

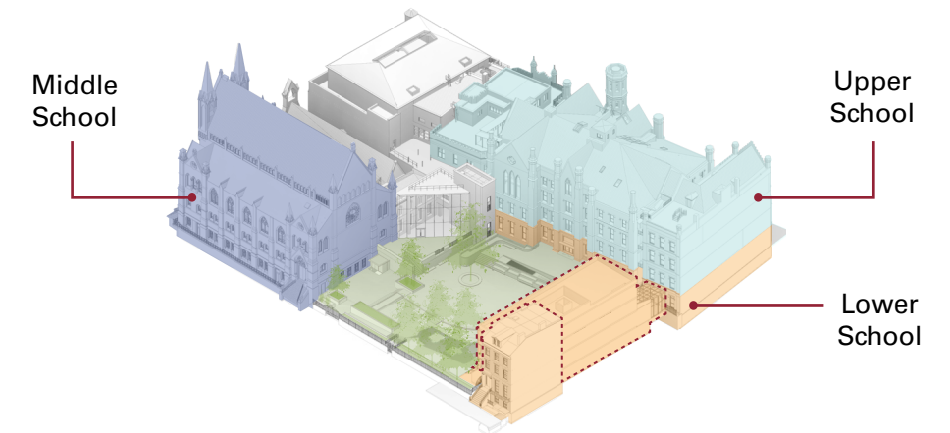
Packer Facilities Master Plan



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Executive Summary



VISION

Packer Collegiate Institute (Packer) commissioned a Master Plan in 2021, two years into the COVID-19 pandemic. The need for a Master Plan grew from different, but interconnected, origins. The immediacy of the pandemic, with the challenges posed by social distancing, health protocols and mental health impacts, created a new awareness of how the campus has been used—including the flow of students through the school’s corridors, the relationship of the Garden to the buildings and the activation of informal spaces. This, in turn, raised questions as to how Packer’s planned building project, the Garden House, would support and integrate with the wider campus.

STRATEGIC PLAN

Over the past year, the Packer Board of Trustees developed a Strategic Framework, “Learning Together,” which captures what they will focus on in providing an excellent education for all Packer students going forward. The framework is anchored by Packer’s mission, vision, and it includes values of scholarship, creativity, equity, integrity, joy, and respect. The framework also includes three essential priorities: Learn, Connect, and Advance.

The Master plan study is located within Packer’s Advance priority: building organizational and financial resilience

and adaptability to support educational excellence. The plan aims to ensure that Packer’s historic facilities meet the current and future needs of their program and students.

PROCESS

Through a collaborative process with our team, students, teachers, parents, and administrators contributed their vision for the future of Packer’s campus.

The Master Plan has investigated opportunities to improve and enhance the Packer campus. The technical approach was comprised of three primary tasks.

- Task I: Establish Core Institutional Values and Project Goals
- Task II: Programmatic Information Gathering and Facility Requirements
- Task III: Data Analysis, Constraints/ Opportunities and Development Options

THEMES

SUSTAINABILITY & WELLNESS
EDUCATIONAL PROGRAMMING
LANDSCAPE & GARDEN

This thematic approach breaks down Packer’s larger goals into relevant categories. This approach facilitated more focused conversations in workshops, surveys, and

strategic plan meetings with leadership, and located opportunities for cross-pollination between consultants, teachers, and the administration.

STRATEGIC GOALS

Within the three larger main themes, Packer’s goals can be defined by more specific strategic areas of concern for the future of the campus: Accessibility, Sustainability, School Identity, Cross-Division Programming, Play, and Garden Education. Through the collaborative Master Plan process these subjects have emerged as challenges and opportunities for Packer.

PRIORITIES

Through this work, clear priorities have emerged.

A. Provide universal access to entrances, and building to building connections

The provision of Universal Access is critical from an equity perspective, and these changes can also provide an opportunity to provide greater clarity for Lower, Middle and Upper Schools and enhanced identity for the school as a whole.

B. Codify sustainability goals for short-and long-term action on campus

There are several requirements for Packer to achieve its sustainability

goals, and this will require some additional study of the MEP system.

C. Simplify and clarify circulation for each division

Establishing clearer identities and communities for each level of school, while enhancing the overall school cohesion and functionality, has emerged as a clear priority and helped to shape the approach of the Garden House programming.

D. Leverage Garden footprint for improved access and use

The Garden has an opportunity to have wider-reaching impacts through more spaces spread throughout.

