

2006 School Facilities Evaluation

Unified School District 323

January 17, 2006



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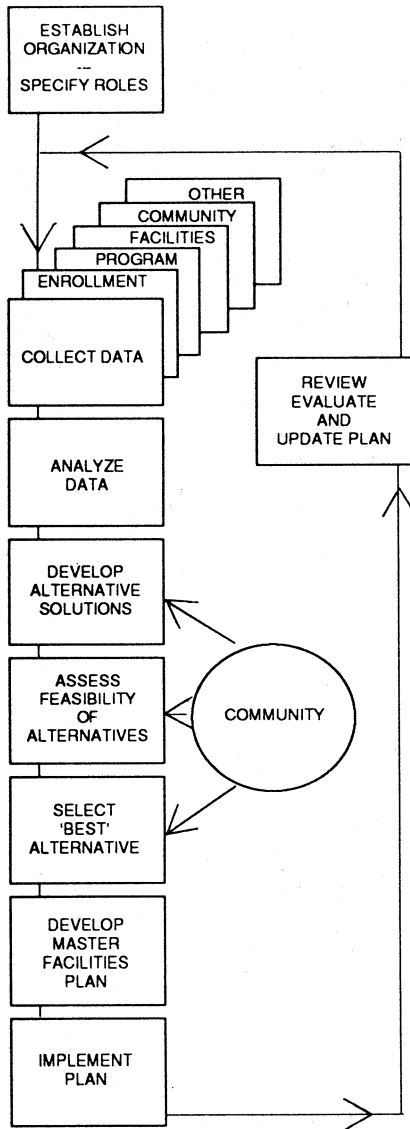
ROCK CREEK UNIFIED SCHOOL DISTRICT 323
District Evaluation - INTRODUCTION

<u>Board of Education</u>	<u>2005-2006</u>
Mike Gee	President
Jan Vaughan	Vice-President
Rick Ebert	
Kyle Hutson	
Steve Kirby	
Virginia Plummer	
Jon Srna	
Dr. Darrel Stufflebeam	Superintendent

MISSION STATEMENT:

The Rock Creek School Community dedicates itself to educational excellence by helping all students become successful and responsible lifelong learners in a changing global society.

**ROCK CREEK UNIFIED SCHOOL DISTRICT 323
District Evaluation - INTRODUCTION**



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EVALUATION - Introduction

In a continuing effort to guide the growth and design in Unified School District 323 and to plan for a physical plant, which enhances the educational process, the development of a Facilities Evaluation was commissioned. Beginning in September of 2005, Hanney and Associates Architects began the task of evaluating the existing facilities of the Rock Creek Unified School District # 323.

Objects and goals of the evaluation are to identify and suggest responses for immediate needs and shortcomings, the physical plant's ability to respond to future district growth and identifying changing educational philosophies. The planning process shall be achieved through the integrated efforts of the certified staff, classified staff, Board of Education, district facility committee, patrons of the district and professional architectural and engineering consultants.

Once the evaluation is completed and a direction undertaken, the plan should be periodically updated, revised and adapted to the changing environment of educational requirements and population trends.

A walk through evaluation of each building was performed for the purpose of identifying construction which does not conform to current building and fire codes. Evaluation and comments regarding items not conforming to the American's with Disabilities Act were also noted.

Demographic information has been obtained on the current enrollment and the former enrollment back to 1994. Projections into the future are based on the current census, County Zoning/Planning, and the Department of Education.

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LAND & AREA – Suggested Requirements

Note:
National Council on Schoolhouse Construction,
Guide for Planning School Plants, pp. 23
recommends Elementary School sites to be five
(5) acres plus one additional acre for each 100
students.

Unified School District 323 is comprised of three facilities located in two communities. The learning centers are Rock Creek Junior/Senior High, St. George and Westmoreland Elementary Schools. The compositions of the three facilities are (1) 7 – 12 Junior/Senior High school and (2) K – 6 Elementary Schools. In addition to the learning centers evaluated in this report, the conditions of the district office and district storage building both located in St. George are also considered.

According to the Council of Educational Facility Planners, International, 2005 (C.E.F.P.). “Guide for Planning Educational Facilities” the following are the suggested minimum land area requirements for schools:

High Schools - Minimum 30 Acres + 1 acre/100 pupils, intended enrollment

Rock Creek HS	57 acres actual	251 Students
	<i>33+22 = 55 acres recommended</i>	

Junior High - Minimum 20 Acres + 1 acre/100 pupils, intended enrollment

(same property as high school)	122 Students
<i>22 acres recommended</i>	

Elementary School - Minimum 20 Acres + 1 acre/ 100 pupils, intended enrollment

St. George	5.2 acres actual	268 Students
	<i>23 acres recommended</i>	

Westmoreland

2.1 acres actual	181 Students
<i>22 acres recommended</i>	

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LAND USE – Zoning Ordinances

Many communities have or are in the process of adopting local zoning ordinances. The current zoning ordinance can be found online with the Pottawatomie County Zoning web site. Presently there is no requirement for off-street parking to support the assembly functions at the schools. The only parking requirement is to provide one parking space for each full time employee at the elementary schools. It has been mentioned to us that the county is in the process of updating the ordinance.

As zoning ordinances are updated, we typically find parking and off-street unloading zones are added. When planning additions, alterations or even new buildings it would be prudent to review the preliminary plans with the various communities and the county zoning in hopes of identifying specific concerns early in the planning process.

Planning for schools should include parking for the assembly spaces at a rate of 1 parking space for every 3 seats in the largest assembly space. You do not have to plan parking for a main gym and a practice gym – the largest space governs.

Restrictions usually encountered are "Building Set Backs", "Maximum Lot Coverage", and "Parking". Each of these ordinances has the ability to be changed by applying for a Zoning Variance to the board of zoning appeals. Passage of variance can not necessarily be expected as a given.

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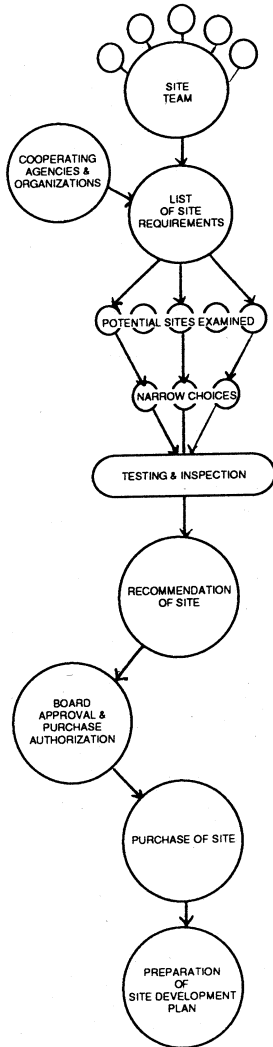
LAND USE – Utilities:

The availability of utilities will directly affect a site's ability to accommodate additions and alternations or new facility. Expansion of housing in St. George will be directly affected by the availability of the utilities and existing homes. The following is a list of utility companies now serving the school district.

Rock Creek Junior/Senior High	Electrical Sewer Water Gas	Bluestem Electric Lagoon Pott. Co. Rural Water District #1 Propane
Westmoreland Elementary School	Electrical Sewer Water Gas	Westar Energy City of Westmoreland City of Westmoreland Kansas Gas Service
St. George Elementary School	Electrical Sewer Water Gas	Westar Energy City of St. George City of St. George Kansas Gas Service

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Site Selection



PROPERTY - Selection

With the lack of expansion space around St. George Elementary, the school district may eventually be looking at property acquisition. To better evaluate the potential of land, the Board should consider involving several professionals to assist in the selection process. In addition to the Board of Education, Superintendent, and Business Manager, team members in this selection should be the Architect, Civil Engineer, Geo-Tech (subsurface testing), Legal Council and a Real Estate Appraiser.

The Architect can determine which site characteristics will best accommodate the building design suggested by the educational specifications. The architect can prepare preliminary sketches to show how the building might be arranged on the site.

A Civil Engineer makes a boundary and contour map of the site. They can also evaluate existing flood plains and drainage schemes. The preliminary evaluation will also identify and estimate costs of utility hook-ups and availability. It is important to obtain a drainage agreement at the time the property is purchased.

A Geo-Tech testing laboratory can determine if soil conditions will support planned construction. This information will assist in determining building location on the site. If sewers are nonexistent, the Geo tech engineer can determine if the soil will permit the percolation of water so that a sewage disposal system can be established.

Legal Council should examine all legal documents and advise the governing board and officials on legitimate procedures for property acquisition.

The Real Estate Appraiser can judge if the cost of a site is reasonable, and assist the board in locating property currently on the market. If necessary a realtor is particularly important when an educational institution initiates condemnation proceeding

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ELEMENTARY Schools

Special Education

The suggested space requirements for the various special educations' functions are listed below. Some of the functions may not be all day programs and can share classroom space if separate storage can be provided.

- Gifted 400 s.f.
- Speech Therapist 400 s.f.
- Physiologist 400 s.f.
- Reading Specialist 750 to 800 s.f.
- At Risk 750 to 800 s.f.
- IR 750 to 800 s.f.

P.A.T.

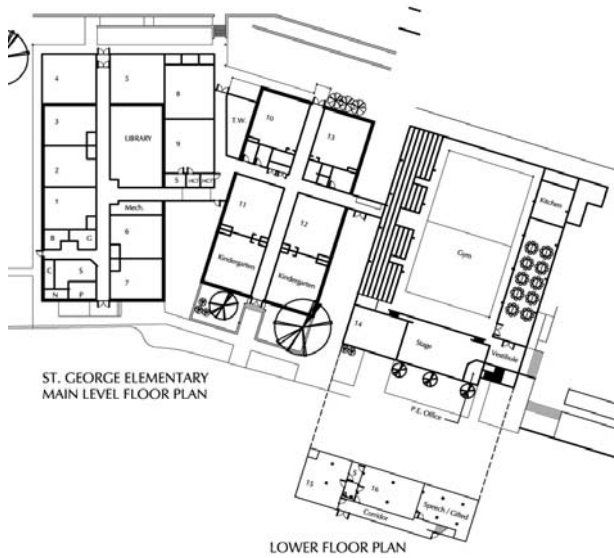
Parents as Teachers. If possible this program could benefit with a dedicated space for storage or resources and classroom.

Additional Considerations

Special needs and pre-school programs are demanding space in buildings. These programs will need to be considered with any future planning. The State of Kansas has estimated the percentage of special needs students is increasing. In 1992 it was 9% of the school population, it is currently at 11% of the school population.

	ST. GEORGE ELEMENTARY		WESTMORELAND ELEMENTARY		SUGGESTED ELEMENTARY	
<i>Function</i>	<i>Qty</i>	<i>Room Size</i>	<i>Qty</i>	<i>Room Size</i>	<i>Qty</i>	<i>Room Size</i>
Administration		600 s.f.				
Councilor	1	90 s.f.	1	96 s.f.	1	160 s.f.
Conference Rm	0		0		1	(12 x 16) 192 s.f.
Nurse	1	72 s.f.	1	175 s.f.	1	200 s.f.
Principal	1	142 s.f.	1	175 s.f.	1	200 s.f.
Secretary	1	200 s.f.	1	180 s.f.	1	180 s.f.
Storage	1	100 s.f.	0		1	150 s.f.
Classrooms						
Classrooms	5	less than 700 s.f.	2	less than 700 s.f.		
Classrooms	7	more than 700 s.f.	10	more than 700 s.f.		
Computer Lab	1	620 s.f.	1	800 s.f.	2	1,000 s.f.
General Classrms						900 s.f.
Kindergarten	2	780 s.f.	2	930 s.f.	2	1,120 s.f.
Pre-School	1	s.f.	1	600 s.f.	1	
P.A.T.	0		1	600 s.f.	1	300 s.f.
Science/Art	0		0		1	1,200 s.f.
Special Ed	2	620 s.f.	1	390 s.f.	1	850 s.f.
Gymnasium/lockers	1	6,480 s.f.	1	6,825 s.f.		7,000 s.f.
Kitchen	1	800 s.f.	1	514 s.f.	1	1,400 s.f.
Library	1	1,150 s.f.	1	1,400 s.f.	1	2,000 s.f.
Lunchroom	1	1,200 s.f.	1	1,400 s.f.	1	3,000 s.f.
Music						
Vocal	1	650 s.f.	1	980 s.f.	1	1,100 s.f.
Band Room	1	820 s.f.		combined with vocal	1	1,200 s.f.
Staff Work Rm	1	350 s.f.	1	800 s.f.	1	800 s.f.
Staff Toilets (M+W)					1	set
Toilet Room					2	sets
Family Toilet Rm					1	50 s.f.
Offstreet Parking		70 spaces estimated				150 spaces min.

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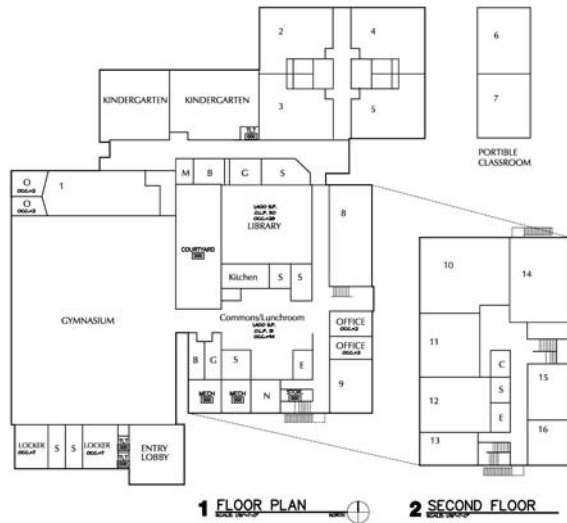


CAPACITY OF SCHOOL					
St. George Elementary					
Room Number	Approximate Size	Occupant Load Factor (O.C.F.)	Room capacity		
			Support	Room Capacity (Bldg Code)	Functional Capacity (35 s.f./occ)
1	640 s.f.	20 s.f./occupant		32*	18
2 (computer)	620 s.f.	20 s.f./occupant	32*		0
3	600 s.f.	20 s.f./occupant		30	17
4	750 s.f.	20 s.f./occupant		38*	21
5	750 s.f.	20 s.f./occupant		38*	21
6	640 s.f.	20 s.f./occupant		32*	18
7 (special ed)	620 s.f.	20 s.f./occupant	31*		0
8	750 s.f.	20 s.f./occupant		38*	21
9	750 s.f.	20 s.f./occupant		38*	21
10	740 s.f.	20 s.f./occupant		37*	20
11	760 s.f.	20 s.f./occupant		38*	22
12	760 s.f.	20 s.f./occupant		38*	22
13	740 s.f.	20 s.f./occupant		37*	20
14 (music)	800 s.f.	20 s.f./occupant	40*		0
15 (pre-k)	600 s.f.	20 s.f./occupant	30		0
16	780 s.f.	20 s.f./occupant		39*	22
17 (special ed)	600 s.f.	20 s.f./occupant	30		0
Kindergarten 1	760 s.f.	20 s.f./occupant		38*	17
Kindergarten 2	760 s.f.	20 s.f./occupant		38*	17
					312

* Indicates a room that has a capacity as determined by the building code Occupant Load Factor, that is greater than functional room capacity of thirty. In many cases the school district will establish a student to teacher ratio that is even lower than 30 students per room that is shown in the chart.

N/A Means the student capacity of these rooms are not applied to the calculating the student capacity of the building. In calculating the elementary school capacity, only classroom housing an actual grade will be counted. This also relates to the column labeled "Support".

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CAPACITY OF SCHOOL					
Westmoreland Elementary					
Room Number	Approximate Size	Occupant Load Factor (O.C.F.)	Room capacity		
			Support	Room Capacity (Bldg Code)	Functional Capacity (35 s.f./occ)
1 (music)	980 s.f.	20 s.f./occupant	49*		0
2	780 s.f.	20 s.f./occupant		40*	22
3 (work rm)	780 s.f.	20 s.f./occupant	40*		0
4	780 s.f.	20 s.f./occupant		40*	22
5	780 s.f.	20 s.f./occupant		40*	22
6 (pre-k)	1,350 s.f.	20 s.f./occupant	36*		0
7 (P.A.T.)	0				0
8 (computer)	800 s.f.	20 s.f./occupant	40*		0
9	420 s.f.	20 s.f./occupant		21	12
10	1,260 s.f.	20 s.f./occupant		63*	30
11	720 s.f.	20 s.f./occupant		36*	20
12	780 s.f.	20 s.f./occupant		39*	22
13	390 s.f.	20 s.f./occupant		20	11
14	960 s.f.	20 s.f./occupant		48*	27
15 (special ed)	450 s.f.	20 s.f./occupant	23		0
16	350 s.f.	20 s.f./occupant		18	10
Kindergarten 1	930 s.f.	20 s.f./occupant		47*	20
Kindergarten 2	1,280 s.f.	20 s.f./occupant		59*	20
					273

* Indicates a room that has a capacity as determined by the building code Occupant Load Factor, that is greater than functional room capacity of thirty. In many cases the school district will establish a student to teacher ratio that is even lower than 30 students per room that is shown in the chart.

N/A Means the student capacity of these rooms are not applied to the calculating the student capacity of the building. In calculating the elementary school capacity, only classroom housing an actual grade will be counted. This also relates to the column labeled "Support".

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CAPACITY Of Educational Facilities

When considering the capacity of a school buildings we have not included Special Education classrooms or Vocal and Instrumental classrooms. Typically these rooms support the student population already in the school. When a co-op between school districts is established, outside students may be brought in for special programs that may only be offered at that particular school.

Another consideration is all-day kindergarten. As the district begins implementation of the all day program there will be more demands on additional classroom space, doubling the number of kindergarten classrooms.

Capacity of an elementary school is usually determined by allowing 35 square feet of classroom floor space per student. Student capacity for Kindergarten or Pre-Kindergarten is determined by allowing 45 square feet of classroom floor space per student.

In secondary schools, capacity is more difficult to calculate. The academic classrooms are calculated at 30 square feet per student and laboratory rooms are calculated at 40 to 45 square feet per student. Large support rooms like the gymnasiums, and shop rooms are usually capped for capacity at about 20 students regardless of actual square footage. The total capacity of all rooms gives the STATIC CAPACITY figure for the school.

There are no empty classrooms at either elementary schools for additional sections, all day kindergarten, additional special education programs. Programs such as Art, or Science can not be implimented again to lack of classroom space. In order to meet the space demands of the existing buildings special education functions have had to be consolidated and spaces that may not be appropriate classrooms opened up. This causes the calculation of the buildings capacity to appear higher then the 2000 study.

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GENERAL CODE Comments and Observations

All of the buildings reviewed are existing structures. Compliance of existing structures is listed in ADA 35.150 Existing Facilities, page 35719, Subpart D – Program Accessibility. Removal of barriers in existing facilities that are structural in nature is clarified in 36.304 “is readily achievable, i.e. easily accomplished and able to be carried out without much difficulty or expense.” This section then addresses priorities of making the facility accessible:

- 1) take measures to make at least one accessible path into the building
- 2) access to areas of public accommodation
- 3) access to restroom facilities
- 4) take any other measures necessary to provide access to the services, facilities, privileges, advantages, or accommodations of a place of public accommodation.

The list of items identified herewith and others that are subsequently identified should be prioritized. This report identifies the areas of concern and does not provide design solutions. We have tried to keep the report concise and to the point.

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ACCESSIBLE ROUTE:

All three schools appear to have compliant routes from the public parking into the school. The deficiencies however are on the egress portion. The ADA requires all required exits to have a compliant path to a public way. Both St. George and Westmoreland have a exits that are not compliant.

1. Every building shall have at least one accessible route complying with 4.3 shall connect accessible building or facilities entrances with all accessible spaces and elements within the building or facility.
2. Each door required for egress shall comply with 4.13
3. Ground surfaces along accessible routes and in accessible spaces shall comply with 4.5
4. Where more than one drinking fountain or water cooler is provided on a floor, 50% of those provided shall comply with 4.15 and shall be on an accessible route.

FIRE ALARMS:

Rock Creek Jr./Sr. High School and Westmoreland Elementary Schools appear to be compliant. St. George however needs to be updated.

1. The fire alarms in the buildings shall have both audible and visual alarms. The appliance shall be 80 inches above the highest floor level within the space of 6 inches below the ceiling whichever is lower.
2. No place in common corridors or hallways in which visual alarm signaling appliances are required shall be more than 50 feet from the signal.
3. At a minimum, visual signal appliances shall be provided in each (but not limited to) of the following areas: cafeteria, gymnasium, hallways, library, lobbies, locker rooms, meeting rooms, restrooms, office/administration areas and any other general usage areas.

