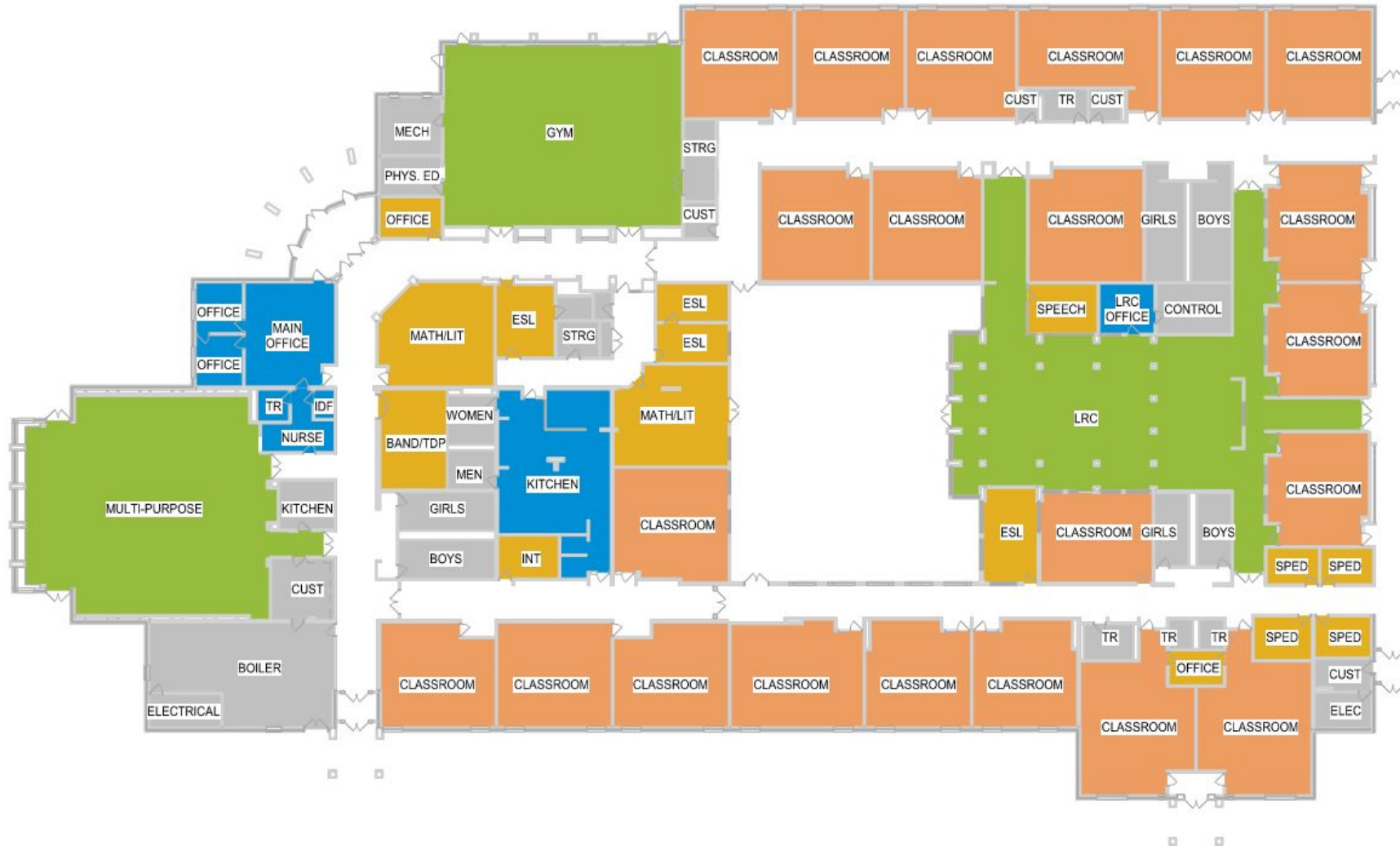
EXISTING PARKING SPACES: 53  
 NEW PARKING SPACES: 31