ACTION ITEMS & ACTION PLAN

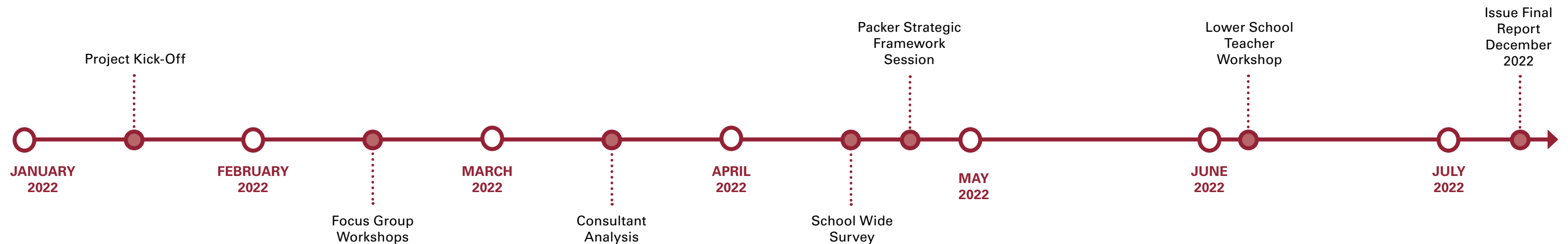
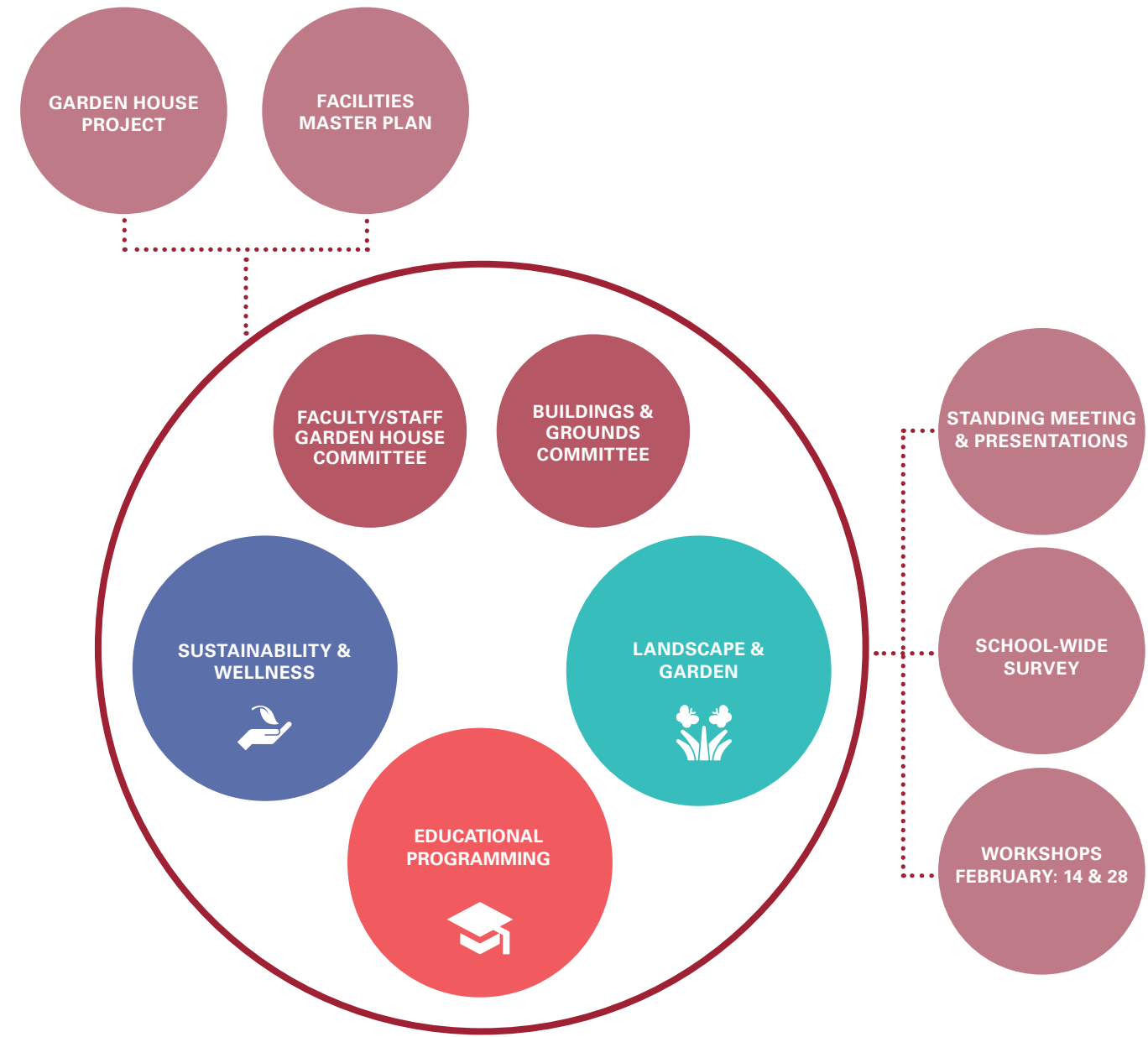
Explicit action items present a guide for Packer’s future campus improvements, and the Master Plan defines clear physical, programmatic and pedagogical projects requiring large and small- scale investments. An overarching timeline of action item phasing creates stages for Packer to implement action items in relation to milestones. Most importantly the Master Plan should serve as a “playbook” of strategies that can be referred to and guide ongoing discussions by stakeholders and the community at-large.

Scope of Work and Budget

The team conducted a thorough review of the current school through built documents and existing information including plans, narratives, initiatives, procedures, and applicable school design standards.

This initial research phase was followed by a series of public engagement and workshops.

The consultant team has been gathering the findings for this final report focusing on the selected preferred Master Plan approach. The report features plans and illustrations representing a re-envisioning of the campus including: building systems changes and upgrades, circulation and open space connectivity, blocking and stacking, locations for support services, implementation phasing, and projected, itemized implementation costs.



BASIS OF ESTIMATE

This estimate is based on the Facilities Master Plan report and drawings by our studio. The estimate is based on the premise that the design will meet all codes, laws, ordinances, rules, and regulations in effect at the time that the estimate was prepared. The estimate shall be adjusted should any discrepancies between design and the aforementioned codes, laws or ordinances result in, or require, an increase in the cost of the work.