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ASSEMBLY AREAS (AUDITORIUM/GYMNASIUM):

1. In places of assembly with fixed seating accessible wheelchair locations shall comply with 4.33.2, 4.33.3 and 4.33.4 and shall be provided.
2. In addition, one percent, but not less than one, of all fixed seats shall be aisle seats with no armrests on the aisle side, or removable or folding armrests the aisle side. A sign or marker shall identify each such seat. Aisle seats are not required to comply with 4.33.4.
3. The gymnasiums in the high school and middle school, and the auditorium of the middle school shall have a permanently installed assisted listening complying with 4.33.7. The type of assisted listening system appropriate for a particular application and setting. If the assisted listening system appropriate for a particular application and setting. If the assisted listening system serves individual fixed seats, then such seats shall be located within a 50' viewing distance of the stage or playing area, with a complete view.

Rock Creek High School:

Main Gym	1,100 seats	21 wheel chair locations required.
New Gym	300 seats	8 wheel chair locations required.
Commons Area	350 seats	8 wheel chair locations required.
Cafeteria	120	5 wheel chair location required.

4. An accessible route shall connect wheelchair-seating locations with the stage and other spaces used by performers.

PARKING REQUIREMENTS:

1. Designated accessible parking spaces should be provided in the ratio that is indicated in 4.1.2 for each building. The designated parking can be considered the beginning of an accessible route to the building.
2. Signage needs to be provided designating the accessible parking (van parking) stall.

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SIGNAGE:

1. All permanent signs, which designate permanent rooms and spaces, shall comply with 4.30.1, 4.30.2, 4.30.3, and 4.30.5.
2. Signage notifying patrons of the availability of assembly seating shall be posted at the ticket office.
3. Signage identifying accessible parking spaces shall be designated as reserved by a sign showing the symbol of accessibility (4.30.7). Van accessible spaces shall also have "Van-Accessible" mounted below the symbol.
4. Signage identifying handicap accessible buildings.
5. Signage identifying handicap accessible toilets.

DOORS AND HARDWARE:

1. There may be additional items to consider when replacing the door hardware to bring an assembly into compliance with current building codes. These items should be investigated at the same time that replacement for ADA is considered.
2. The doors are required to have lever type knobs. The traditional knob style is not compliant.
3. Doors into the classroom are generally rated assemblies. There are a number of unrated openings in both St. George and Westmoreland. The doors were probably compliant with the building codes that were in force at the time they were installed.

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PUBLIC TELEPHONES:

1. At least one public pay telephone shall comply with 4.31.2 through 4.31.8 per floor level or per bank of phones.
2. 4.31.5 (1 & 2)
Public telephones shall be hearing aid compatible. Phones shall have volume controls, capable of a minimum of 12 dbA and a maximum of 18 dbA above normal.
3. 4.31.9 (1)
Text telephones uses with a pay telephone shall be permanently affixed within, or adjacent to, the telephone enclosure. If an acoustic coupler is used, the telephone cord shall be sufficiently long to allow connection to the text telephone and the telephone receiver.
4. 4.31.9 (2)
Pay telephones designed to accommodate a portable text telephone shall be equipped with a shelf and an electrical outlet within or adjacent to the telephone enclosure. The telephone handset shall be capable of being placed flush on the surface of the shelf. The shelf shall be capable of accommodating a text telephone and shall have 6 inch minimum vertical clearance in the area where the text telephone is to be placed.

SEATING/TABLES/LAB STATIONS:

1. If fixed or built-in seating or tables (including, but not limited to library study carrels, student science laboratory station, home economic laboratory station, and computer stations) at least five percent (5%) but not less than one shall comply with 4.32.
2. The working height of the table surface is to be 34", with a clear space beneath of 27". We have found most pre-manufactured millwork is at 36".

ST. GEORGE
ELEMENTARY SCHOOL

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ST. GEORGE Elementary School

St. George Elementary School
308 Lincoln
P.O. Box 31
St. George, Kansas 66535-0031
(785) 494-2482 phone
(785) 494-2481 fax

Principal: Debra Edwards

Gas: Kansas Gas Service
Electrical: Westar Energy
Water/Sewer: City of St. George

Gymnasium 1928
Middle Wing 1960
North Wing 1988
Classroom Add. 1993

Mission Statement:

Every student will be successful.

The school was constructed in five phases. The facility is made up of three elements, two classroom wings and a gymnasium wing. The class structure of this school is to combine two grades into one classroom – which has been very successful. Having the elementary school located in the community is a benefit to the community and the school.

Overall the building has some challenges in dealing with the site. The storm water run-off coming from the uphill portions of the site must pass beneath the building in several places, generally this is not a good condition. Open area around the building limits the availability of expansion and parking spaces. Additional off street parking is needed. There is a conflict with the parents dropping students off to the school and the buses. Separating these two functions would make the site much safer for the children. The nature of the site puts the playground on a terrace above the school, which makes it difficult to monitor the playground from inside the school (most of the windows face north or south away from the playground).

The building needs additional toilet facilities, while many of the rooms have small, single user toilets – public facilities are lacking. The building was designed prior to the time when security was an issue. The building is spread out which creates some challenges in monitoring and securing the facility.

The average size of the classrooms is small compared to today's standards. A typical classroom is 900 square feet. As noted in this report (5) of the classrooms are less than 700 s.f. and the balance is in the neighborhood of 800 s.f. Kindergarten are also small compared to today's standards. Kindergarten classrooms are typically 1,000 s.f. the existing are 780 s.f. Each of the classrooms could benefit from more storage. When considering all-day Kindergarten, the number of classrooms will increase.

The fire alarm system is the older style. New units are “monitored”, which means the controller knows which device signals the alarm. The height of some of the pull stations is not compliant with the ADA. An replacement/update of the system should be considered.

Most of the windows are not functioning properly and need to be replaced.

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Gymnasium Wing:



Music Room door next to the edge of the stage. This room is not accessible

The gym has good lighting, a wood floor that appears to be in good condition and a stage. The wood floor while nice, does limit the function of the space – to protect the wood floor many activities can not be held in the gym. The size of the space appears to be excellent for the elementary P.E. program and school assemblies. The space has built-in risers for seating. Below the risers are locker rooms that are now used for storage. The stair aisles and guardrails are not compliant with current building codes or the ADA. The P.E. program would benefit by having a dedicated storage space.

A stage is located at the east end of the gym. The height of the stage above the floor is generally too high for this application. It appears the height was established when the building was a high school and the lower floor beneath the stage was the location of the industrial arts classrooms. Having the stage makes the room more flexible which works well for an elementary school. On the stage is the Vocal Music Classroom, P.E. Office, with the Band class meeting on the stage itself. The door to the Vocal Classroom is dangerous, being too close to the edge of the stair. If this room were to remain in its present location, I would suggest moving the door or changing the existing guardrail to one compliant with the current building codes (with openings no greater than 4”). Handrails installed on both sides of the stair by the Music room should also be considered. A chair lift provided for accessibility to the Music and Band rooms should be considered if they are to stay on the stage.

Included in this wing are the lunchroom and kitchen. It is obvious the school has done an excellent job using the available space – the lunchroom is too small to adequately handle the student population causing the need for multiple lunch periods. The room appears to be very cramped when occupied; additional space is suggested for circulation and additional seating. While the kitchen has had an addition to increase the size, the space could be updated to provide a better environment to prepare the meals and handle stored product.

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Gymnasium Wing: (continued)

Isolated from the rest of the school are three classrooms located below the stage. Currently housed here are a Pre-School classroom, classroom (1st/2nd) and a Special Education classroom. While the location for the Pre-School room might work well for the separation of the younger children from the rest of the school, the class is isolated from the playground areas and the administration. While these spaces are accessible from the exterior, there is not an elevator to access the rooms from the inside of the building. It could be considered as “discrimination” for a physically challenged person to have to go outside to access these spaces. Should the need present itself, the program with the physically challenged child could be relocated to an accessible classroom within the main body of the building. Separating the 1st/2nd classroom from the other rooms with a similar class structure loses the sense of community.

Future planning should include dedicated, accessible space to accommodate the Band classroom, Music room, P.E. office and P.E. storage. Budgeting for a Band Room needs to include instrument storage.



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Middle Classroom Wing:

Currently this wing contains four 1st/2nd grade classrooms plus two kindergarten classrooms. It appears that most of the classrooms have their own small toilet rooms; these toilet rooms are not compliant with the requirements of the ADA. The size of the doors into these toilet rooms are also too small.

The sizes of the rooms vary between 760 s.f. to 800 s.f., which are smaller than our recommended sizes (900 s.f. for standard classroom and 1,000 s.f. for kindergarten classroom). The corridors appear to be narrow when considering the classroom doors swinging fully into the corridor. The doors to the classrooms are not compliant with current building code – 20 minute label.

Ventilation in the toilet rooms needs to be reviewed and upgraded.

If and when space is available, consideration could be given to having an Art Room and a Science Room that could be shared.

The existing workroom could benefit from additional space.

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FACILITIES - Evaluation**

North Classroom Wing:

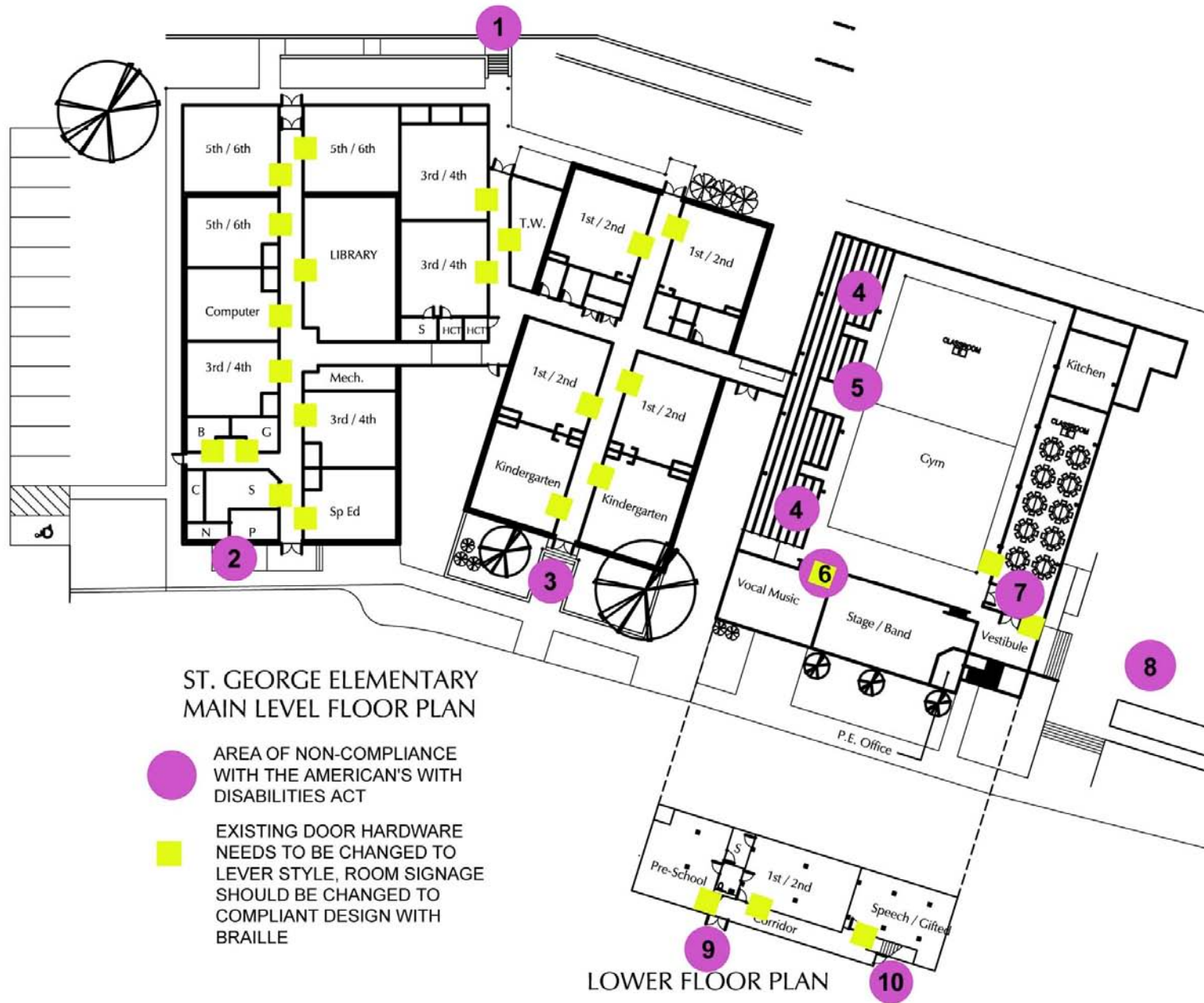
The administration area is of insufficient size. More storage is necessary. The nurse has been doing a good job with the space available, but the space is too small. With most current designs a Nurses area will include an office area, sink and toilet. There is not a conference area for parent-teacher or staff meetings.

The sizes of the rooms vary between 760 s.f. to 800 s.f., which are smaller than our recommended sizes (900 s.f. for standard classroom). The corridors appear to be narrow when considering the classroom doors swinging fully into the corridor. The doors to the classrooms are not compliant with current building code – 20-minute label.

The computer lab is in a room with less than 700 s.f. The function of a computer lab would benefit with more space.



ROCK CREEK UNIFIED SCHOOL DISTRICT 323
FACILITIES - Evaluation



ROCK CREEK UNIFIED SCHOOL DISTRICT 323
FACILITIES - Evaluation

St. George – Notes that are keyed on plan



St. George - Note number 9

1. Playgrounds are to have a rubberized hardsurface path to the play equipment. There is access to the upper terrace where the playground is, but no path to the equipment.
2. Existing entry has a wide ramp. Additional handrails need to be installed on the brick wall for both the stair and the ramp.
3. All required exits are to be accessible. This door needs to have a paved access to a public way (ramp). The landing at the top of the stair is too small, 5'-0" is a minimum landing dimension.
4. Locker rooms are located below the bleachers. If they are being used for storage, access to these areas is an employee issue. If they go back to being public they will need to be made accessible.
5. All fixed seating areas are to have an integral seating area for wheel chairs. Next to each accessible seating location there is to be a "companion seat".
6. The access to the music room door is not compliant with the ADA or building codes. There is not sufficient space outside the door (drop off stage).
7. As it is currently setup, there are not sufficient maneuvering clearances between the dinning tables. The serving windows in the kitchen may be too high and should be checked.

This room has an occupancy over 50 and requires a second exit. The two pairs of doors to the southeast are too close to each other to qualify as (2) exits. The door that opens to the gym is non-compliant (can not exit into an adjacent room).

ROCK CREEK UNIFIED SCHOOL DISTRICT 323
FACILITIES - Evaluation



St. George – Note 2

The existing handrail/guard rail is not compliant with current building codes or the ADA. Handrails need to be installed on both sides of stairs and ramps. The end of the rail at the bottom newel post is not compliant.

8. The pathway from the parking area into the gymnasium needs to be reviewed. There is an existing ramp, but the concrete sidewalk in front of the ramp and stair has a slope to the street. The cracks and slope may require the walk to be reconstructed.
9. There is a small stoop at the entrance to this grade level door. To be compliant with the ADA, the sidewalk should be replaced to eliminate this step.
10. There is a small stoop at the entrance to this grade level door. To be compliant with the ADA, the sidewalk should be replaced to eliminate this step. (Second entrance to the lower level has the same note as #9)
11. Drinking fountains should be reviewed for mounting heights, 50% need to be at the accessible level.

**ROCK CREEK UNIFIED SCHOOL DISTRICT 323
FACILITIES - Evaluation**

ST. GEORGE – Gym Code Observations

There are several elements in the gym that are not compliant with the current building code and ADA.

1. The width of the exit stair/aisles is too narrow.
2. No handrails on the exit stair/aisles.
3. The steps are greater than 7” tall.
4. The wood guardrail around the vomitories is not compliant (openings too large).
5. No ADA seating within the body of the bleacher area, with companion seats.
6. Exit lighting needs to be reviewed. At the time of the walk-thru inspection the devices were not identified. This is a life safety issue that needs careful review.
7. The ramp leaving the gym floor to the school does not have a flat landing before the doors. The ADA requires a 5’ flat landing at the bottom of the stairs or ramps.



St. George - Gymnasium

WESTMORELAND

**ROCK CREEK UNIFIED SCHOOL DISTRICT 323
ELEMENTARY SCHOOL - Evaluation**

WESTMORELAND Elementary School

Westmoreland Elementary School
205 South 4th Street
P.O. Box 350
Westmoreland, Kansas 66549
(785) 457-3462 phone
(785) 457-3701 fax

Principal: Gary Glendening

Mission Statement:

Where everyone learns to succeed.

Westmoreland is located in a former high school building in the south-central area of the community, near the southern edge of downtown. The school was put into service in 1927. A gymnasium was added in 1964. In 1993 a (6) classroom metal building was added to the north. The building breaks down into (4) components that represent the additions 1) original 2-story building, gymnasium, metal building addition and a portable classroom building.

In planning for the future, constructing classrooms to replace those now in the portable building should be considered.

One of the major issues we noted in our walk through is the age of the heating system in the older building. Several of the rooms utilize window air conditioning units. It should be a priority to update these systems.

Parking is spread out among several lots located around the perimeter of the school. The spaces are connected directly to the public streets around the building. When a driver leaves they must back into traffic. Many zoning ordinances do not allow this type of parking – considering hazardous to back into traffic. With the county revising the zoning ordinance, this is something to consider.

It appears the electrical service has been rebuilt, and is adequate for the current needs of the building. The fire alarm system at this school has been upgraded to the new devices.

The site is generally flat around the building. Site drainage needs to be considered with any addition or alteration to the school.

**ROCK CREEK UNIFIED SCHOOL DISTRICT 323
ELEMENTARY SCHOOL - Evaluation**

1923 – Two Story Building



As noted in the 2000 facilities study some of the heating equipment is original to the building. Window units have been added for air conditioning. Future projects should include the implementation of new heating and air conditioning systems for the building. The energy efficiency of the new equipment and controls could save a lot of operating dollars.

An elevator was added to the two-story portion of the building making the upstairs classroom accessible. At the time of the walk-thru I did not see an “Areas of Rescue Assistance”. When an upper floor level is made accessible with an elevator or lift, and the building is not protected with fire sprinklers, the upper level is to have an “Area of Rescue Assistance”.

The existing doors on the first and second floor are not compliant with current building codes. The Fire Marshal’s office may make some allowance for the historic nature of the construction. Typically they will request equivalent or better early detection to compensate for the non-compliant doors. As noted with the St. George Elementary School the hardware on the doors is not compliant with the ADA. Future budgeting should be planned to change the knob style for the lever style hardware.

Currently there are no restroom facilities on the second floor. Future plans should include toilet facilities to serve this floor.