**TOTAL SPACES: 84**



# BRENTWOOD ADDITION & RENOVATIONS

## Existing Floor Plan





Schematic Plan Diagram





Proposed Floor Plan





4

3











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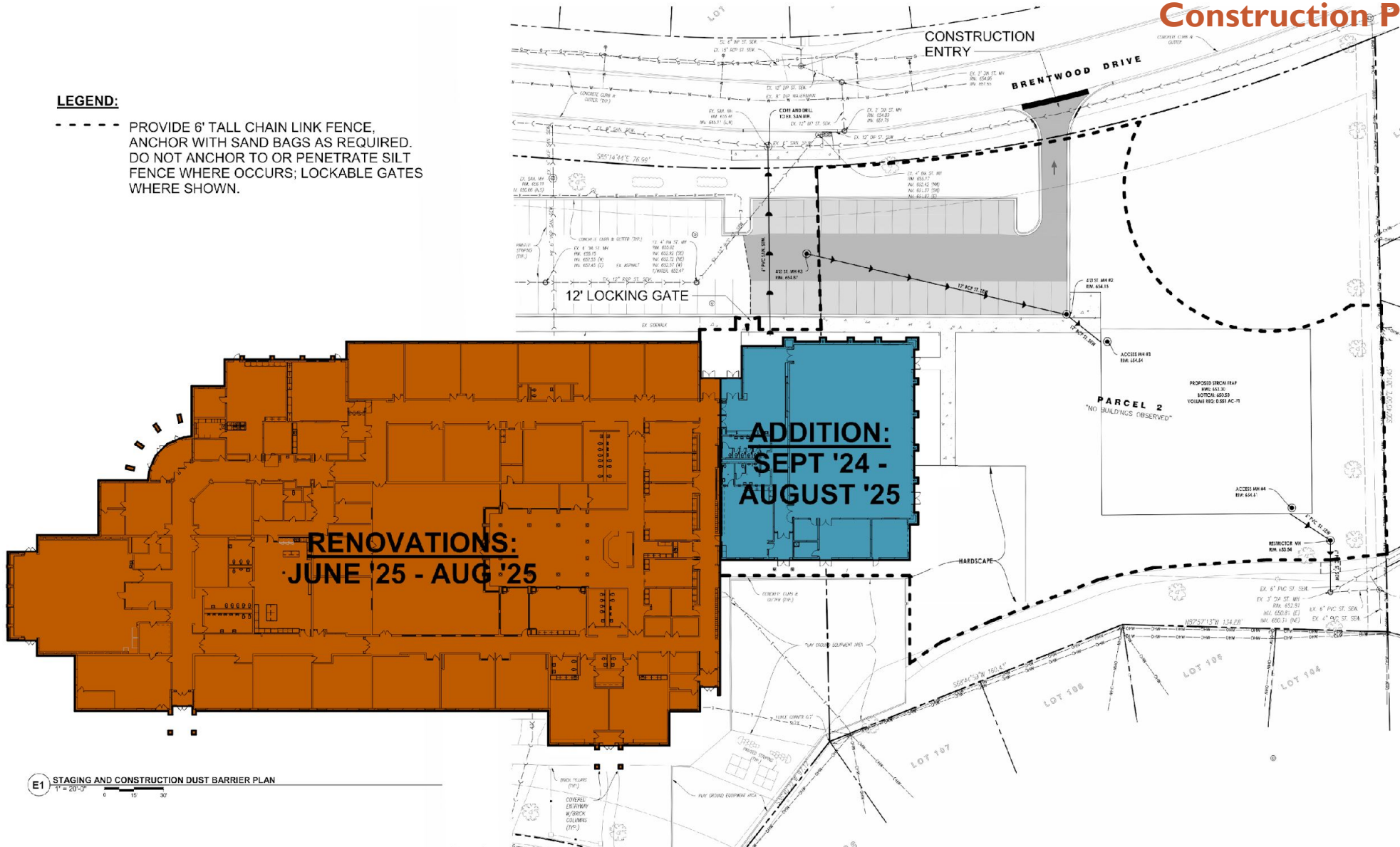
302



Construction Phasing

LEGEND:

--- PROVIDE 6' TALL CHAIN LINK FENCE, ANCHOR WITH SAND BAGS AS REQUIRED. DO NOT ANCHOR TO OR PENETRATE SILT FENCE WHERE OCCURS; LOCKABLE GATES WHERE SHOWN.