INCLUSIONS

The following hard cost mark ups are used:

- General Conditions
- Overhead & Profit
- Design Contingency
- Insurance and Bonds
- Construction Contingency
- General Requirements

EXCLUSIONS

The following items are excluded from estimate:

- Escalation
- Soft Costs
- Furniture Furnishings & Equipment
- AV Costs (Equipment)
- A-E Fees
- Moving Fees

PACKER COLLEGIATE ESTIMATE				
				11/30/2022
TOTAL PROJECT COMPONENT SUMMARY				
		<u>THEME - 1</u> <u>SUSTAINABILITY &</u> <u>WELLNESS</u>	<u>THEME - 2 -</u> <u>EDUCATIONAL</u> <u>PROGRAMMING</u>	<u>THEME - 3</u> <u>LANDSCAPE &</u> <u>GARDEN</u>
THEME - 1				
1	Improve Campus Access	\$4,512,800		
2	Codify Sustainability for Short & Long Term Action	\$49,566,850		
THEME - 2				
1	Upper school		\$6,239,250	
2	Lower school		\$14,690,400	
THEME - 3				
1	Create A Garden Experience which Centers Play			\$1,545,750
2	Formulate Educational Programming Around the Garden			\$853,500
TOTAL SUB TRADES		\$54,079,650	\$20,929,650	\$2,399,250
a.	General Requirements	15.00% \$8,111,948	\$3,139,448	\$359,888
b.	Design Contingency	35.00% \$21,767,059	\$8,424,184	\$965,698
c.	General Conditions	15.00% \$12,593,798	\$4,873,992	\$558,725
d.	OH & P	20.00% \$19,310,491	\$7,473,455	\$856,712
e.	Insurances & Bonds	2.00% \$2,317,259	\$896,815	\$102,805
f.	Construction Contingency	20.00% \$23,636,041	\$9,147,509	\$1,048,616
g.	Escalation - <i>Excluded</i>	0.00%		
ESTIMATED CONSTRUCTION COST		\$141,816,246	\$54,885,052	\$6,291,694

School & Community Research and Engagement

The Master Plan engagement process started with a series of workshops organized along the three themes: Sustainability and Wellness (Group 1), Educational Programming (Group 2), and Landscape and Garden (Group 3). The workshop groups were comprised of relevant consultants, teachers, and administrators who were tasked with responding to a series of questions, conversation prompts and inspiration images and diagrams.

Through this conversation series, a digital board was accessible to all to annotate drawings and create connections between observations about Packer's existing campus and opportunities for future improvements. These conversations were critical to understanding Packer's culture and identity. As we engaged further in facilities analysis regarding circulation, communal space, classrooms, and recreation, the focus groups helped frame other key research endeavors that were essential to this process. The school-wide survey for Middle School and Upper School students created in collaboration with consultants helped welcome in the largest interest group on campus into the process, reinforcing observations made in workshops and highlighting details that were overlooked.

A critical evaluation of circulation challenges between divisions inspired a radical re-programming of the ongoing Garden House extension project, and the future of upper Founders Hall as an Upper School space.



Master Plan Committee workshop, digital pin-up board



“ Cross-pollination between school divisions is good, but current levels of congestion inhibit a sense of home for all. ”
 – Jennifer Weyburn, Head of School

“ The Garden could facilitate connections to broader community efforts for students including Land Acknowledgment and Sovereignty. ”
 – Robin Hancock, Director of Global Learning and Community Engagement