**ROCK CREEK UNIFIED SCHOOL DISTRICT 323
ELEMENTARY SCHOOL - Evaluation**

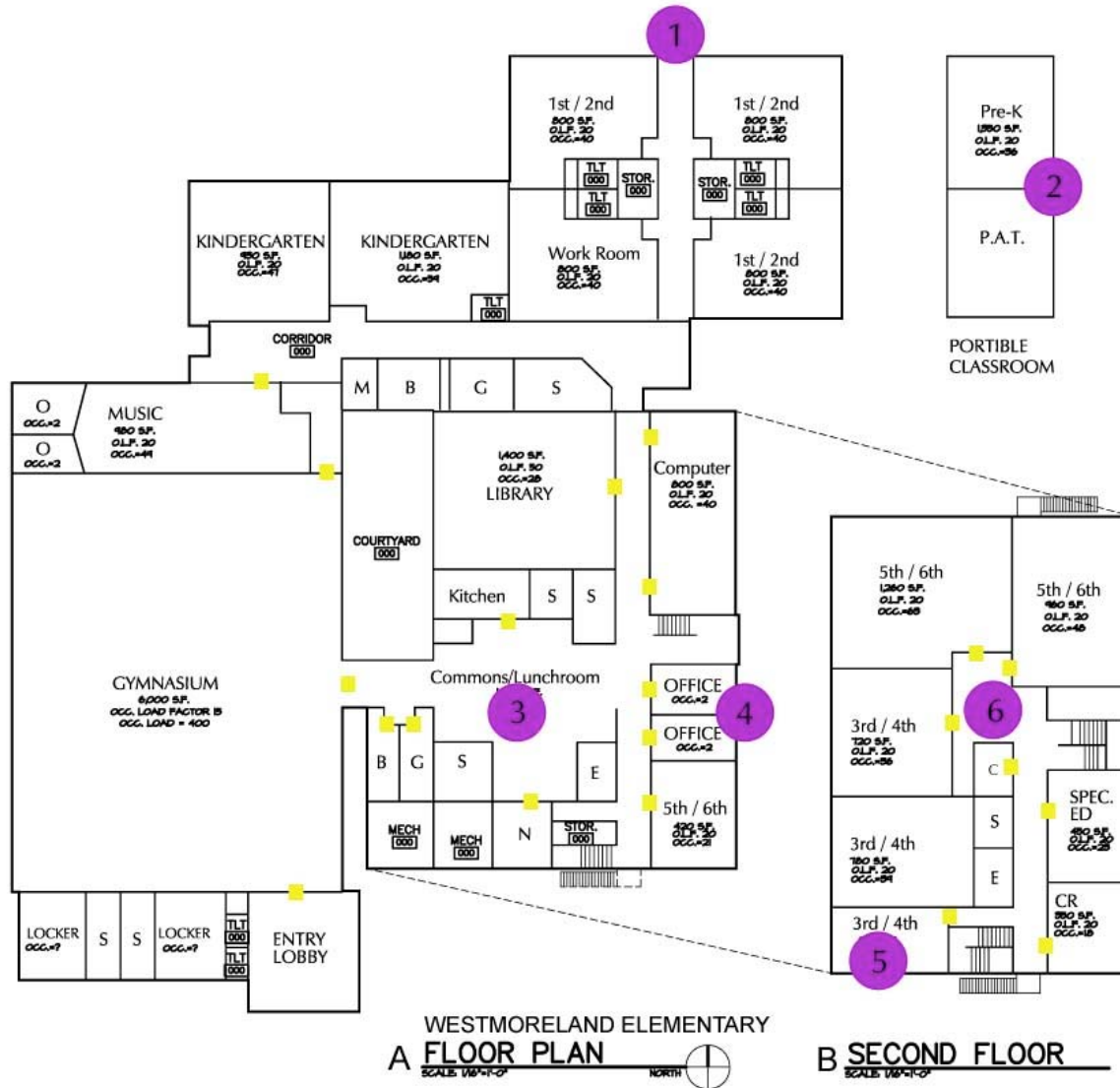
1993 – Metal Building Addition

The 1993 addition is a pre-engineered structure, using a split system for heating and air conditioning. This system is easy to maintain and operate.

All exits are required to be accessible in the ADA, or provided with an “Area of Rescue Assistance”. The exit door shown has a concrete stoop and stairs. Handrails on both sides of stairs are required by the ADA. The sidewalk could be modified to bring the level of the walk up to the door eliminating the need for steps, or handrails. This would bring the exit into compliance with the ADA.



ROCK CREEK UNIFIED SCHOOL DISTRICT 323 ELEMENTARY SCHOOL - Evaluation



**ROCK CREEK UNIFIED SCHOOL DISTRICT 323
ELEMENTARY SCHOOL - Evaluation**

Westmoreland – Notes that are keyed on plan



1. The stoop and stair from the metal building needs handrails on both sides of the stair. The ADA requires all exits to be accessible to a “Public Way”. As such a ramp needs to be installed to meet the exit requirement. It may be simpler to remove the walk and stairs for and modify the grade to allow a new sidewalk to taper up to the landing at a slope no greater than 1:20.
2. It is generally desirable to construct permanent classrooms to offset any located in portable classroom facilities.
3. The cafeteria dining appears to be spread out using several different spaces. A larger cafeteria area that is a single space is more desirable.
4. The administration area is too small. Renovations and alterations need to consider this and look at options to expand this area.
5. The 3rd/4th grade classroom located on the second floor, southwest corner is too small to function as a regular classroom. This space could function as a special education room.
6. Area of rescue assistance needs to be provided for the second floor.
7. The facility contains two exterior metal stairs. These can be a maintenance problem as well as being dangerous during the winter months. If possible new additions or alterations should consider ways to incorporate these in to the interior of the building.

ROCK CREEK

JR/SR HIGH SCHOOL

ROCK CREEK UNIFIED SCHOOL DISTRICT 323
Jr. /Sr. HIGH SCHOOL - Evaluation

Rock Creek Jr/Sr High School

Rock Creek Jr/Sr High School
9355 Flush Road
St. George, Kansas 66535-9733
(785) 494-8591 phone
(785) 494-8595 fax

Principal: Dennis Post
Assistant Principal: Kent Rogers

Mission Statement:

Rock Creek Jr/Sr High School will provide an orderly, supportive, quality learning environment to challenge all students to achieve, believe, dream, produce and relate to others with responsibility and integrity in a manner that credits themselves and society.

The building is located on a site north of Flush, Kansas and was dedicated in 1991. The building presents a positive image of education in USD 323. This image reflects a school district that places a high priority on education. The building houses Grades 7 – 12. Overall the high school is a good building. It is sited well and has become an important landmark. It is a well-utilized facility and is also a community center for a variety of activities.

The building was expanded in 1996 using the capital outlay fund as the source of money to finance the project. The expansion included conversion of former shop space to technology and vocation agriculture, plus four additional rooms for science, math, and social studies added to the east.

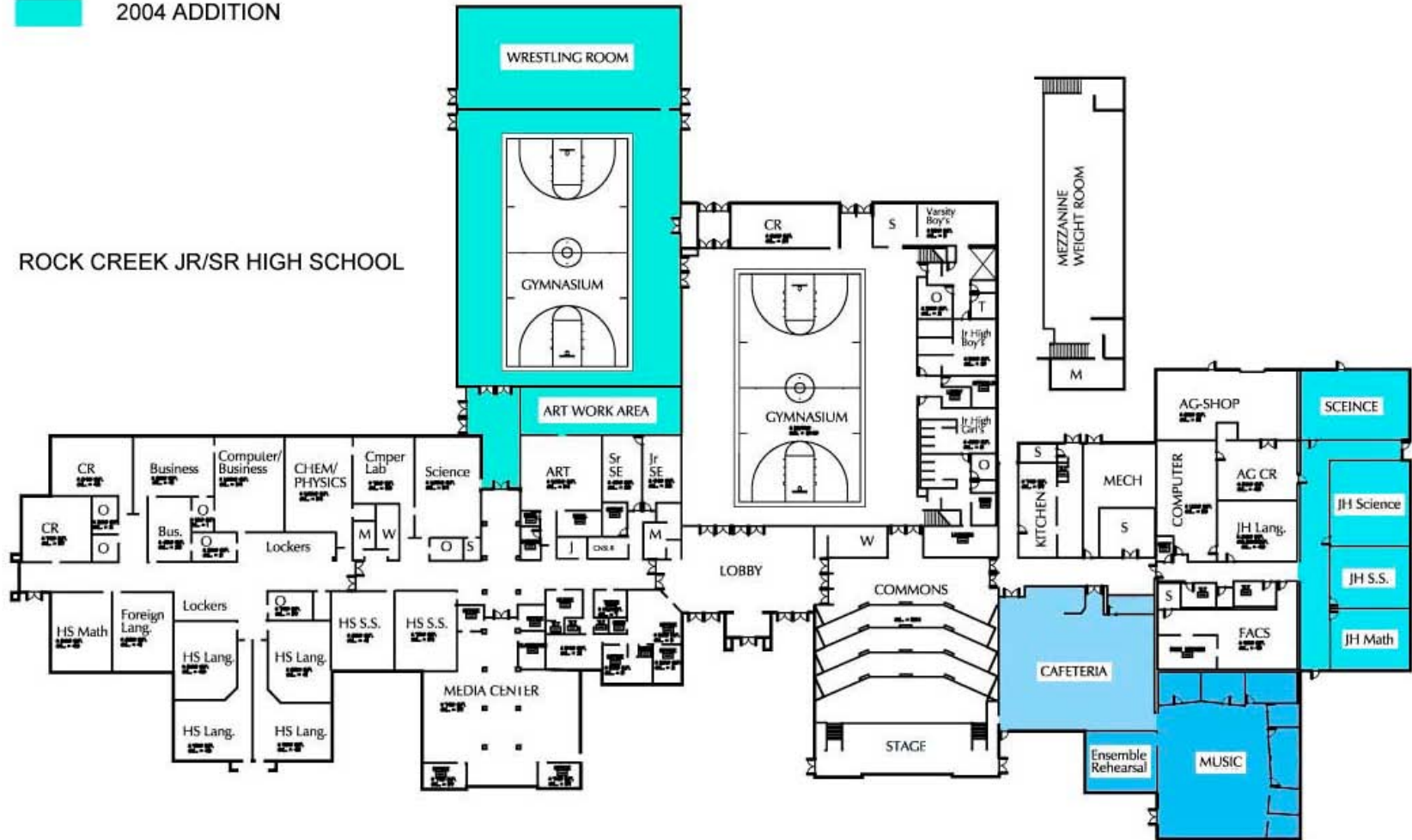
In 2002 the original band/vocal classroom was converted to a cafeteria. A classroom and music room was added. The cafeteria is capable of seating around 200. This addition alleviated the need to use the commons for lunchtime seating and has worked well.

In 2004 a gymnasium and wrestling room were added on the north side of the school. This addition satisfied the demand for gym classroom and activity space. It also allows for two games to be played simultaneously. Just as important is having gym space for practices.

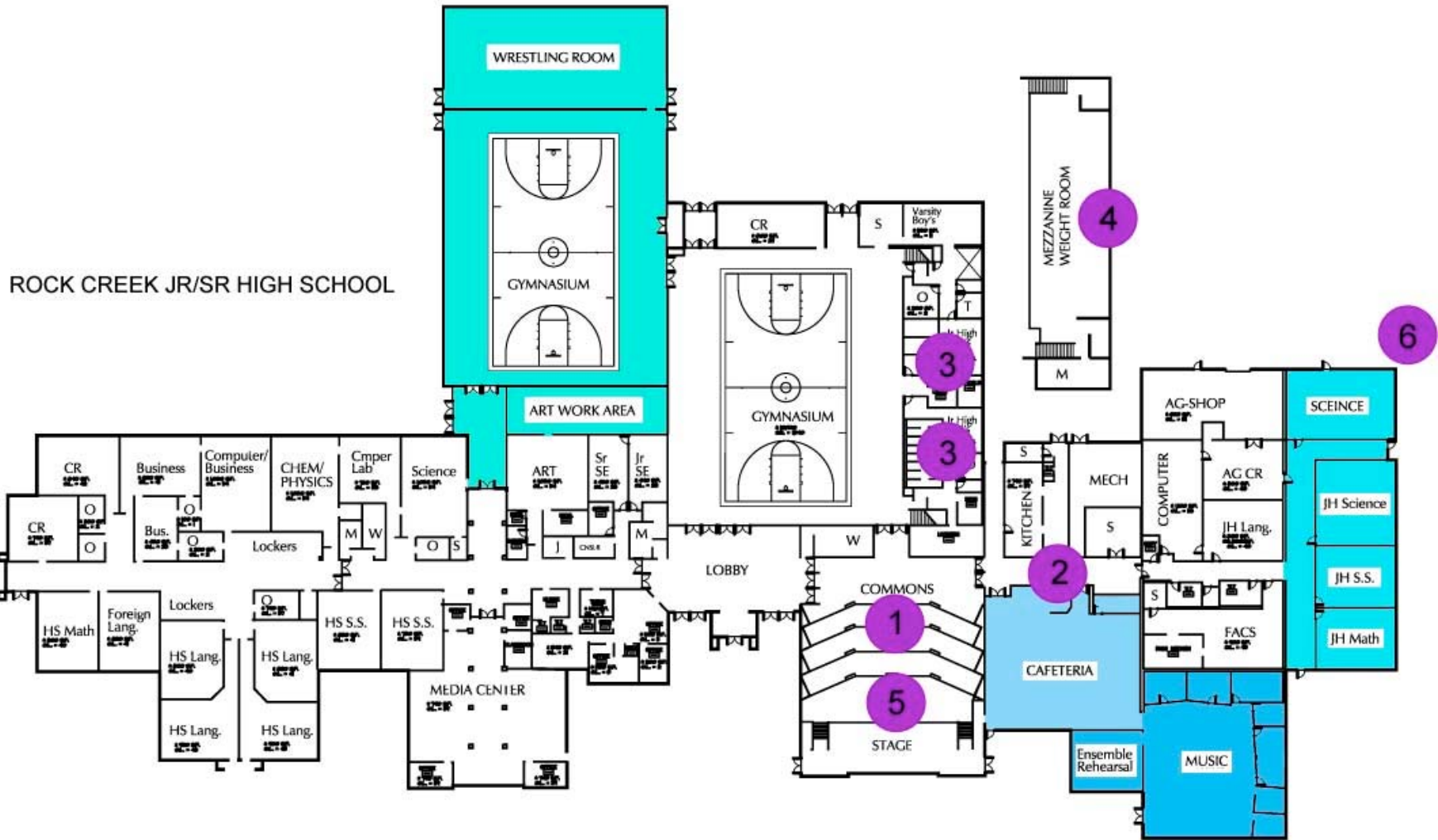
ROCK CREEK UNIFIED SCHOOL DISTRICT 323
 Jr. /Sr. HIGH SCHOOL - Evaluation

- 1996 ADDITION
- 2002 ADDITION
- 2004 ADDITION

ROCK CREEK JR/SR HIGH SCHOOL



ROCK CREEK UNIFIED SCHOOL DISTRICT 323
 Jr. /Sr. HIGH SCHOOL - Evaluation



ROCK CREEK UNIFIED SCHOOL DISTRICT 323
Jr. /Sr. HIGH SCHOOL - Evaluation

1 A multipurpose/commons space located to the east of the main school entrance and is considered the Commons. The multipurpose space is open to the school's main east-west corridor. Any time the space is used as an auditorium, the performance can be disrupted by hallway traffic. Solutions have been considered in the past, such as constructing a wall to create a dedicated performance space. The space is capable of seating 400, but comfortably seats 350. Located at south end of the Commons is a platform (does not meet the code definition of a stage). The platform has performance lighting and sound. Valance and side curtains frame the platform.

2 The same east-west corridor is disrupted on a daily basis during lunch. The kitchen/serving area is located on the north side of the corridor and the cafeteria is located on the south side. This makes for "grid lock" for circulation in the school. The multipurpose space has been used for additional cafeteria seating.

4 The weight room is located on the mezzanine in the main gymnasium. This location is not accessible, and the program may need to be moved as requested by a student with special needs.

5 Create a permanent auditorium with permanent seating, stage and prop storage. Each terrace in the Commons has room for 3-rows of seats, which does not create the best sight lines to the stage. Using the existing Commons space, change the seating area to "stadium" style with permanent seats.

6 A drainage issue on the east side of the Junior High School Classrooms. The roof drainage runs across a gravel drive to the back of the building. The storm water washes out the drive. A concrete flume needs to be constructed to carry the storm water across the drive.

The science program could benefit from a greenhouse. The design challenge to this addition is the site orientation. Ag-Shop has a north exposure, which is not well suited for a greenhouse.

Consideration has been given to the implementation of a Pre-K program in the school.

POPULATION

TRENDS & EVALUATIONS

**ROCK CREEK UNIFIED SCHOOL DISTRICT 323
District Evaluation - POPULATION**

Information from
2000 USD 323 Facilities Study
and Kansas Department of
Education, Topeka.

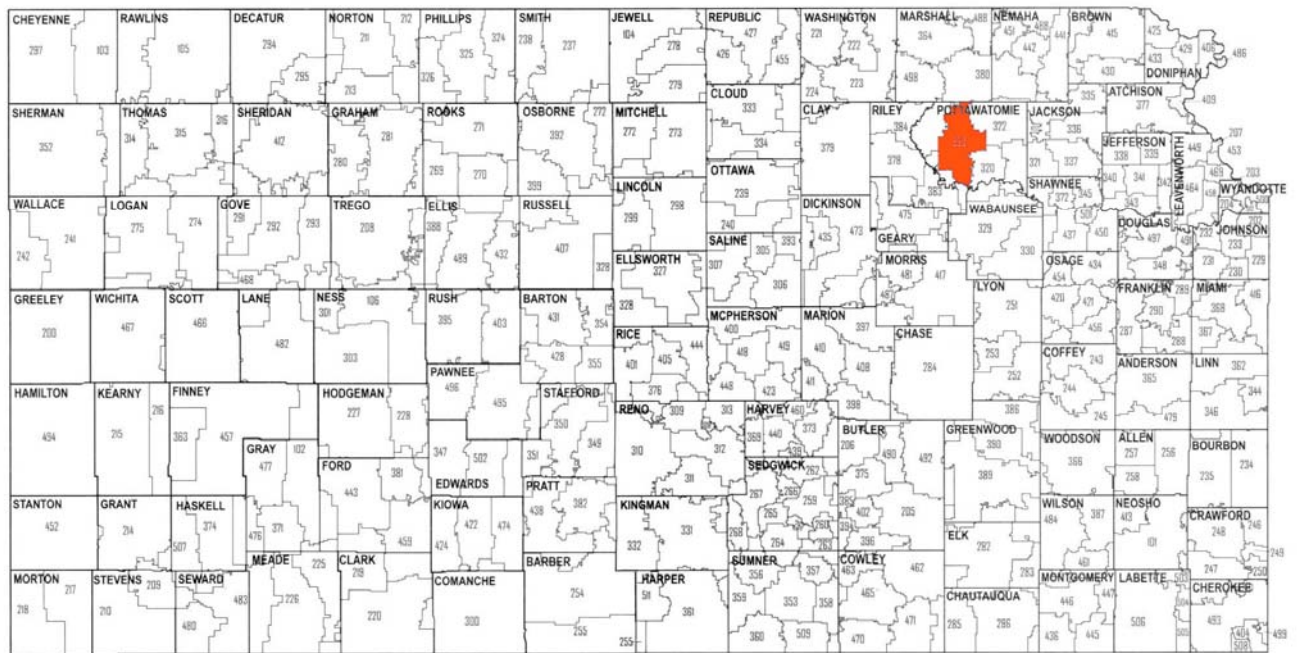
SCHOOL DISTRICTS in Pottawatomie County

Pottawatomie County is a large county with four main school districts. The approximate enrollments in each of the school districts are:

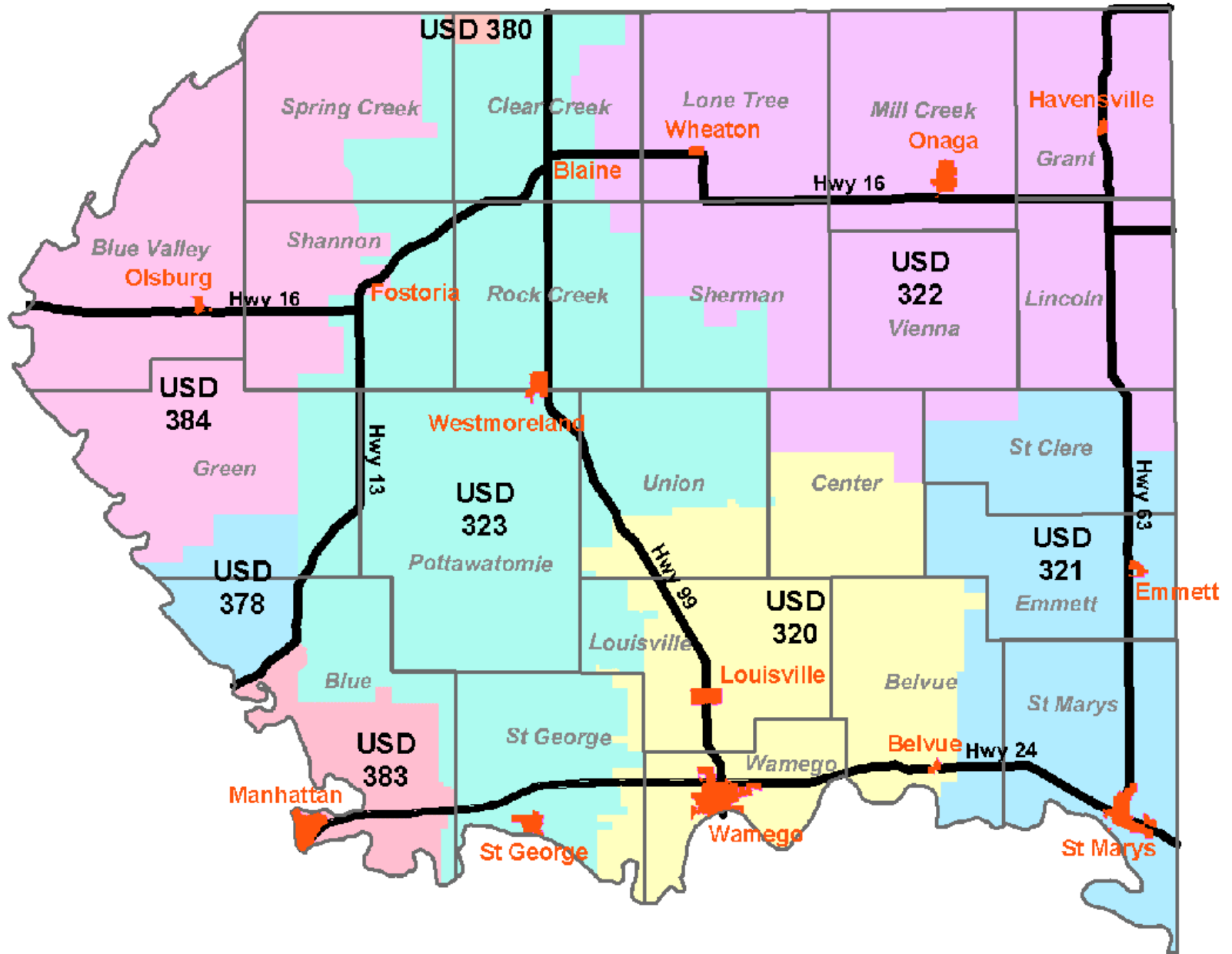
320	Wamego	1,337	38%	4 schools
321	Kaw Valley	1,140	29%	6 schools
323	Rock Creek	818	23%	3 schools
322	Onaga-Havensville-Wheaton	372	10%	2 schools

Unified School Districts 378, 383 and 384 have borders that extend into Pottawatomie County and will influence the student population. The expansion of the city of Manhattan to the East will have the greatest impact on the Rock Creek USD 323.