Project Schedule

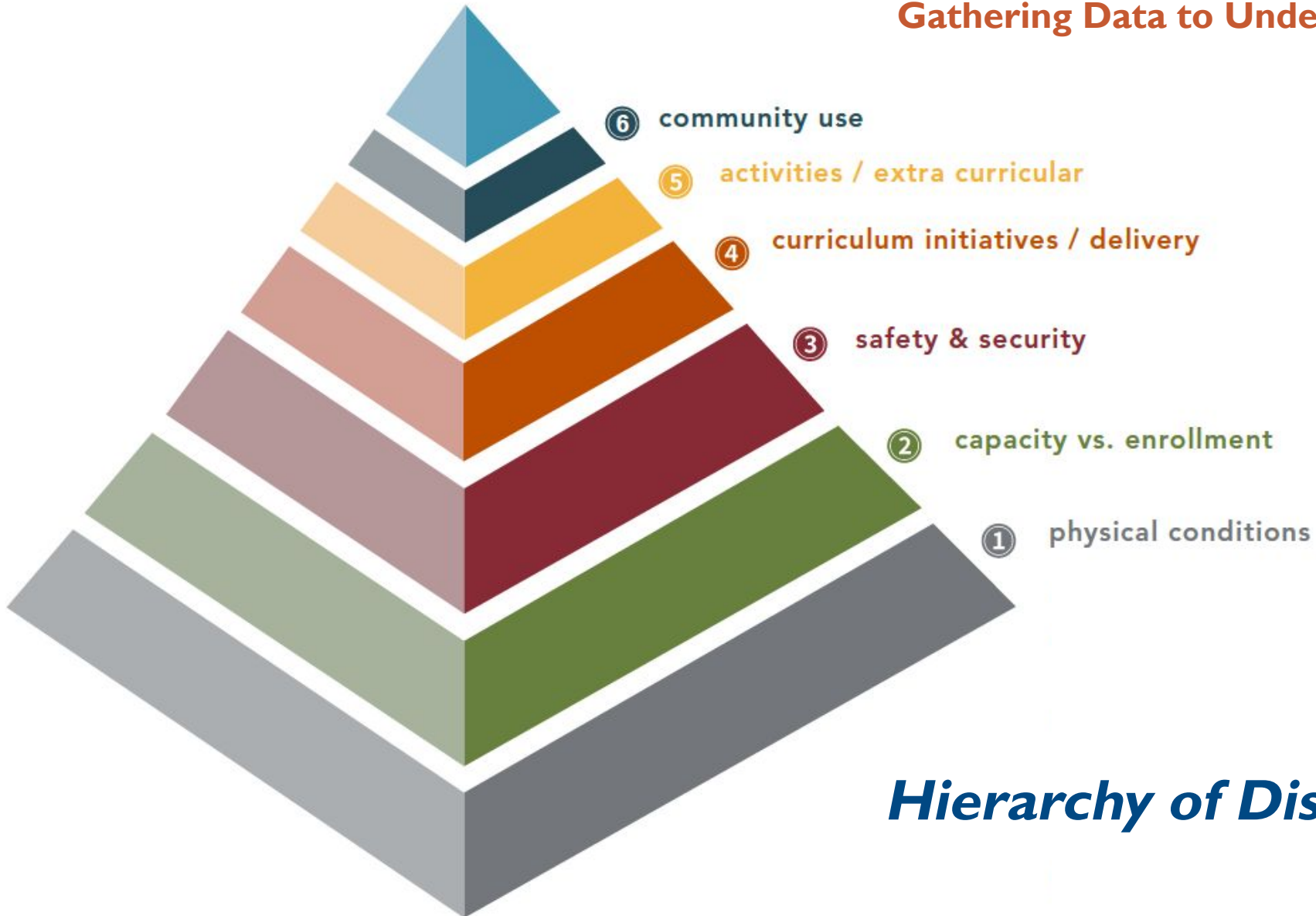
		2024												2025											
		J	F	M	A	M	JUN	JUL	A	S	O	N	D	J	F	M	A	M	JUN	JUL	A	S	O	N	D
<b>Design</b>	Schematic	█	█	█																					
	Design Development			█	█	█																			
	Construction Documents					█	█	█																	
	Bidding						█	█																	
	BOE Award									█															
<b>Construction</b>	Building Addition									█	█	█	█	█	█	█	█	█	█						
	Building Renovation																	█	█	█					



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# EDUCATIONAL ALIGNMENT ASSESSMENT