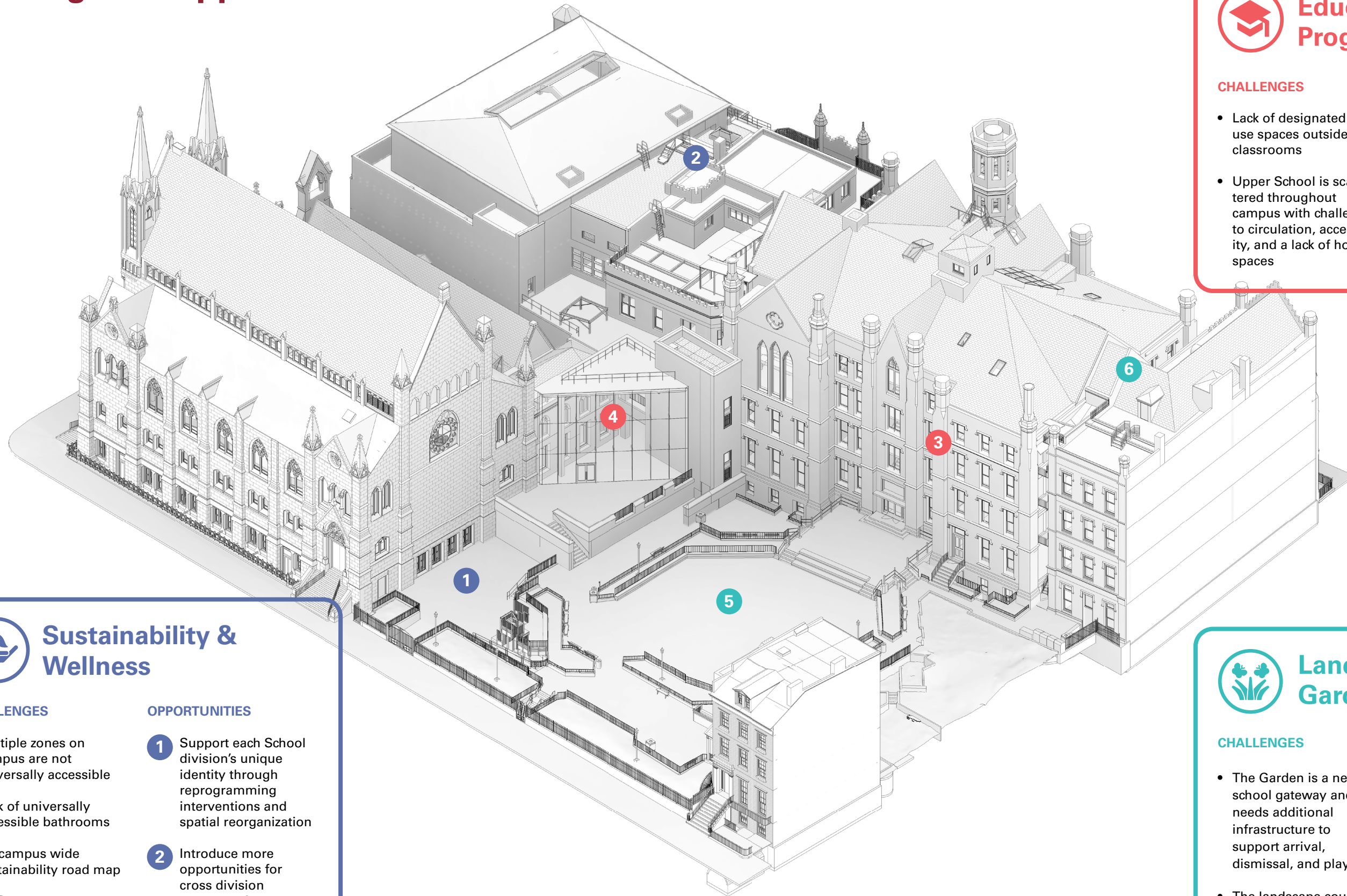


“ Universal Design Learning can be a useful framework for our collective work towards a more sustainable and equitable school. ”
 – Elizabeth Hastings, Associate Head of School and Academic Dean

“ How does this focus on diversity and equity relate to spaces? How can we provide more variability and autonomy? ”
 – Maria Nunes, Upper School Division Head



Challenges & Opportunities



Educational Programming

CHALLENGES

- Lack of designated multi-use spaces outside of classrooms
- Upper School is scattered throughout campus with challenges to circulation, accessibility, and a lack of home spaces

OPPORTUNITIES

- 3 Support each school division's unique identity through spatial reorganization
- 4 Invest in more cross division spaces



Sustainability & Wellness

CHALLENGES

- Multiple zones on campus are not universally accessible
- Lack of universally accessible bathrooms
- No campus wide sustainability road map
- MEP systems are decentralized and complex

OPPORTUNITIES

- 1 Support each School division's unique identity through reprogramming interventions and spatial reorganization
- 2 Introduce more opportunities for cross division programming



Landscape & Garden

CHALLENGES

- The Garden is a new school gateway and needs additional infrastructure to support arrival, dismissal, and play
- The landscape could be better utilized as a teaching tool

OPPORTUNITIES

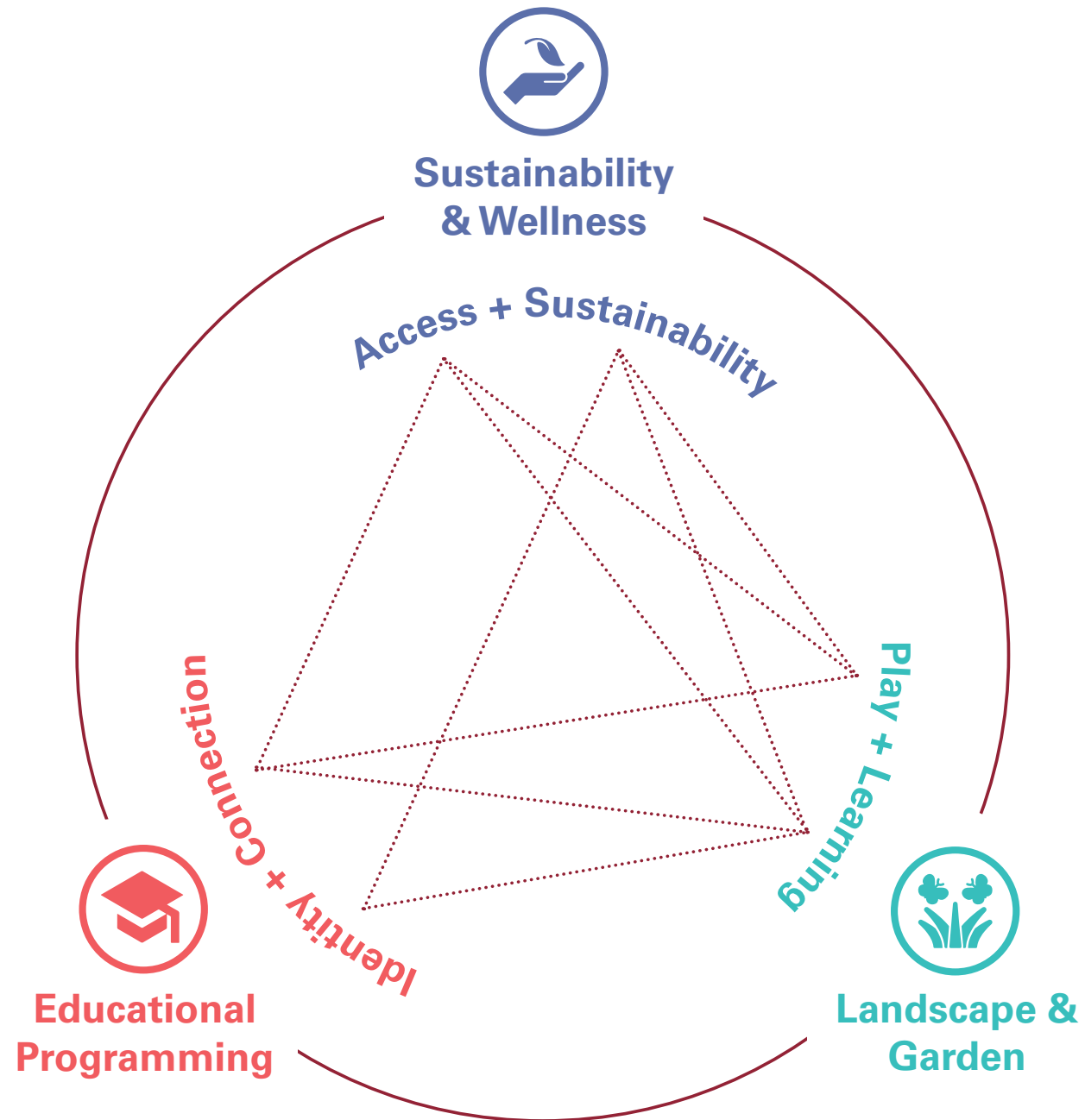
- 5 Create a Garden experience which centers play
- 6 Formulate educational programming around the Garden