KANSAS UNIFIED SCHOOL DISTRICTS -- EFFECTIVE JULY 1, 2004



ROCK CREEK UNIFIED SCHOOL DISTRICT 323
 District Evaluation - POPULATION



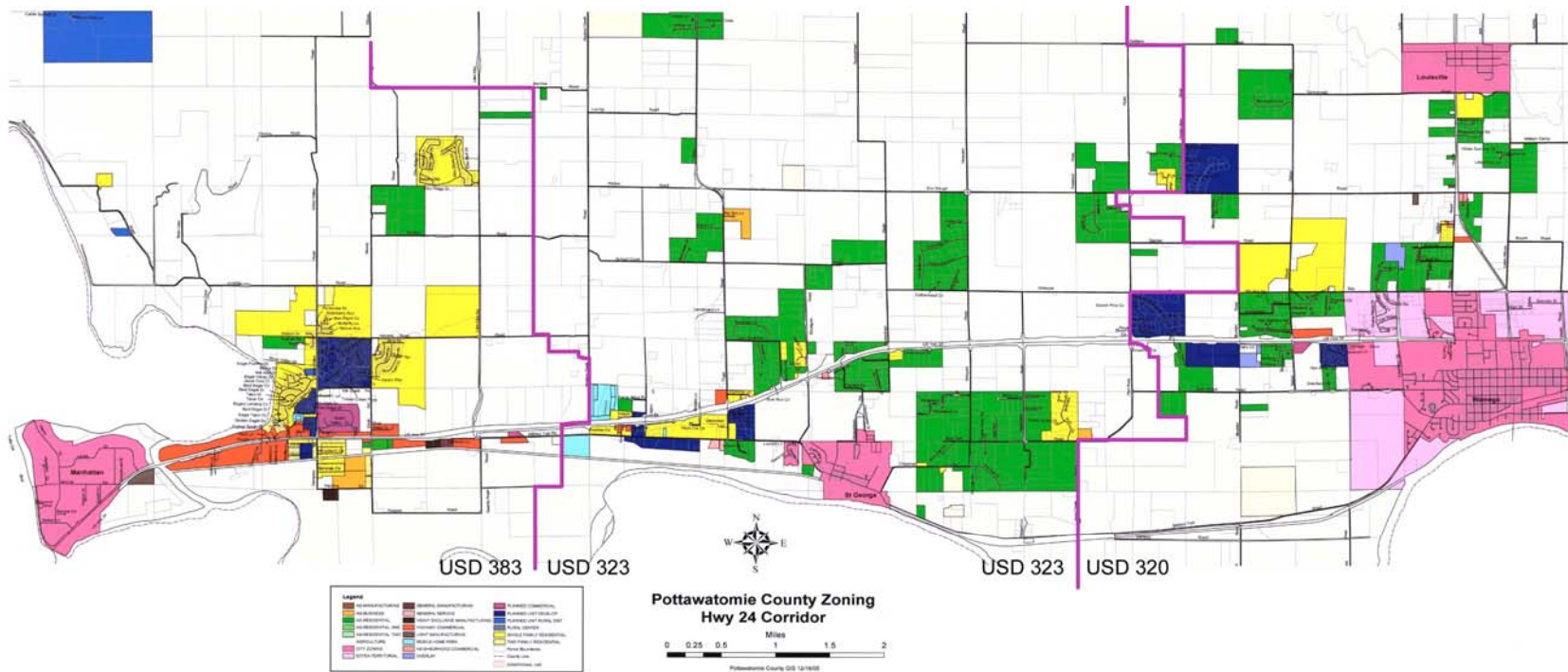
ROCK CREEK UNIFIED SCHOOL DISTRICT 323
District Evaluation - POPULATION

LAND USE

A larger copy of this zoning – Land Use Map is included in the report. The map was prepared by Pottawatomie County Zoning.

The following map indicates the school district boundaries in with the purple line. The green indicates areas currently zoned for residential development. Growth in the St. George will come from expansion of the cities of Manhattan to the west and Wamego to the east. The area will probably not be directly affected by the Fort Riley expansion, rather existing families moving out of the adjacent Cities. The bulk of the Fort Riley families will be located in Junction City and Ogden, with some spill over in Manhattan.

The availability of property, existing housing inventory and infrastructure will set the pace of growth along the highway corridor.



ROCK CREEK UNIFIED SCHOOL DISTRICT 323
District Evaluation - POPULATION

Kansas Department of Health and Environment, Center for Health and Environmental Statistics

<http://www.kdheks.gov/hci/annsumm.htm>

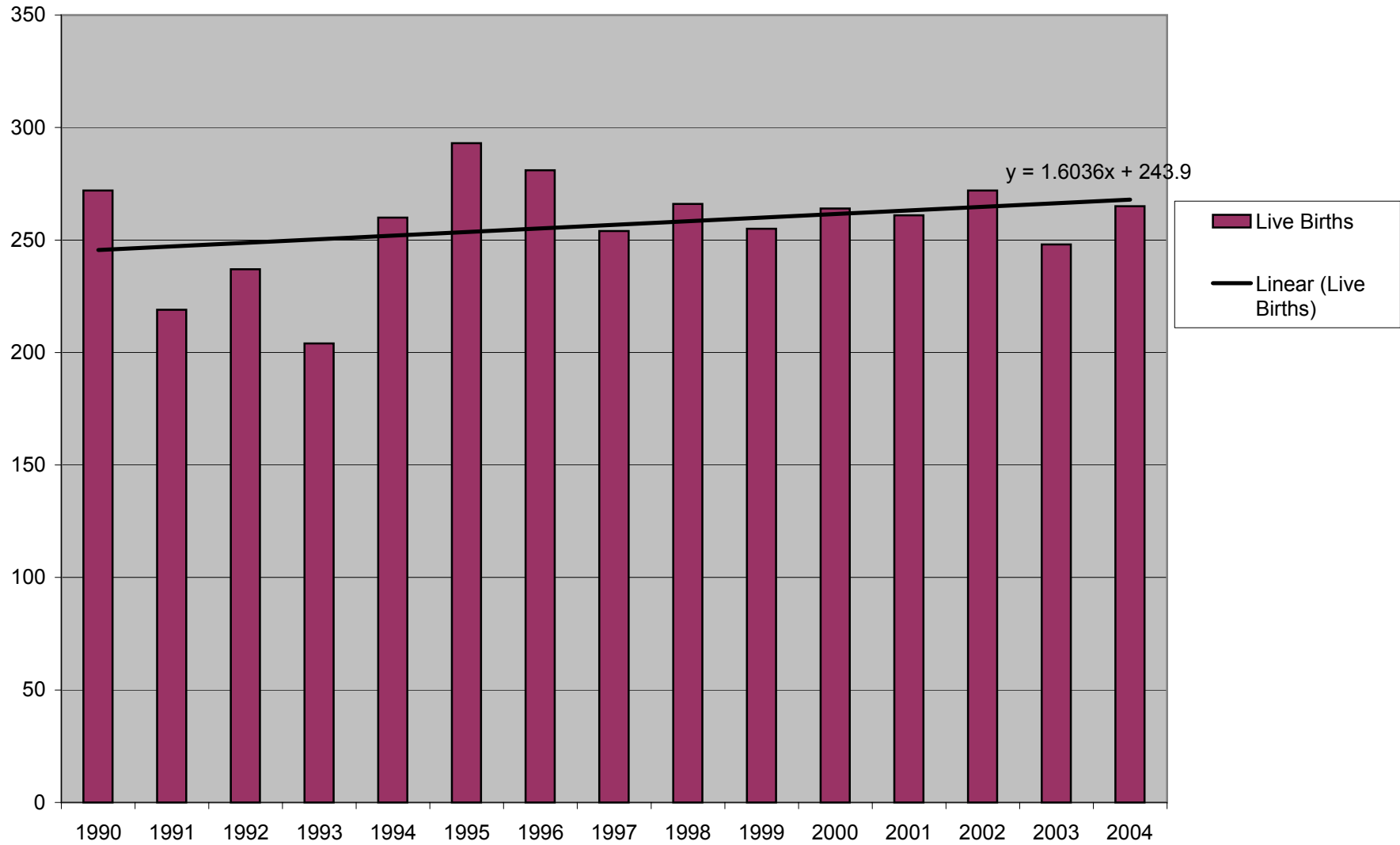
POPULATION Data For Pottawatomie County, Kansas

The population data for the years 1994-1998 were extracted from the State Office of Health and Environment in Topeka. The population for the decades 1960, '70, '80 and '90 were obtained from State of Kansas Census Data. The future county population projections were obtained from Kansas Water Office.

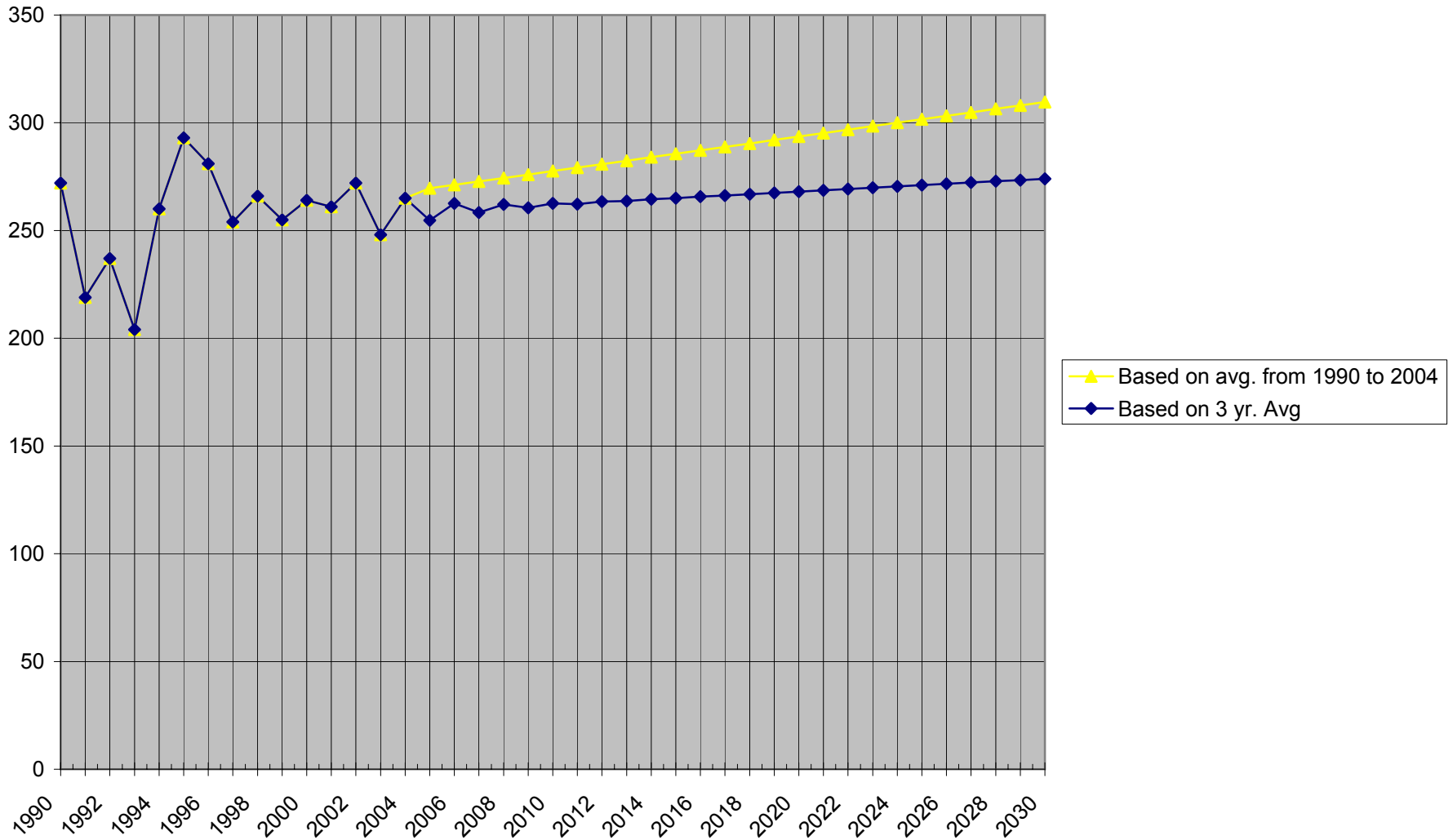
The population growth of Pottawatomie County has been approximately 1.0% per year, even when considering the decline in the 70's. Without other outside influences, this same rate of growth could be expected to continue. With the planned expansion at Fort Riley, the growth rate could be accelerated if housing and infrastructure are available.

<u>Population Data</u>		<u>Population Projection</u>	
1960	11,957	2010	22,541
1970	11,755	2020	25,738
1980	14,782	2030	28,936
1990	16,128	2040	32,133
1992	16,525		
1993	16,924		
1994	17,425		
1995	17,548		
1996	17,908		
1997	18,206		
1998	18,691		
1999	18,942		
2000	18,209		
2001	18,336		
2002	18,489		
2003	18,714		
2004	18,871		

POTTAWATOMIE COUNTY LIVE BIRTHS



POTTAWATOMIE COUNTY LIVE BIRTH PROJECTION 2



ROCK CREEK UNIFIED SCHOOL DISTRICT 323
District Evaluation - POPULATION

LIVE BIRTHS Data For Pottawatomie County, Kansas

Kansas Department of Health and Environment, Center for Health and Environmental Statistics

Live births by number and rate by county of residence and by peer group Kansas, obtained from several *Annual Summary of Vital Statistics*, on line, *Kansas Department of Health and Environment*

<http://www.kdheks.gov/hci/annsumm.htm>

The average annual live birth rate in Pottawatomie County is 259 little people. As you can see in the listing below the births do not climb at a steady rate. The last two years indicate highs similar to 1995. With the economic and housing growth in the area, it is our opinion that the birth rates will continue to grow with the new families moving into the district.

Reviewing the criteria identified in the November 1, 2000 facilities study, the findings were that 23% of the babies born in Pottawatomie County attended Kindergarten in USD 323. Building on the information found in the study with current data, we find that the percentage averages 22.75% which remains approximately the same 23%.

2006 Future enrollment projection based average 23% of live birth children attending Rock Creek Schools.

259 Live Births based on average of 259 per year. Actual number does fluctuate up and down, which affects school classroom sizes.

<u>Actual Live Births</u>	<u>Kindergarten</u>	<u>Percentage</u>	
1988	244		
1989	243		
1990	272		
1991	219		
1992	237		
1993	204		
1994	260	66	27%
1995	293	56	20%
1996	281	55	25%
1997	254	53	22%
1998	266	54	26%
1999	255	59	23%
2000	264	53	18%
2001	261	52	18%
2002	272	58	22%
2003	292	60	22%
2004	294	56	22%
2005	259	75	28%
2006	259	60	23%
2007	259	63	23%
2008	259	67	23%
2009	259	68	23%
2010	259	67	23%

ROCK CREEK UNIFIED SCHOOL DISTRICT 323
District Evaluation - POPULATION

DISTRICT ENROLLEMNT - Projected

The following chart projects the actual current enrollment with projections from the “Live Birth” table and a static average Kindergarten population growth. This is a very conservative approach, history indicates an overall County growth of 1%. While the number of live births appears to be fairly stable, it is increasing.

The enrollment shows a peak during the 1997-1999 period. These figures suggest that the overall enrollment of the district will continue to increase surpassing this peak.

799 The blue indicates projections for children currently in the system or interpolated from actual “Live Births”.

67 The red indicates a static kindergarten enrollment projected from the average “Live Births” from the last 10-years.

Year	SE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
1994-1995	12	10	66	54	59	60	55	59	58	72	58	73	54	53	45	788
1995-1996	5	13	56	62	48	62	54	63	58	63	74	75	63	43	49	788
1996-1997	6	13	55	52	66	49	59	53	59	63	59	73	61	62	38	768
1997-1998	6	12	53	54	51	65	50	63	57	59	65	70	72	63	62	802
1998-1999	8	15	54	58	55	56	69	55	66	60	61	65	70	62	51	805
1999-2000	6	10	59	55	60	65	59	72	58	59	60	61	76	61	58	819
2000-2001	2	11	53	63	46	61	67	59	67	56	59	63	64	60	57	788
2001-2002	2	15	52	44	52	48	59	66	58	71	56	58	64	61	57	763
2002-2003	1	21	58	51	50	53	50	60	63	58	71	58	66	61	54	775
2003-2004	3	14	60	52	52	47	52	54	63	63	58	73	49	60	53	753
2004-2005	3	22	56	56	51	58	34	56	49	63	63	68	65	52	53	749
2005-2006	3	22	75	57	58	57	62	47	58	56	66	75	59	69	49	813
2006-2007			60	75	57	58	57	62	47	58	56	66	75	59	69	799
2007-2008			63	60	75	57	58	57	62	47	58	56	66	75	59	793
2008-2009			67	63	60	75	57	58	57	62	47	58	56	66	75	801
2009-2010			68	67	63	60	75	57	58	57	62	47	58	56	66	794
2010-2011			67	68	67	63	60	75	57	58	57	62	47	58	56	795
2011-2012			67	67	68	67	63	60	75	57	58	57	62	47	58	806
2012-2013			67	67	67	68	67	63	60	75	57	58	57	62	47	815
2013-2014			67	67	67	67	68	67	63	60	75	57	58	57	62	835
2014-2015			67	67	67	67	67	68	67	63	60	75	57	58	57	840
2015-2016			67	67	67	67	67	67	68	67	63	60	75	57	58	850
2016-2017			67	67	67	67	67	67	67	68	67	63	60	75	57	859

ROCK CREEK UNIFIED SCHOOL DISTRICT 323
District Evaluation - POPULATION

FORT RILEY – Expansion

Information gathered from the November 17, 2005 Clay Center Dispatch and News stories from 13 News web archives page.

The ‘Big Red One’ is being relocated back to Ft. Riley from Germany. Other military operations are also being relocated to Ft. Riley with the closing of other smaller posts. Overall growth, to include military, civilian and construction workers over the next several years is estimated to be an estimated 33,000 persons. Pottawatomie County is estimated to get approximately 5 – 10% of this growth.