## Gathering Data to Understand Your Needs



*Hierarchy of District Needs*

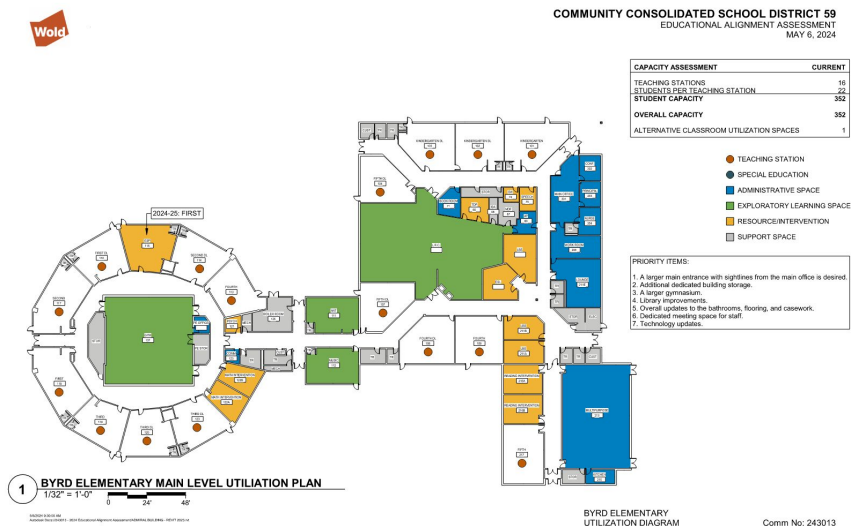
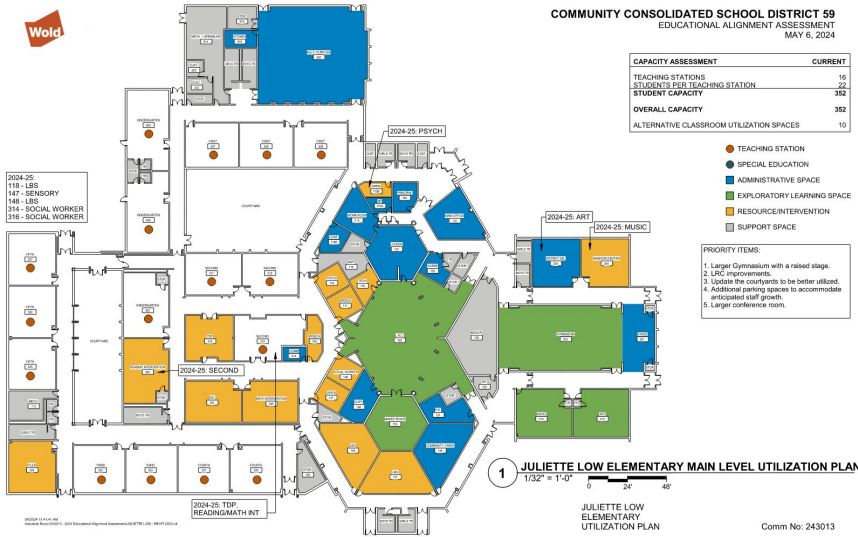


## INTERVIEWS

Principals  
BLT - Teachers  
Special Education  
Safety and Security  
Facilities

## DATA

Room Use  
Circulation  
Activities  
Curriculum  
Enrollment  
Master Schedules  
Physical Environment







***Equitable Experience:*** looking at multiple conditions, not all elementary buildings provide an equitable experience for students and staff. Limitations exist due to varied capacities and location of specialized programs.

***Engagement and Welcoming:*** Facilities can be engaging and inviting to reflect community priorities and provide a personalized learning experience

***Food Service and Health:*** food service could better support those who prepare the meals, the kitchen use, and how the meals are served to students, as this affects well-being and diet.

***Exploratory Opportunities:*** All-school assemblies are not feasible due to capacity of gymnasium/MPR size to support performance or presentation events. Also, the amenities within the exploratory classrooms (i.e. Art, Music, STEM) are not suitable to support the desired curriculum.

***ESL and Student Support:*** varied size spaces for intervention and class sizes becomes a challenge to “right-size” schools and provide classrooms with an efficient student class size per teaching station

***Multi-Dimensional Opportunities:*** consideration of the ability for movement, play, and multiple types and identities of learners (i.e., age, grade-level, physical abilities, multi-language, etc.)



### PHASE I

#### Educational Adequacy

*Documentation of how facilities support learning to develop agreement on needs*

- Physical Conditions
- Capacity & Enrollment
- Safety & Security
- Alignment with Educational Programming
- Activities and Community Use

#### **Methodology:**

- Data collection
- Interviews with key staff
- Building walkthroughs

### PHASE II

#### Options Development

*Working with established criteria to develop options to address needs*

- Districtwide comprehensive plan for all sites
- Concepts and test-fit at each school to align with priorities
- Establish criteria for all options
- Develop schedules for phasing and occupancy dates

#### **Methodology:**

- Series of meetings to delineate criteria and review options
- Scope, schedule and budget development of options

### PHASE III

#### Implementation

*Funding strategies to support selected approaches for implementation*

- Funding or grant options available for type of work
- Alignment with revenue streams
- Coordination of District and consultants

#### **Methodology:**

- Meetings with District to determine best scenarios for funding

The logo for Wold, featuring the word "Wold" in white text on a red, trapezoidal background.

# Q+A / DISCUSSION

A grayscale photograph of a modern library interior. In the foreground, a young boy sits in a large, light-colored armchair, working on a laptop. To his right, a young girl sits on a similar chair, also using a laptop. Further back, another boy is seated at a white desk, focused on his laptop. The library features contemporary furniture, including armchairs and small round tables. Bookshelves are visible on the right side, and a service counter is in the background. The ceiling has recessed lighting.