THEMES

Our team aligned proposals along three major themes that emerged during kick-off workshops, directly addressing on-site analysis and engagement research.

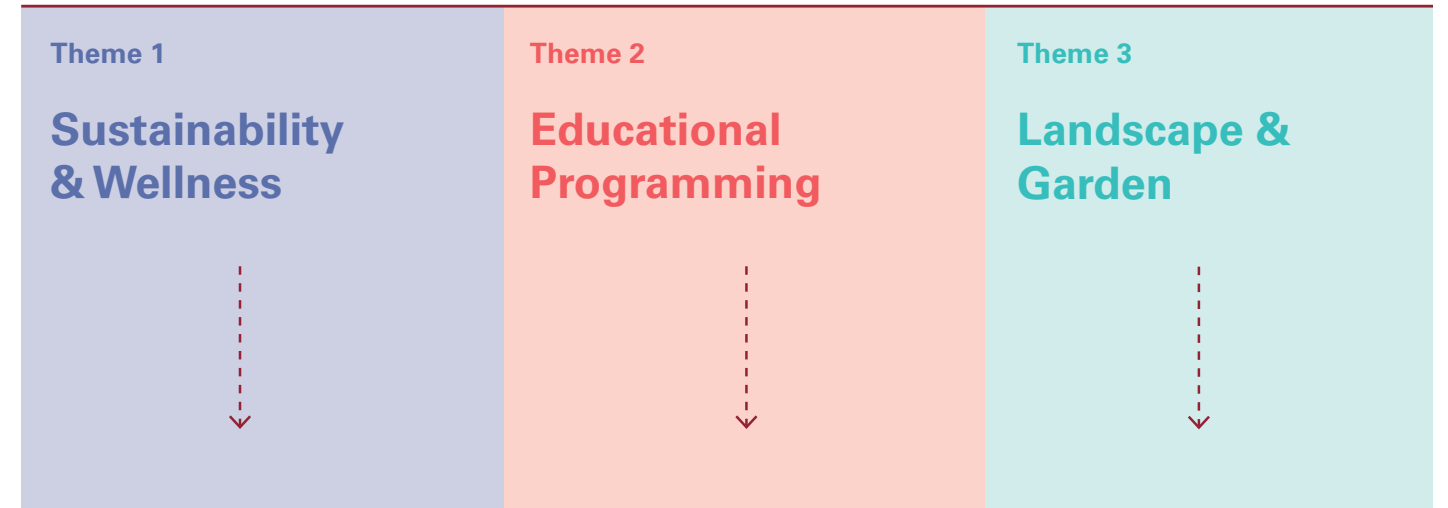
SUSTAINABILITY & WELLNESS
EDUCATIONAL PROGRAMMING
LANDSCAPE & GARDEN

Through a series of workshop debriefs, our studio and consultants formulated intersectional goals, seeking opportunities for Packer to make connections between interests.