The Col. Tye Smith reported in a local newspaper that local schools will have to accommodate 6,000 to 7,000 new students, with the bulk of them in elementary grades. Smith said today’s soldier is different, “In 1995, only 30 percent of the military is married, today it is more than 50 percent.” He said the army encourages soldiers to settle in communities within a 20-mile driving distance from the fort for safety reasons. St. George is on the edge of this perimeter. This could mean an additional 50 to 100 students in Pottawatomie County in the very near future.

There is currently a shortage of affordable off-post housing, as well as on-post housing around Ft. Riley. Additional 6,500 off-post houses in the surrounding communities will be needed. Shown on the accompanying residential plat map, there are a number of new developments in the works. A percentage of these are currently in the planning stage in the St. George school area.

The total percent of persons locating into the St. George / Rock Creek or elsewhere will vary, depending on several factors. The quality of the local schools is one of the more important factors. Currently, Wamego has updated and renovated schools, and is growing rapidly. St. George will share in this growth, as housing becomes available.

Pottawatomie County Economic Development stated the military families most likely to settle in Pottawatomie County will be upper enlisted personnel, with children, wanting to buy a house of their own, away from the military environment. They are looking for a place where they can be a part of a smaller community.

ROCK CREEK UNIFIED SCHOOL DISTRICT 323
District Evaluation - POPULATION

HIGHWAY 24 - Corridor

Information developed by
Pottawatomie County Zoning Department

The Highway 24 corridor maps show the results of almost two years of studies on the future development of the Highway 24 corridor between the Blue River Bridge and the East side of Wamego. The Board of County Commissioners appointed a citizens study group to examine the potential impact of growth and change that will occur following the improvement of U.S. Highway 24 between Manhattan and Wamego. The Highway 24 Corridor Study Group was composed of residents, business owners, members of various boards and public employees and technical staff from Pottawatomie County, Manhattan, Wamego and the City of St. George.

The advisory committee divided the planning area into three phases of study. The West Corridor extends from the Blue River Bridge to Flush Road. The Center Corridor lies between Flush Road and Flint Rock Road. The East Corridor begins at Flint Rock Road and extends to the East side of Wamego and also follows Highway 99 North to the City of Louisville. The advisory committee made proposals on future land use, infrastructure and growth trends, which were then reviewed by the Pottawatomie County Planning Commission. The plan was then reviewed by the Board of County Commissioners. It was adopted on February 9, 2004.

The creation of this highway corridor allows for easier commutes to the larger surrounding communities for work. Families seeking a smaller community, lower property taxes and more affordable housing now have an easier drive due to the improvements on Highway 24. As identified in the 2000 facilities study, most of the population in the county is located along US Highway 24 that runs east/west across the southern portion of the county. All indications are that this trend will increase.

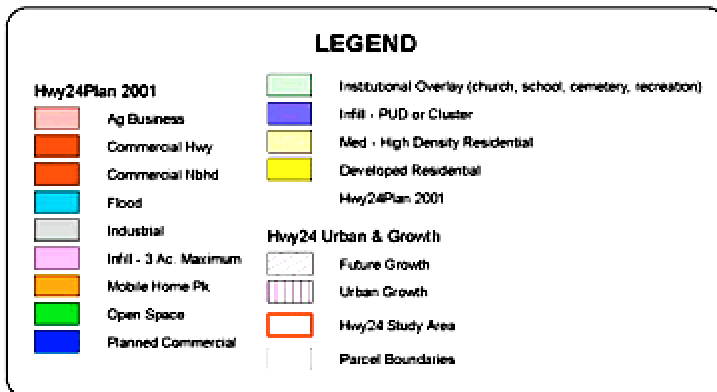
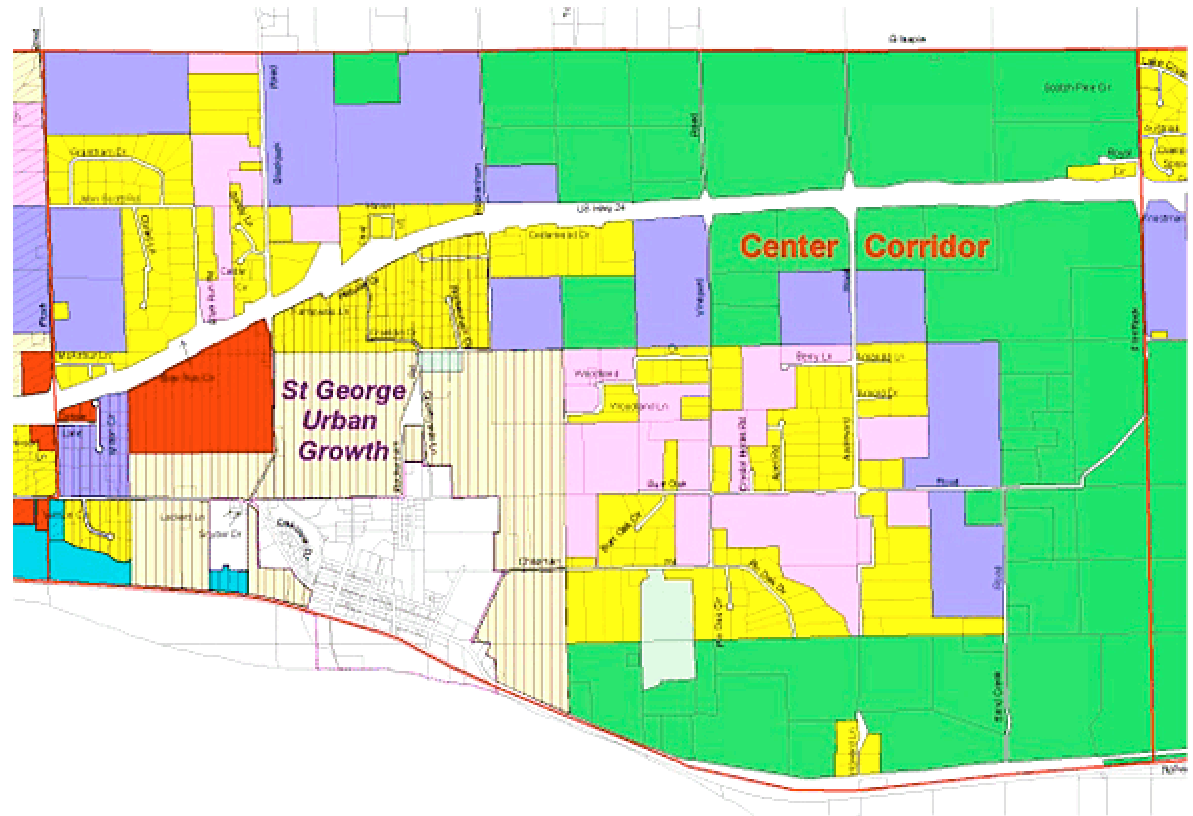
ROCK CREEK UNIFIED SCHOOL DISTRICT 323

District Evaluation - POPULATION

Center Corridor – Highway 24
 Land Use Study
 Pottawatomie County Zoning Department

<http://www.pottcounty.org/Office%20Links/zoning.htm>

Key elements to the continued growth in the St. George area will be the availability of housing and infrastructure such as sewer, water, electricity and gas.

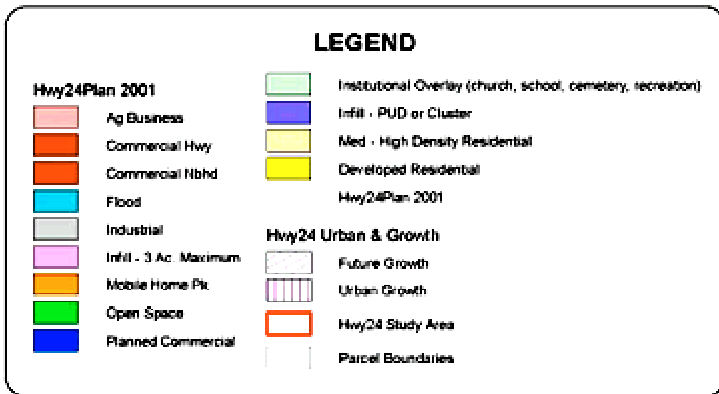
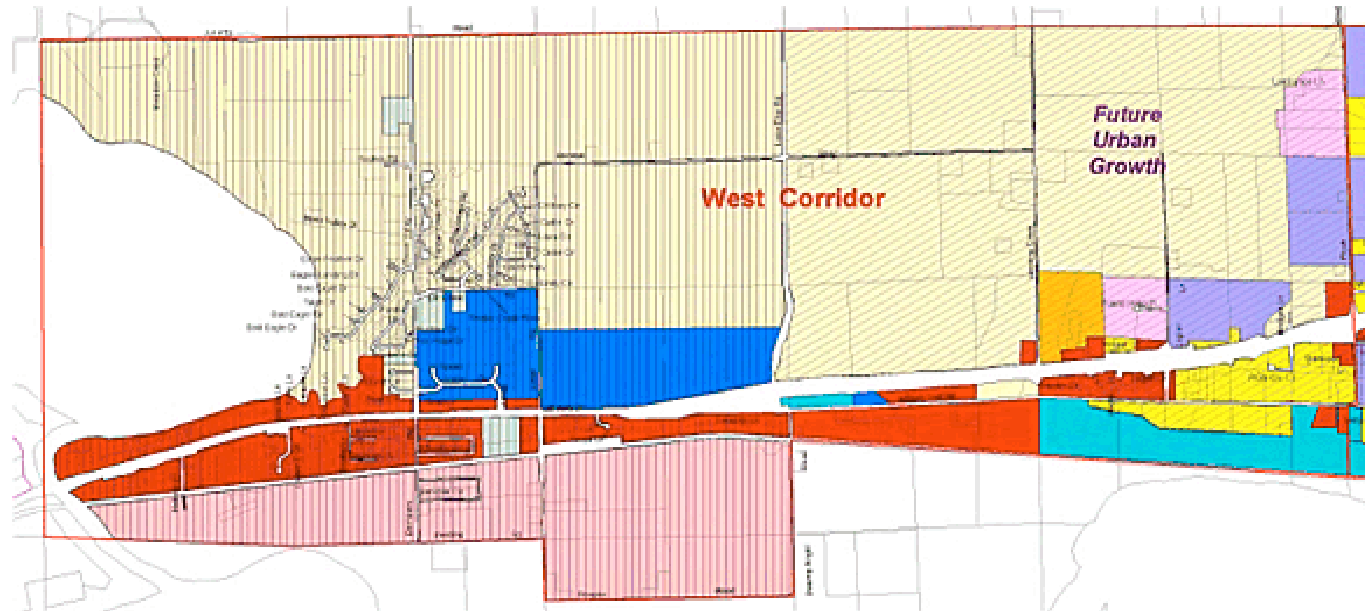


ROCK CREEK UNIFIED SCHOOL DISTRICT 323

District Evaluation - POPULATION

West Corridor – Highway 24
 Land Use Study
 Pottawatomie County Zoning Department

<http://www.pottcounty.org/Zoning/Plan01W.htm>



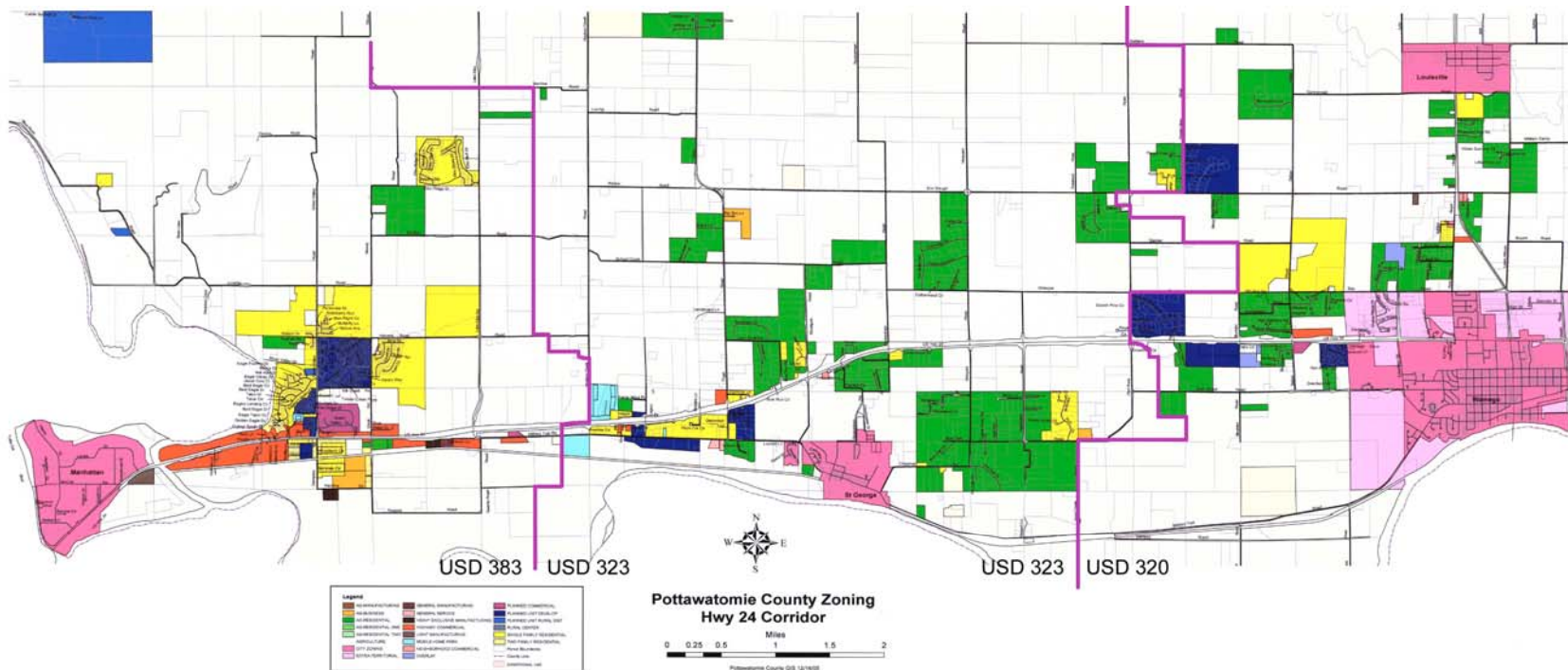
ROCK CREEK UNIFIED SCHOOL DISTRICT 323
District Evaluation - POPULATION

LAND USE

A larger copy of this zoning – Land Use Map is included in the report. The map was prepared by Pottawatomie County Zoning.

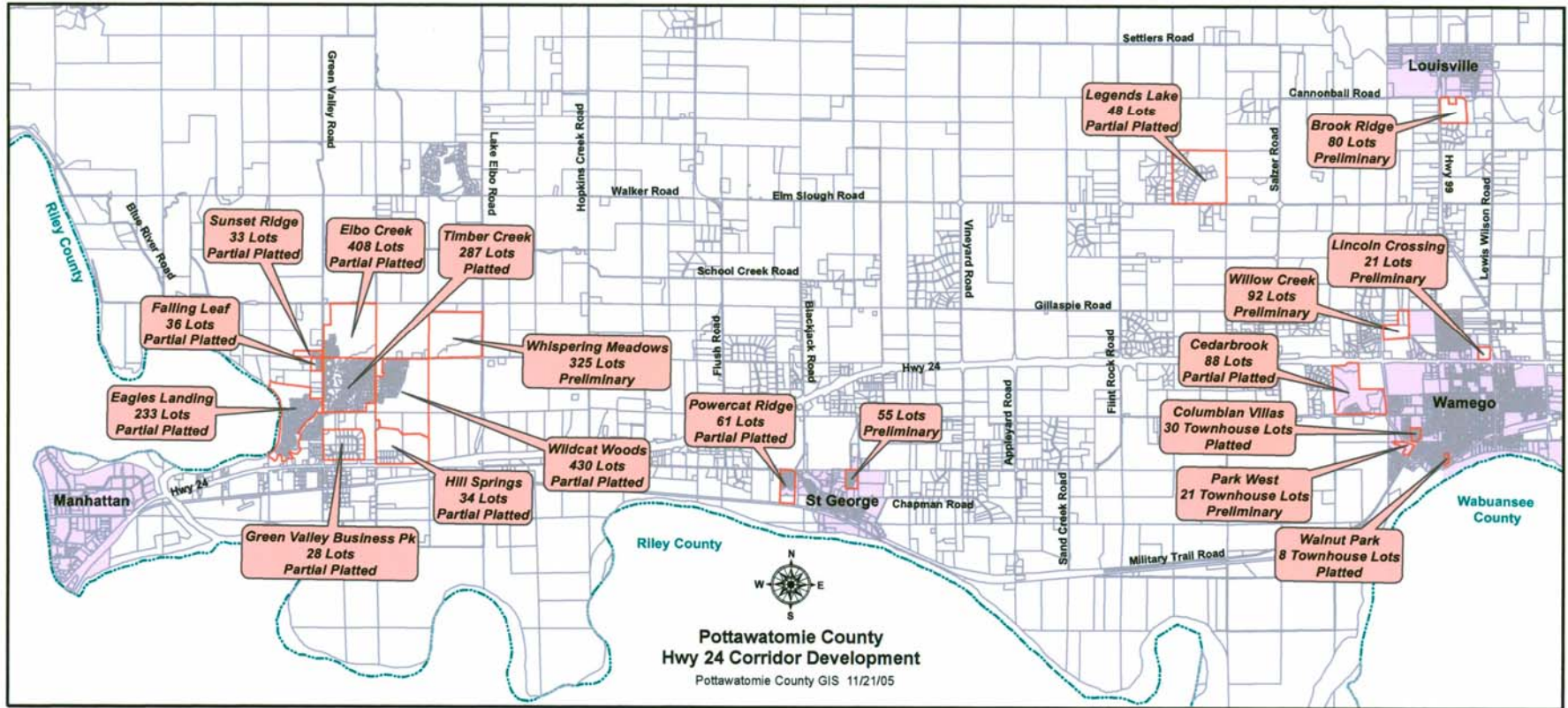
The following map indicates the school district boundaries in with the purple line. The green indicates areas currently zoned for residential development. Growth in the St. George will come from expansion of the cities of Manhattan to the west and Wamego to the east. The area will probably not be directly effected from Fort Riley expansion, rather existing families moving out of the adjacent Cities. The bulk of the Fort Riley families will be located in Junction City and Ogden, with some spill over in Manhattan.

The availability of property, existing housing inventory and infrastructure will set the pace of growth along the highway corridor.