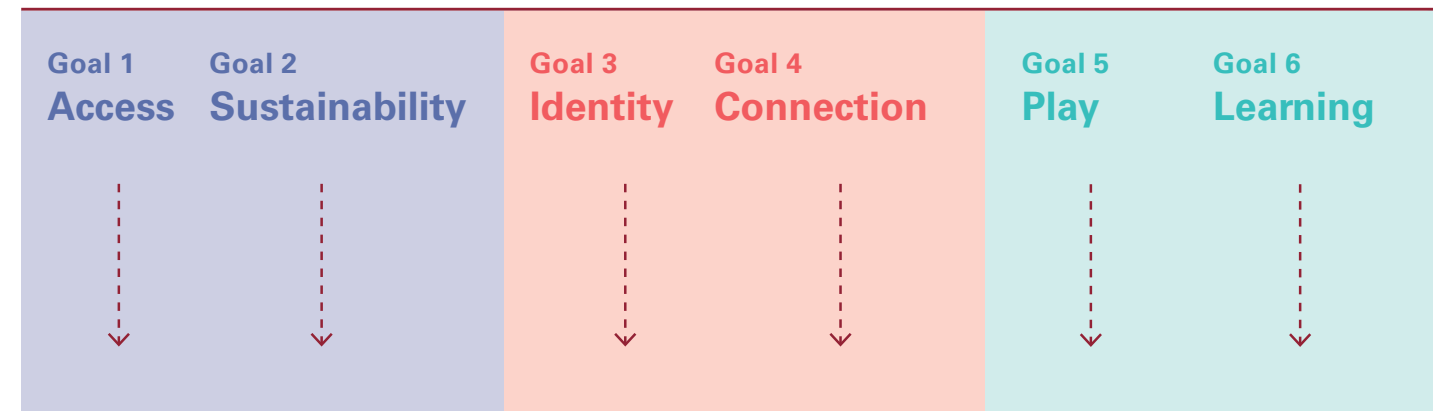


Overview of Plan Structure

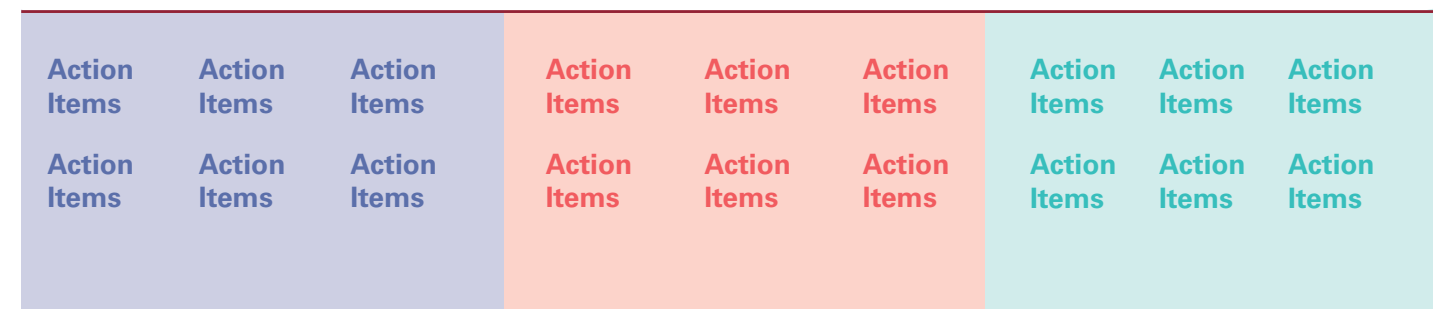
CHAPTERS



SUB-CHAPTERS



CONTENTS



ACTION PLAN

Physical Environment

INVEST IN VERTICAL CIRCULATION

Packer's campus is currently fragmented by the wide range of floor levels and building types, leaving those who need elevator access cut off from certain school zones. All the existing elevators should be upgraded, both in exterior and interior appearance and functionality.

The campus wide basement level has the potential to better connect the various buildings across campus through accessibility improvements and MEP consolidation extensions to the basement.

UNIVERSAL/GENDER NEUTRAL ACCESS

Converting more restrooms on campus to gender neutral facilities will improve distance from classrooms to restrooms and campus circulation, while continuing Packer's ongoing efforts to add gender neutral facilities on campus. This design approach will focus on creating a campus where everyone can feel safe and welcome.

PRESERVE EXISTING CHARACTER

The historic character of each exterior and interior condition will be important to respect. By creating nested and integrated solutions the interventions can be responsive to the context while providing logistical improvements. It is very rare to achieve a 100% Universal Design solution in existing facilities or an existing built environment. Universal Design is a concept

that works well when designing a new building where it can be integrated starting in the early phases of design. In existing buildings one can use universal design solutions that can help to improve accessibility and, normally they are not "one size fits all."

CODIFY SUSTAINABILITY GOALS

We propose Packer form a committee made up of staff, administrators, teachers, and board members. The goal of Packer's sustainability committee will be to conduct yearly reviews of annual Packer metrics and data and weigh the impact of sustainability centered investments while balancing the school's needs and limitations. This committee should formulate connections with Packer's equity and diversity initiatives in addition to other organizational bodies on campus which seek to create meaningful dialogue and actionable changes for the school's future.

IMPROVE WAYFINDING AND UPDATE SIGNAGE

As Packer expands and shifts program locations to better meet the needs of students, there is an opportunity to revisit the campus-wide wayfinding and display strategy. We propose a period of observation after the construction of the Garden House, with emphasis on how students circulate within new organization. For the Garden, there is potential to implement tactile and interactive signage, labeling plant species and historical content.

32%
Shared Space
34,000 SF

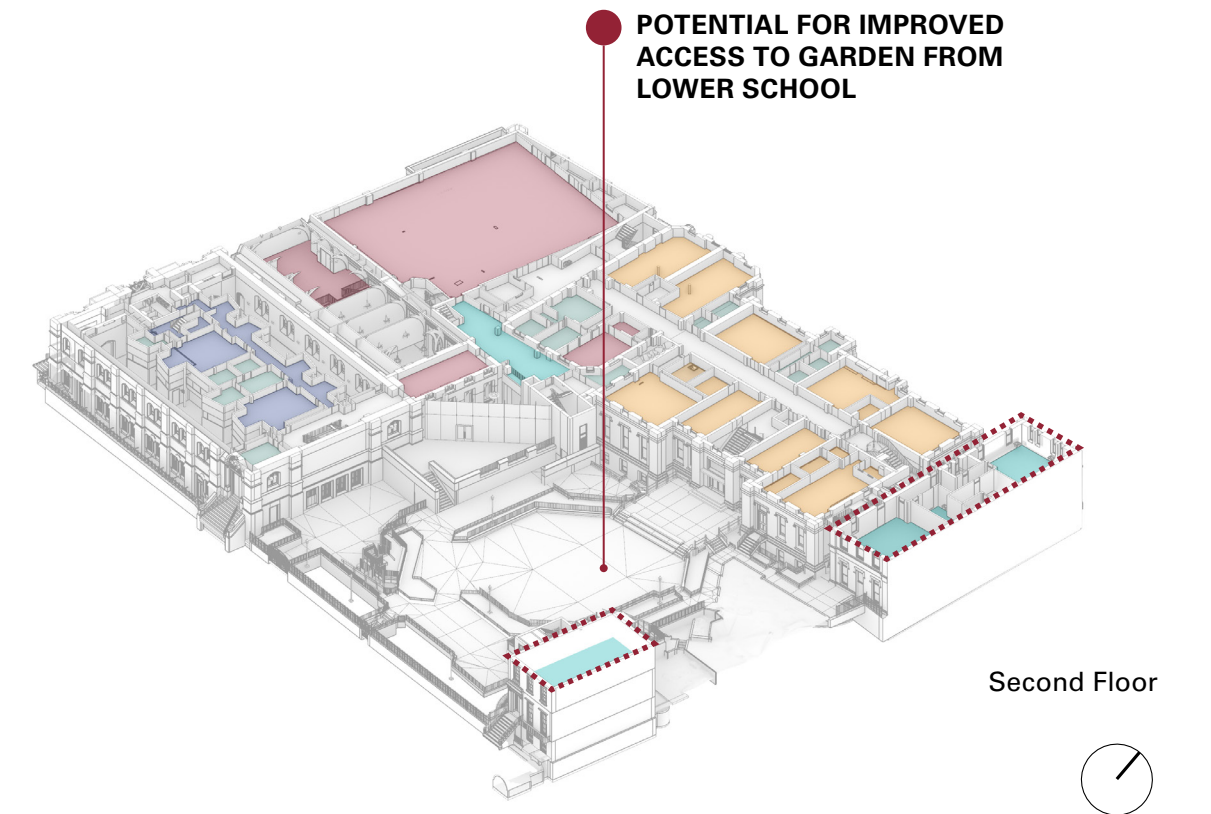
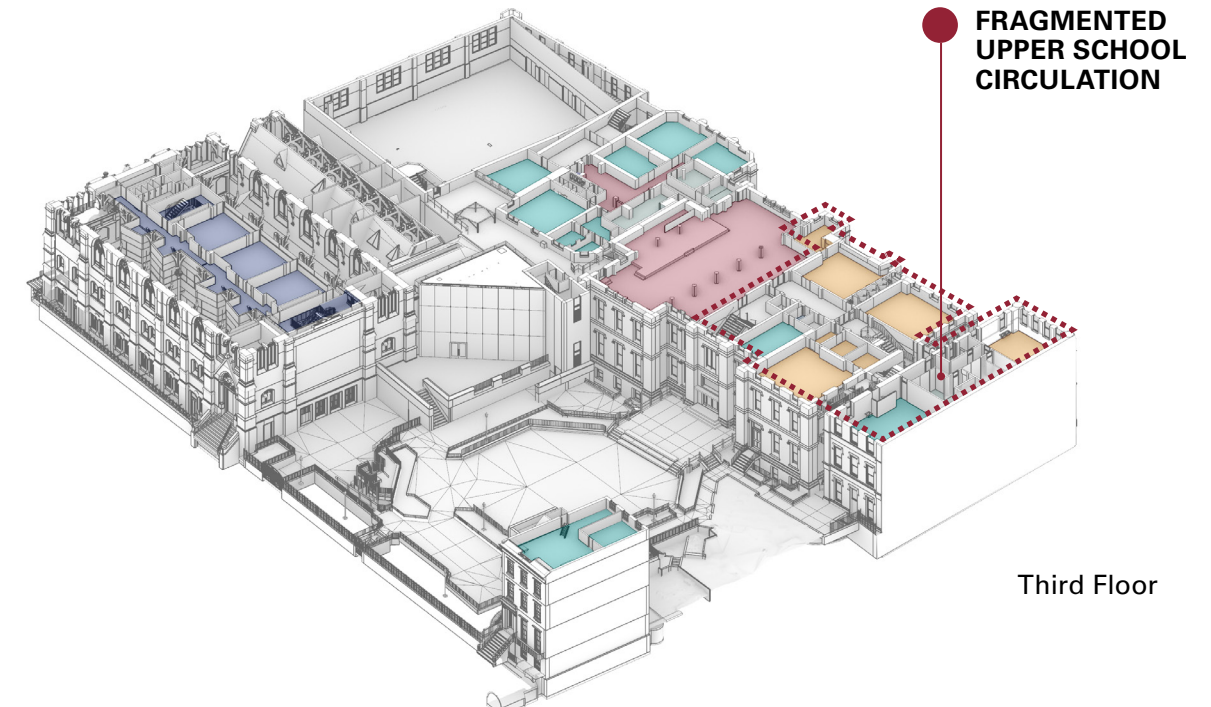
16%
US Classroom
17,000 SF

15%
MS Classroom
16,100 SF

13%
LS Classroom
14,100 SF

13%
Offices 14,000 SF

10%
Facilities 13,400 SF



Educational Environment

IMPLEMENT INFRASTRUCTURE FOR OUTDOOR CLASSROOM USE

Packer’s Strategic Framework seeks to embrace the campus as a Learning Lab. The Garden landscape can participate more explicitly in this effort, by integrating exploratory learning opportunities outside of the classroom. Infrastructure located in underutilized Garden areas benefit from space otherwise not engaged with by students.



Exterior compost processing bin, Mackellar Primary School, England

The existing compost program at Packer processes much of the school’s food waste. Consider using a small portion of this process as a teaching tool. A smaller outdoor compost tumbler which eventually provides nutrients for the Garden is easy to maintain and can provide hands on learning about the waste stream without interrupting larger scale maintenance efforts.