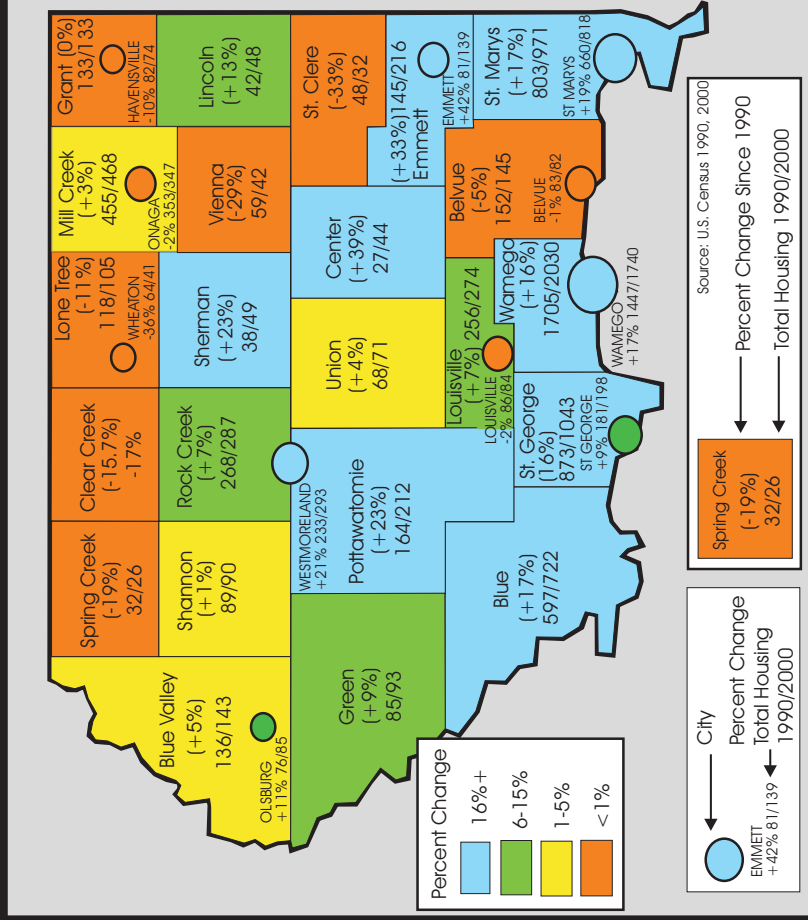


ROCK CREEK UNIFIED SCHOOL DISTRICT 323 District Evaluation - POPULATION

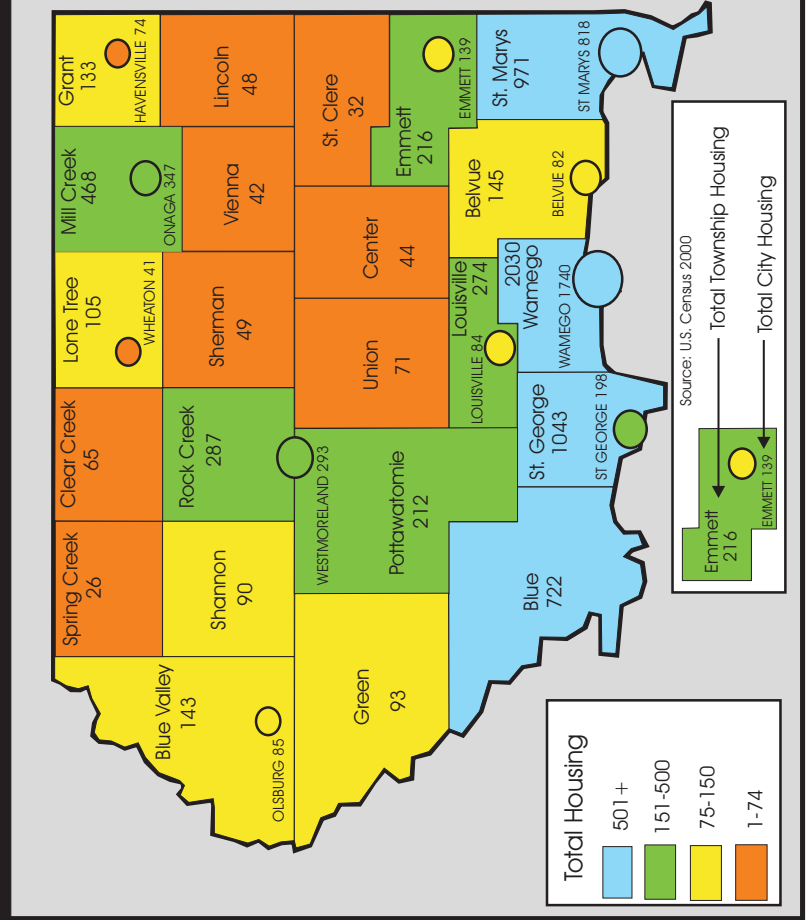
A larger copy of this – Residential Plat Map is included in the report. The map was prepared by Pottawatomie County Zoning.



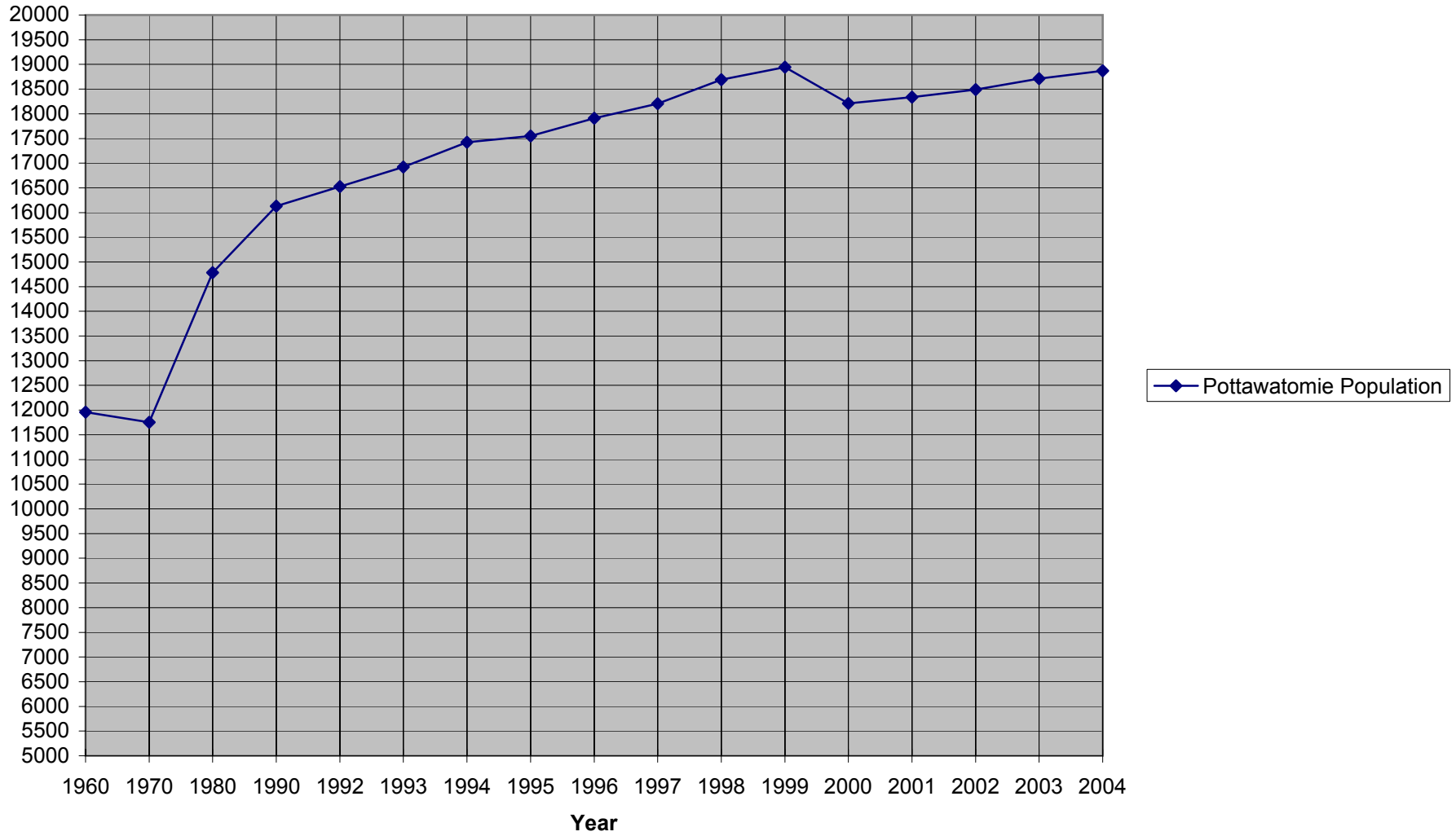
Percent Change in Housing Counts, 1990-2000



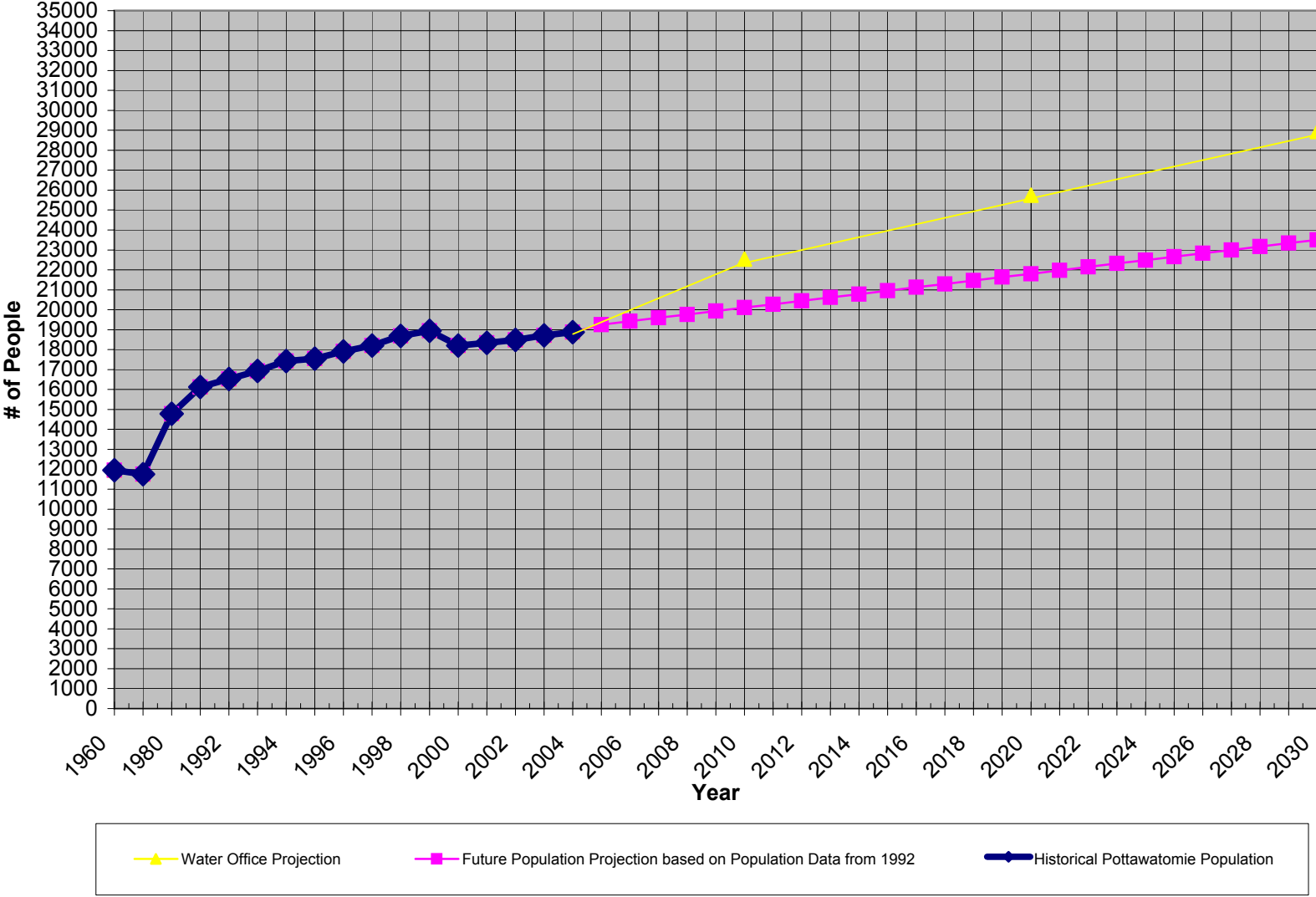
Total Housing, 2000



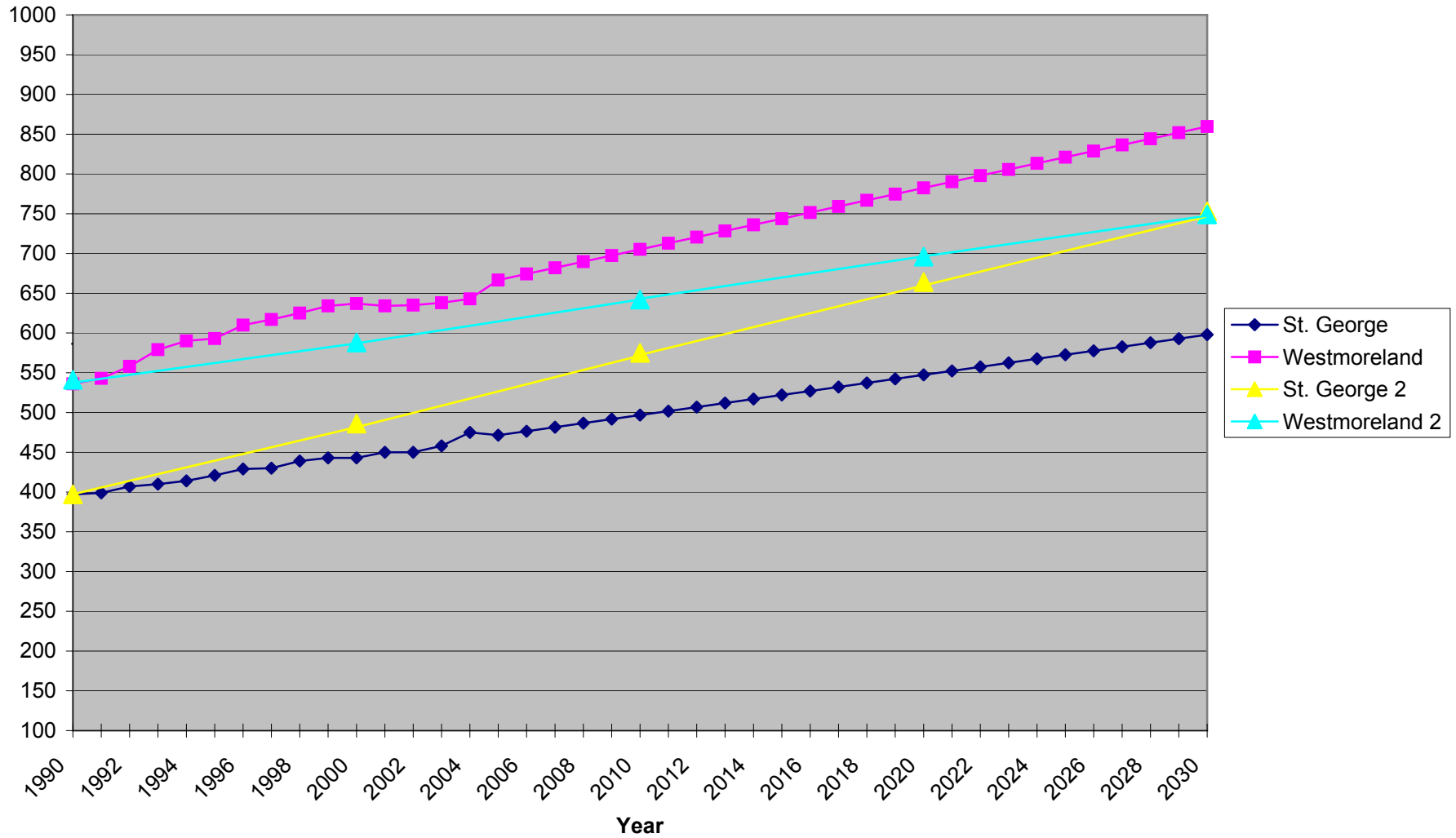
POTTAWATOMIE COUNTY POPULATION



POTTAWATOMIE COUNTY POPULATION PROJECTIONS



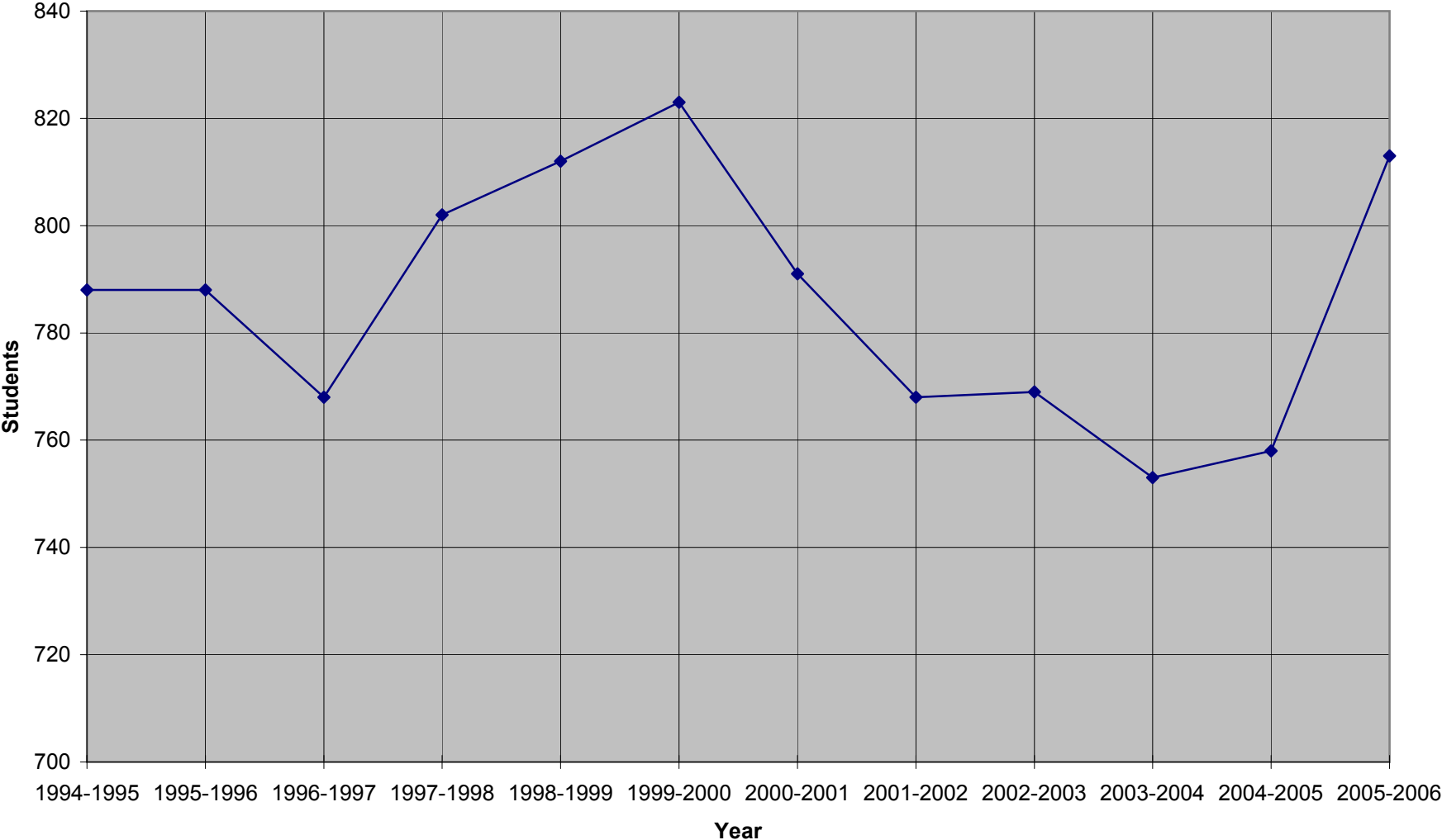
CITIES OF ST. GEORGE AND WESTMORELAND POPULATION PROJECTIONS



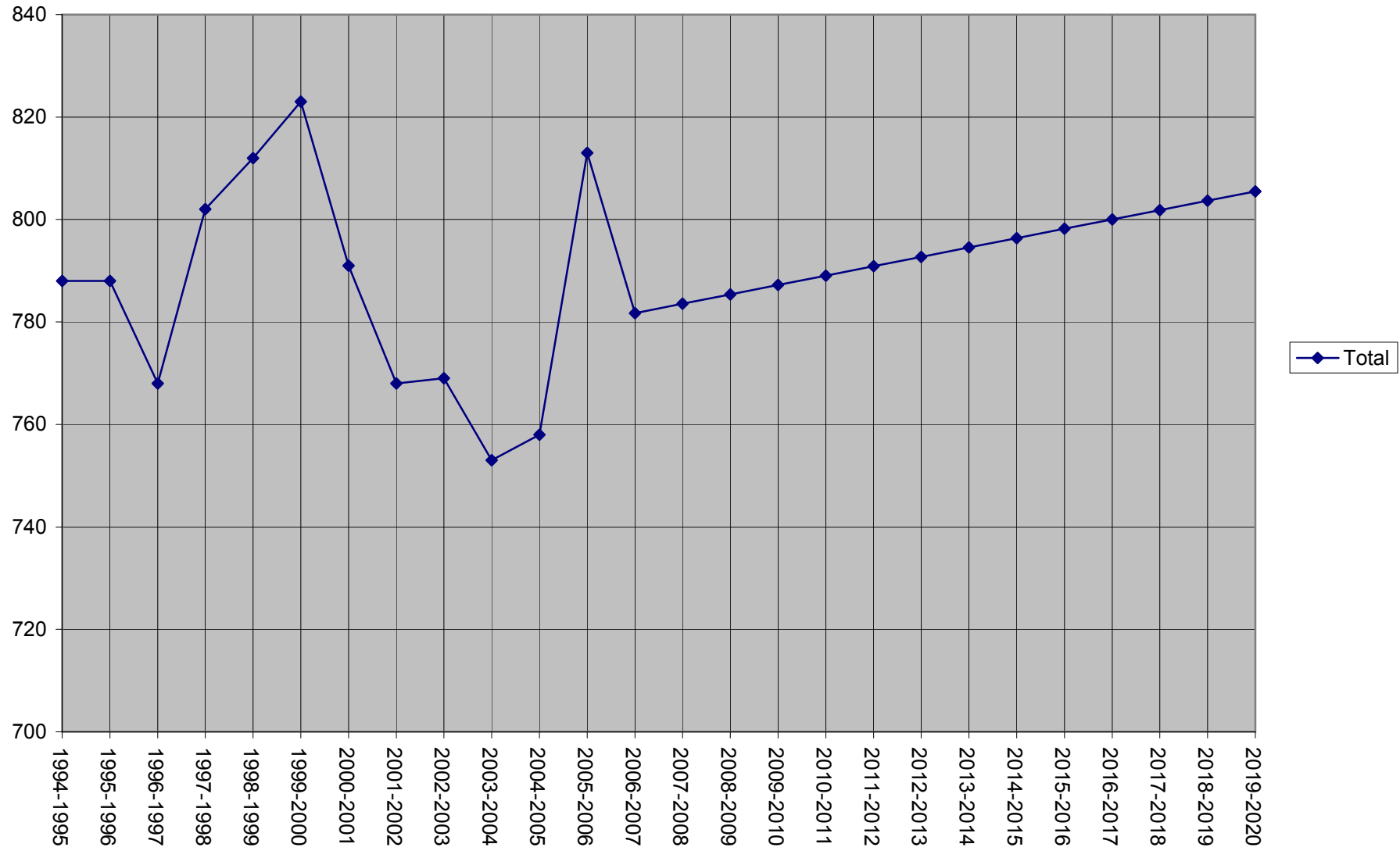
*actual population through 2004, projected from that point on

**2 are based on kansas water office projections

**UNIFIED SCHOOL DISTRICT 323
TOTAL ENROLLMENT**



UNIFIED SCHOOL DISTRICT 323 TOTAL SCHOOL ENORLLMENT PROJECTIONS



DESIGN OPTIONS

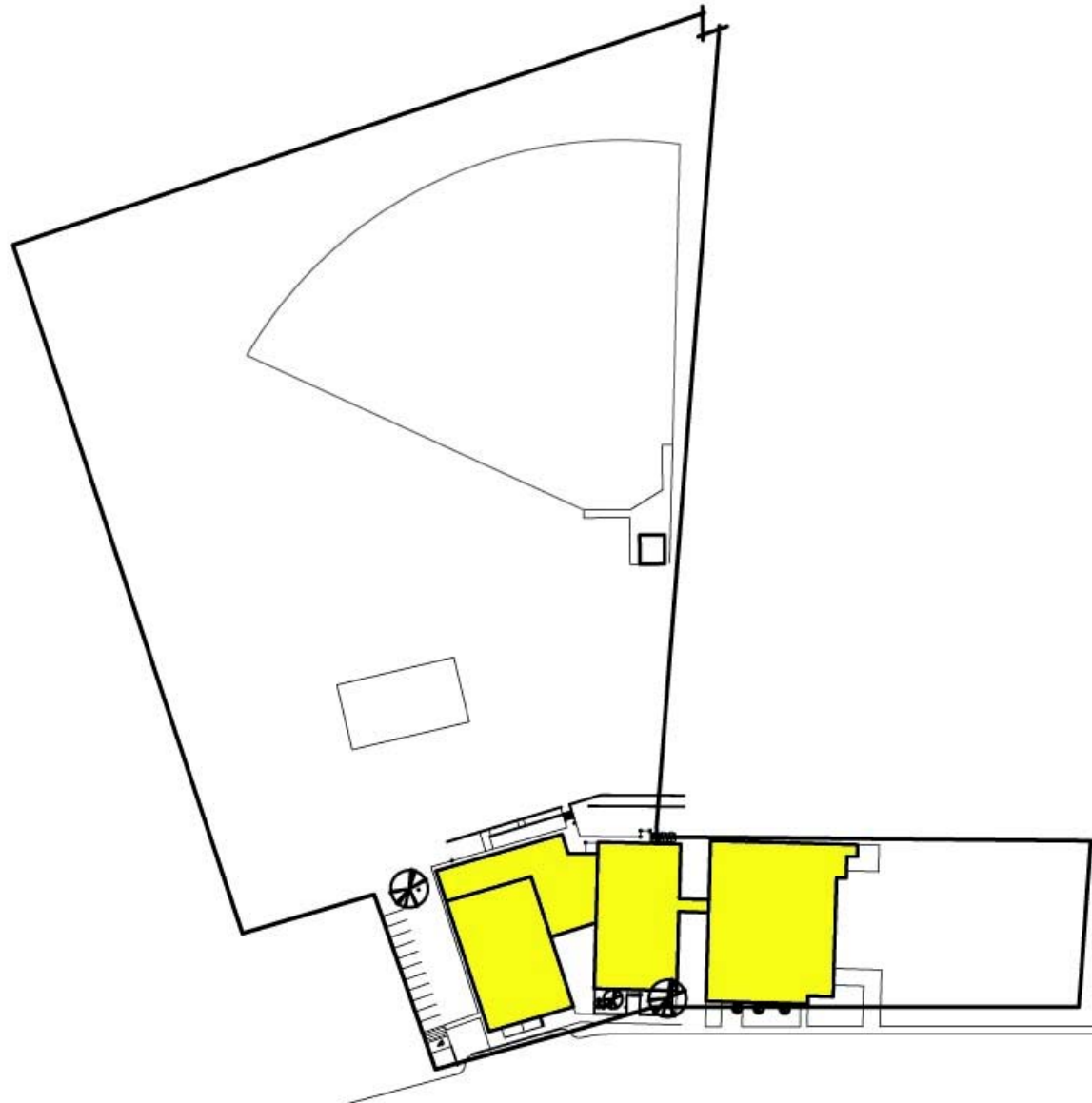
Page 61

STUDY & EVALUATION

ROCK CREEK UNIFIED SCHOOL DISTRICT 323
FACILITIES – Design Options

St. George Elementary School
Existing

The existing site plan is land locked. The site does not easily allow expansion due to the grade of the site and the location of the property lines. Without obtaining additional property, expansion can be to the south, taking the gravel parking lot, or possibly to the east of the north building – uphill.



ROCK CREEK UNIFIED SCHOOL DISTRICT 323 FACILITIES – Design Options

St. George Elementary School Option 1

If the existing building is razed, a new 2-story building could occupy the same space. The circulation within the building would be better organized. The 2-story aspect takes advantage of the grade on site. The second story can open direction to the upper terrace playground, and the lower floor opening directly to the public street.

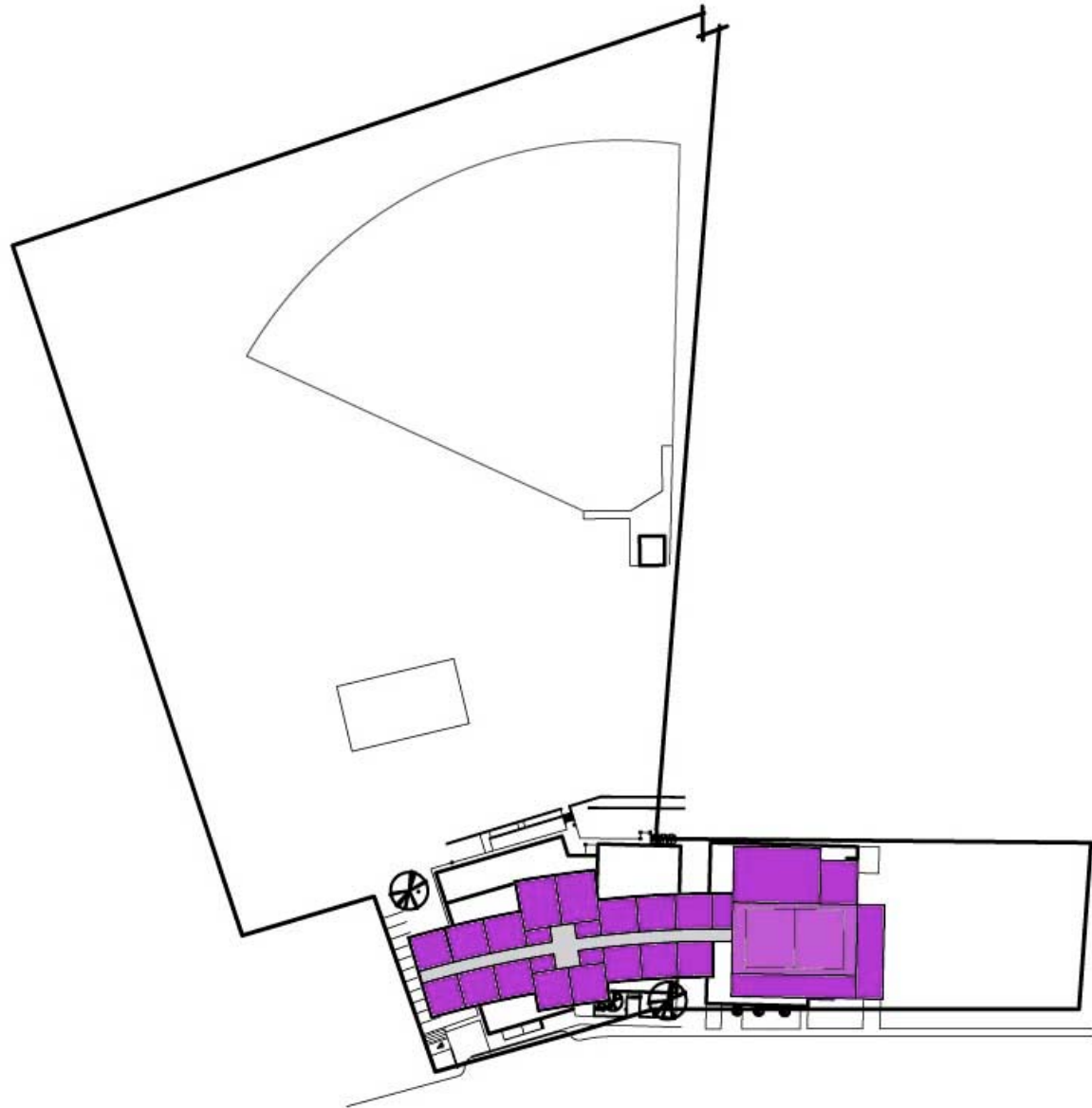
There are numerous disadvantages to this proposed solution. First you will have to close the school to allow for the construction. Finding temporary space to house the school would be costly if possible. Second, even though the school can be built on the existing property – it is still land locked, plus there is even less room for parking.

The estimated costs for this solution is:

- \$ 8.0 million new construction
- \$ 500,000.00 to raze existing building
- \$ 100,000.00 contingency
- \$? asbestos removal prior to demo
- \$? temporary facilities for the school

\$ 8.6 million +

In our opinion this is not a viable solution.



ROCK CREEK UNIFIED SCHOOL DISTRICT 323
FACILITIES – Design Options

St. George Elementary School
Option 2

This scheme is similar to one presented in the 2000 facilities study. The existing 1923 gym structure would be razed to allow for the construction of a new gym/multipurpose room, and a dedicated lunchroom and new kitchen.

To the north a new building would be constructed. Additional property would need to be secured to allow any construction in this area. The new building could be one or two stories.

The disadvantage to this solution is that the facility is still land locked, and no additional parking has been secured.

The school operations could remain while the construction takes place. The south alternation would be the most disruptive. Careful planning would be needed to coordinate the execution of this scheme.

Estimated cost of construction:

- \$ 2,000,000.00 1-story north building or
- \$ 3,900,000.00 2-story north building
- \$ 1,600,000.00 new gym/lunch rm./kitchen
- \$? property purchase
- \$ 100,000.00 contingency

\$3.7 million + (1-story)

\$4.1 million + (2-story)

In our opinion the benefits of this scheme may not be worth the investment..



ROCK CREEK UNIFIED SCHOOL DISTRICT 323
FACILITIES – Design Options

St. George Elementary School
Option 3

This scheme considers a 2-story addition to the east of the north building. The addition can be a single-story (7 classrooms) or two-story (14-classroom) addition depending on the projected needs. The addition would be constructed up hill of the existing building.

No additional property would be required with this proposal.

The addition takes a bite out of the playground area. The playground might split on both sides of the building, with the older children on one side and the younger on the opposite side.

The addition could be implemented while school is in session. Playground would need to move across the street during the construction.

Parking is still a problem with this scheme.

The estimated costs for this proposal are:
\$ 1,400,000.00 single story addition or
\$ 2,600,000.00 two story addition
\$ 1,600,000.00 new gym/lunch rm./kitchen
\$ 100,000.00 contingency

\$ 3.1 million (1-story)
\$ 4.3 million (2-story)



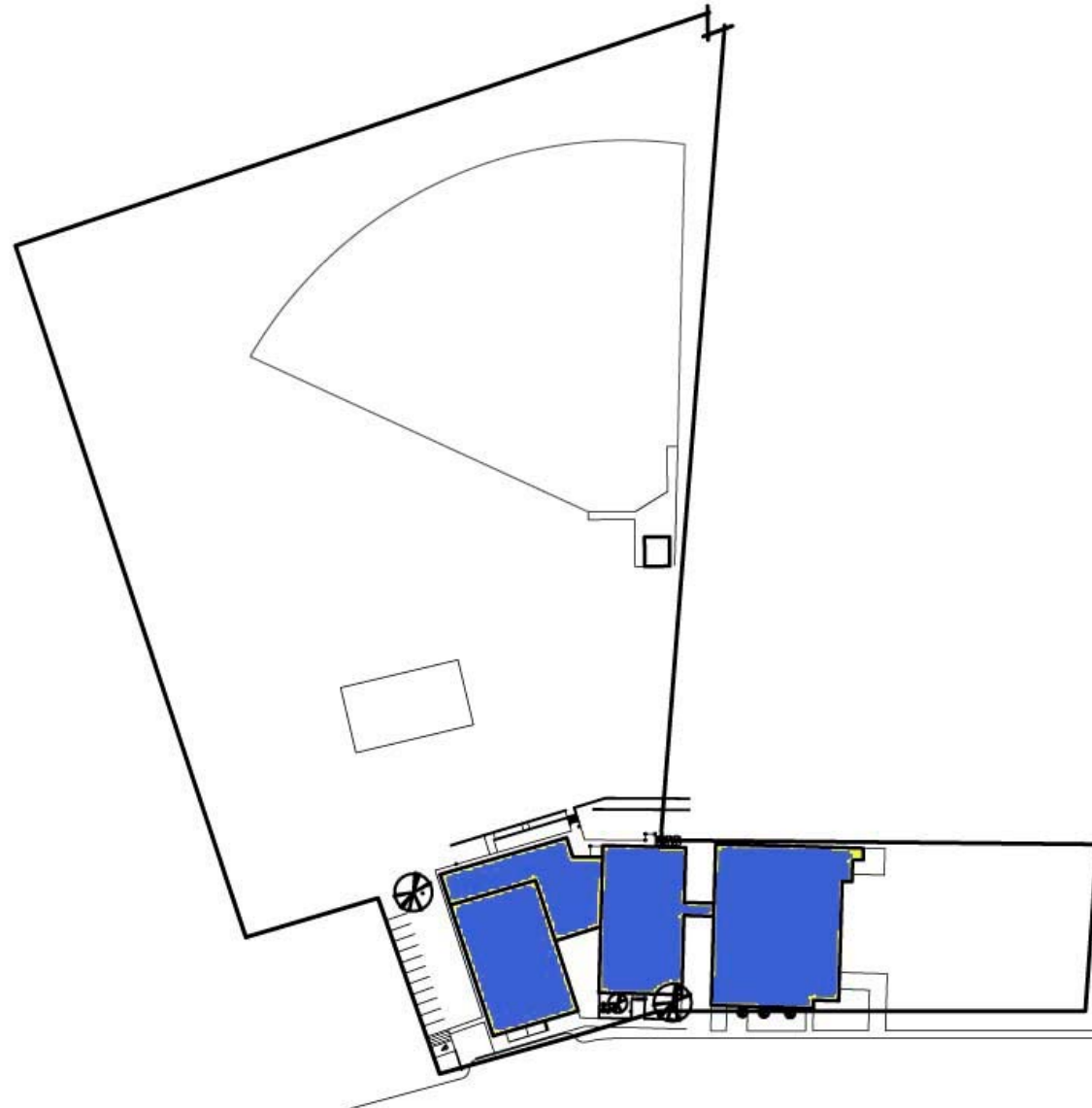
ROCK CREEK UNIFIED SCHOOL DISTRICT 323 FACILITIES – Design Options

St. George Elementary School Option 4

This option considers the construction of a new elementary school on a new site. This way the property can be purchased with sufficient acreage to allow for the school, playground, parking, setbacks, fire department access and future growth.

One possibility is to reuse the existing building as a Pre-K – Kindergarten building. Other uses that benefit the community could be a senior center, public library, and the gym used as a city recreation center.

The estimated cost to build a new elementary school is in the range of \$8.0 to \$8.5 million plus the cost of the property.



ROCK CREEK UNIFIED SCHOOL DISTRICT 323
FACILITIES – Design Options

Westmoreland Elementary School

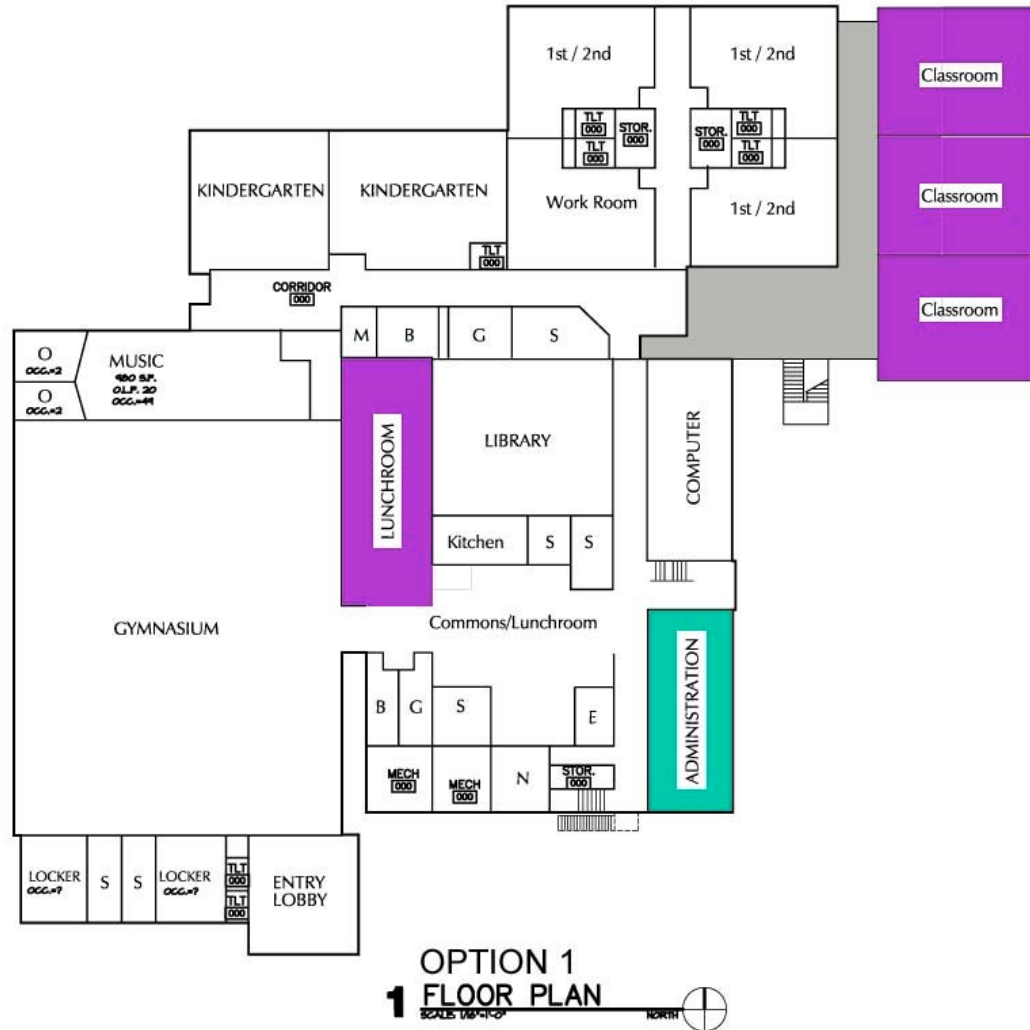
Option 1 – First Floor

This option considers the removal of the portable classroom building and constructs (3) new classrooms. The existing outdoor space could be captured to expand the lunchroom. The small 3rd/4th grade classroom could be moved to the new addition, allowing the administration to absorb the space.

Estimated cost of construction:

- \$ 500,000.00 classroom addition
- \$ 80,000.00 administration expansion
- \$ 20,000.00 stair modification
- \$ 120,000.00 lunch room expansion
- \$ 10,000.00 2-floor extend hallway
- \$? remove portable classroom
- \$ 20,000.00 contingency

- \$ 750,000.00+



ROCK CREEK UNIFIED SCHOOL DISTRICT 323
FACILITIES – Design Options

Westmoreland Elementary School

Option 1 – Second Floor

This option captures the north exterior stair and brings it into the addition. The large 5th/6th grade classroom in the northwest corner will be reduced to allow the corridor to extend to the north wall of the existing building.

A new stair will be constructed to connect the addition with the original building.

This proposal does not replace the small 3rd/4th grade classroom located in the southwest corner on the second floor. This room is too small and needs to be replaced.



OPTION 1

2 SECOND FLOOR
SCALE 1/8"=1'-0"

ROCK CREEK UNIFIED SCHOOL DISTRICT 323 FACILITIES – Design Options

Westmoreland Elementary School

Option 2 – First Floor

This option considers a 1-story addition to the northwest. A similar addition was proposed in the 2000 facilities study. This addition considers moving the music room from the former stage area (which may or may not be a priority). The administration is expanded similar to Option 1.

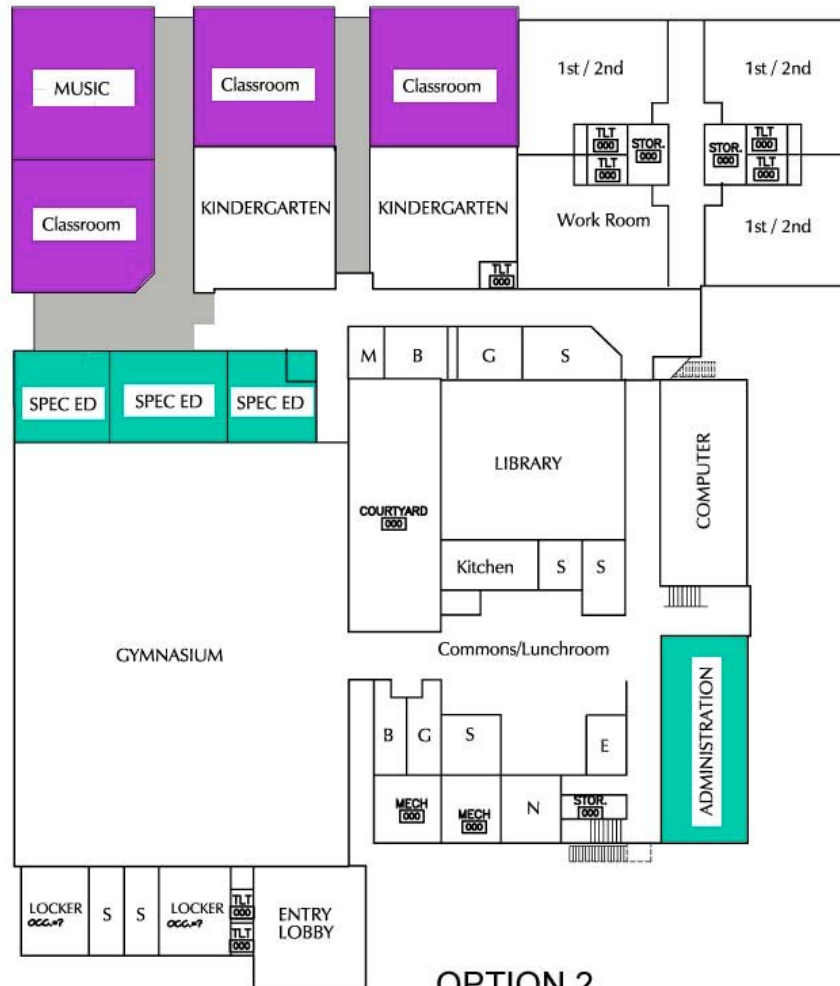
The larger kindergarten room is reduced to allow for a corridor to extend north to the addition. This will make both kindergarten rooms equal in size.

With this option there is a net gain of one classroom space.

Estimated cost of construction:

- \$ 520,000.00 classroom addition
 - \$ 80,000.00 administration expansion
 - \$ 10,000.00 extend hallway
 - \$ 15,000.00 move music/remodel
 - \$? remove portable classroom
 - \$ 20,000.00 contingency
- \$ 645,000.00+

1:



OPTION 2
1 FLOOR PLAN
SCALE 1/8"=1'-0" NORTH

ROCK CREEK UNIFIED SCHOOL DISTRICT 323 FACILITIES – Design Options

Westmoreland Elementary School

Option 3 – First Floor

This option considers a “heavy handed” approach. The portable classroom and (4) of the metal building classrooms are removed to allow for a 2-story addition, extending the architectural design/character of the original 1923 building. This solution produces extra classrooms, renovates the administration area and expands the lunchroom.

Similar to Option 1, the existing outdoor area next to the gymnasium is captured to expand the lunchroom.

The administration moves to occupy the computer lab space. This is done for better control of the school entrances. The computer lab goes to where the expanded administration was in Options 1 and 2.

The kitchen is moved to the south. This allows for the kitchen to be larger, and have direct outside access for trash and deliveries.

The library expands into the former kitchen area.

A new interior stair is constructed to replace the north exterior fire escape, along with a new entrance that separates the addition from the original building.

The existing elevator is used to serve both floors – existing and new.



ROCK CREEK UNIFIED SCHOOL DISTRICT 323 FACILITIES – Design Options

Westmoreland Elementary School

Option 3 – Second Floor

A new corridor extending from the 1923 building connects the second floor, through the large classroom as noted in Option 1. The corridor would be a straight line, which makes from better management of the students.

Two new stairs would be constructed (shown in red). New toilet rooms would be included in the new construction.

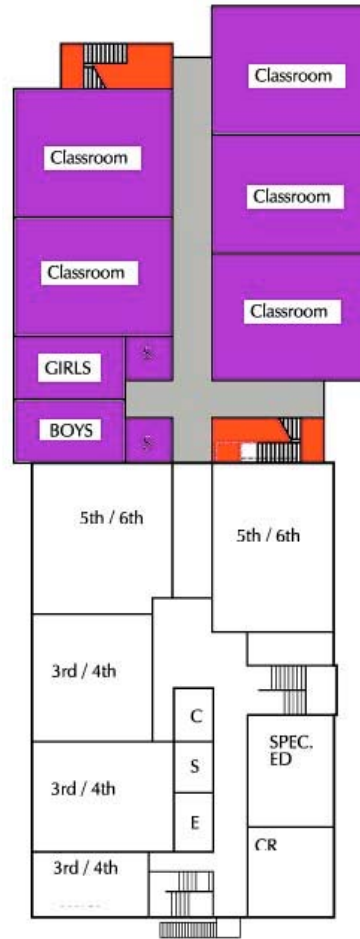
The small 3rd/4th grade classroom in the southwest corner would be converted to special ed or a workroom for this floor.

The estimated cost of construction:

\$	34,000.00	raze existing classrooms
\$?	remove portable classroom
\$	80,000.00	administration expansion
\$	1,364,000.00	2-story classroom addition
\$	120,000.00	lunch room expansion
\$	12,000.00	library expansion
\$	65,000.00	computer room
\$	65,000.00	kitchen relocation
\$	10,000.00	2-floor extend hallway
\$	<u>20,000.00</u>	contingency

\$ 1,770,000.00+

\$



2 SECOND FLOOR

ROCK CREEK UNIFIED SCHOOL DISTRICT 323 FACILITIES – Design Options

Westmoreland Elementary School

Option 4 – First Floor

This option considers a 2-story addition to the existing 1923 building. Similar in nature to Option 3, this addition repeats the massing and design of the original building.

Similar to Option 3, the lunchroom and library are expanded. The Administration and Computer functions are flipped.

This proposal deletes the south exterior stair and incorporates the fire exiting through the new addition. The existing elevator serves both the new and existing structures.

The electrical service entrance/transformers will need to be relocated with this scheme. The limitations of the property reduce the amount of building that can be constructed to the south.

The estimated cost of construction:

- \$ 80,000.00 administration expansion
- \$ 600,000.00 2-story classroom addition
- \$ 120,000.00 lunch room expansion
- \$ 12,000.00 library expansion
- \$ 65,000.00 computer room
- \$ 65,000.00 kitchen relocation
- \$ 20,000.00 move electrical service
- \$ 20,000.00 contingency

\$ 982,000.00



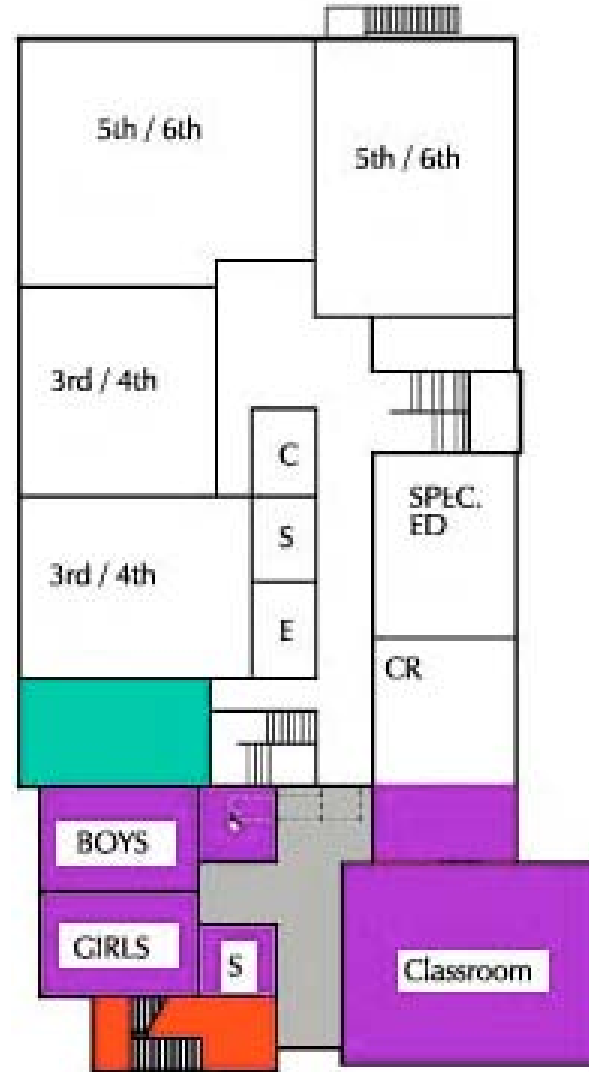
ROCK CREEK UNIFIED SCHOOL DISTRICT 323
FACILITIES – Design Options

Westmoreland Elementary School

Option 4 – Second Floor

The second floor extends the existing hallway system to the south. A 2-hour firewall will separate the buildings.

New toilet rooms and a classroom will be constructed on the second floor. The new classroom will replace the 3rd/4th grade classroom that is located in the southwest corner.

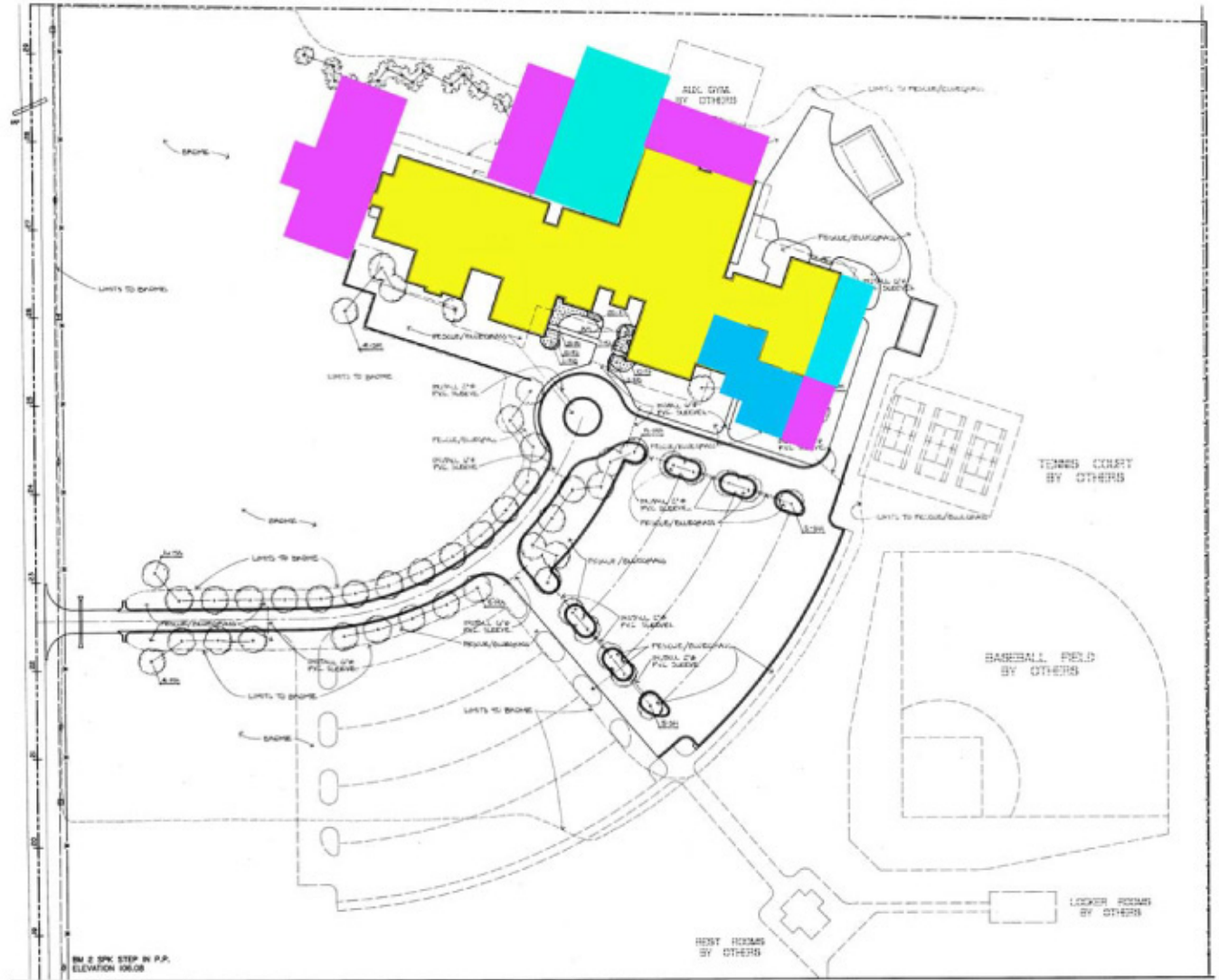


**ROCK CREEK UNIFIED SCHOOL DISTRICT 323
Jr./Sr. HIGH SCHOOL - Evaluation**

Rock Creek Jr/Sr High School

The property around the high school is sufficient to support additions and alternates to the facility.

- EXISTING BUILDING
- 1996 ADDITION
- 2002 ADDITION
- 2004 ADDITION
- POSSIBLE ADDITIONS

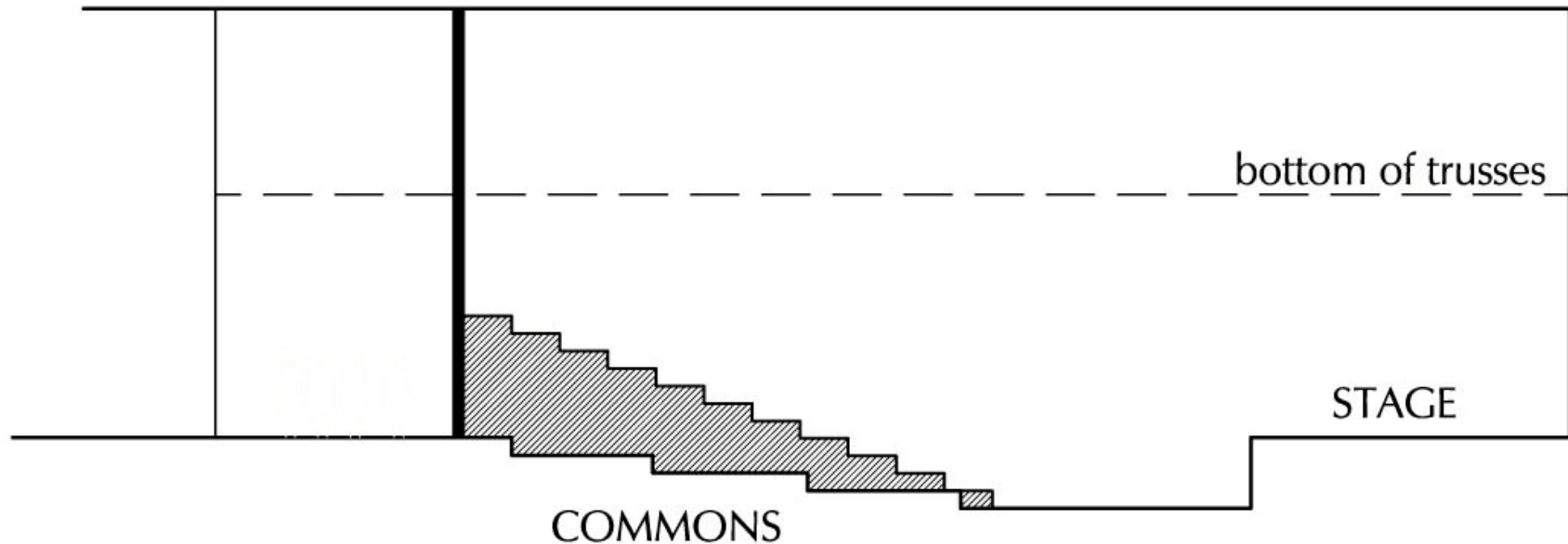


ROCK CREEK UNIFIED SCHOOL DISTRICT 323
Jr. /Sr. HIGH SCHOOL - Evaluation

COMMONS – Convert to a dedicated Auditorium Space

There has been discussion regarding the need to have a wall at the back riser of the Commons to isolate the Commons from the corridor. The sounds from the corridor are disruptive when there is a performance. The diagram below is a possible solution to change the space to a dedicated auditorium using “stadium” style seating. Since the cafeteria has been created to the east, the need to use the Commons for lunchtime seating is not as critical.

The existing terraces accommodate (3) rows of seats. This arrangement does not produce good sight lines for the two back rows on the terrace. The new terraces would be changed to a single row of seating per terrace.



Bibliography

Information for this report was compiled from a variety of sources:

- Pottawatomie County Office Bldg., 207 N 1st, Westmoreland, KS 66549, (785) 457-3455
- City of St George, PO Box 33, St George, Kansas 66535, (785) 494-2558
- USD #323, 201 S. 3rd Street, P.O. Box 70, Westmoreland, KS 66549-0070, (785) 457-3732

- Population Estimates and Projections, State of Kansas 1990-2004, by the Kansas Water Office.
<http://www.kwo.org/>

- Kansas State Department of Education, State Totals. K-12 School Reports Census Information.
<http://www.ksbe.state.ks.us/Welcome.html>

- Council of Educational Facility Planners, International: Guide for Planning Educational Facilities, 1991 ed.; P. C2; F3

- Pottawatomie County; Economic Development and Statistics
 - *Website:* <http://skyways.lib.ks.us/counties/PT/>
Population information was partially gathered for the county for the given years.

 - *Website:* www.pottcounty.org
Information for the county was gathered from this site including the county contact information and helpful links for additional information.

 - *Website:* www.ecodevo.com
Site for Pottawatomie County Economic Development Corporation offered information on Statistics and other areas for St. George and Westmoreland in addition to the county.

 - *Website:* www.rockcreekschools.org
Specific School information regarding USD 323 was used, such as the goals and visions for the board of education and for the district as a whole. A brief synopsis of each school was beneficial in understanding the background of each school and the current statuses.

 - *Website:* <http://www.ku.edu/pri/ksdata/ksdata.shtml>
Source used for reference numbers of the past populations for St. George and Westmoreland in Pottawatomie County.