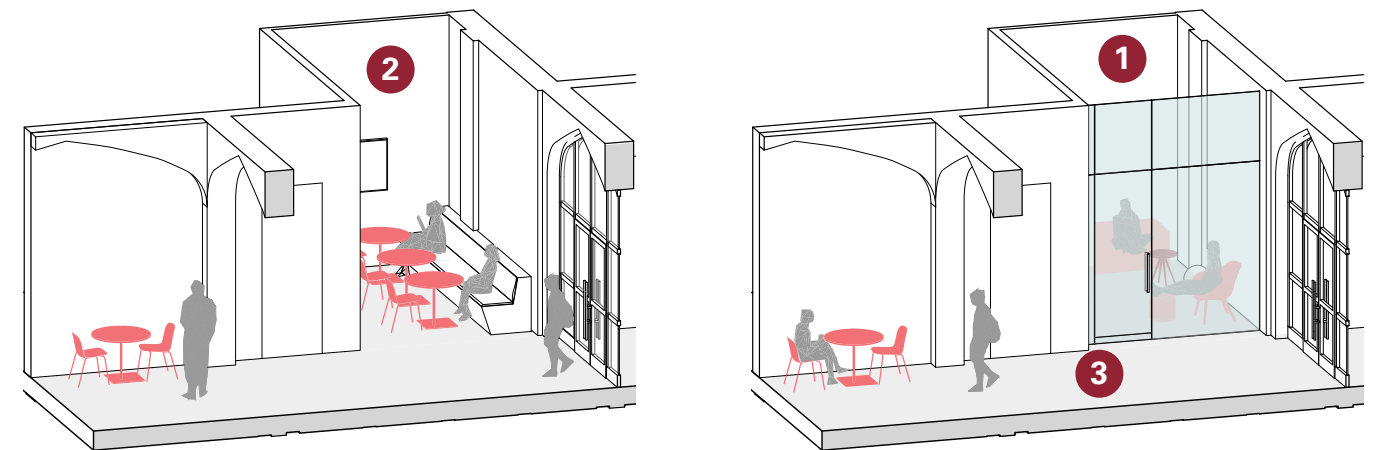
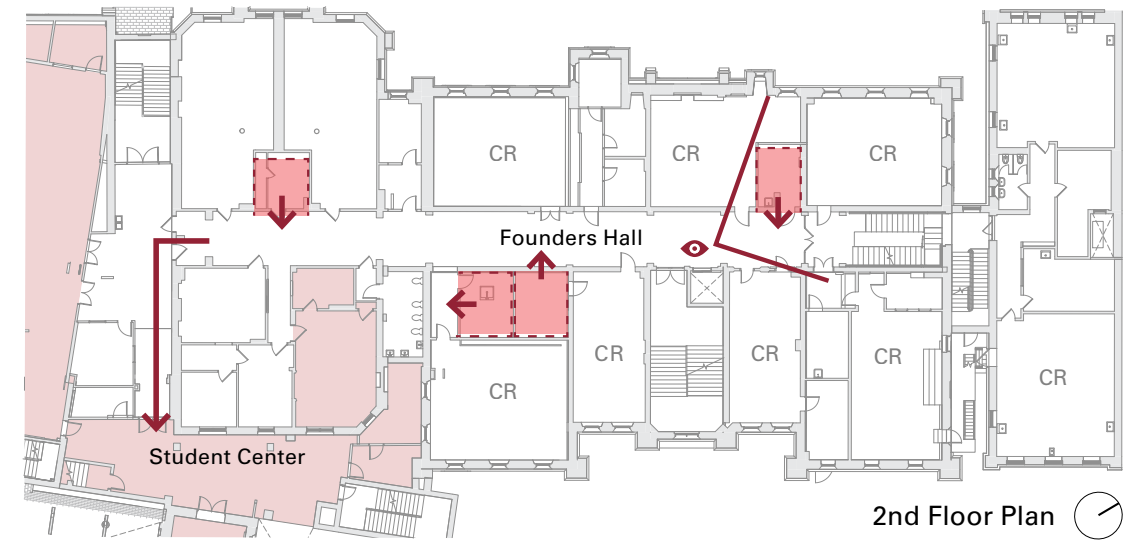
INTRODUCE MORE BREAKOUT SPACE

Open walls, add program specific furniture, and create more transparent partitions for spaces that require more privacy or sound dampening. New nooks can be treated differently depending on programs requested by students: study/collaboration space, quiet/reflection space, and support space. These more intimate spaces will also provide opportunity for different types of display which can benefit from more enclosed and protected placement.

EQUITY AND INCLUSION

In June 2020, Packer issued the multi-phased and expanding Anti-Racist Action Plan. The institutional commitments span across all areas of the school’s organization and involve internal committees (Diversity, Equity and Inclusion Committee of the Board and the Packer Anti-Racism Council) and external consultants.

One of the many commitments is to increase diversity of the faculty, staff and administration. We recommend expanding this action item to include the development of a procurement process for work that is contracted outside of Packer’s internal resources, prioritizing local and Minority and Women-owned Business Enterprises (MWBE).



Connect



Study/
Collaborate



Support



Quiet/
Reflection

- 1 Within the nooks, consider surfaces that are sound absorptive to better isolate activity noise to those areas.
- 2 Apply sound absorptive elements in the walls or ceilings of the corridor to limit the amount of sound that reverberates down the corridor.
- 3 Include a thick pad both to continue to minimize footfall noise and sound absorption.

Results

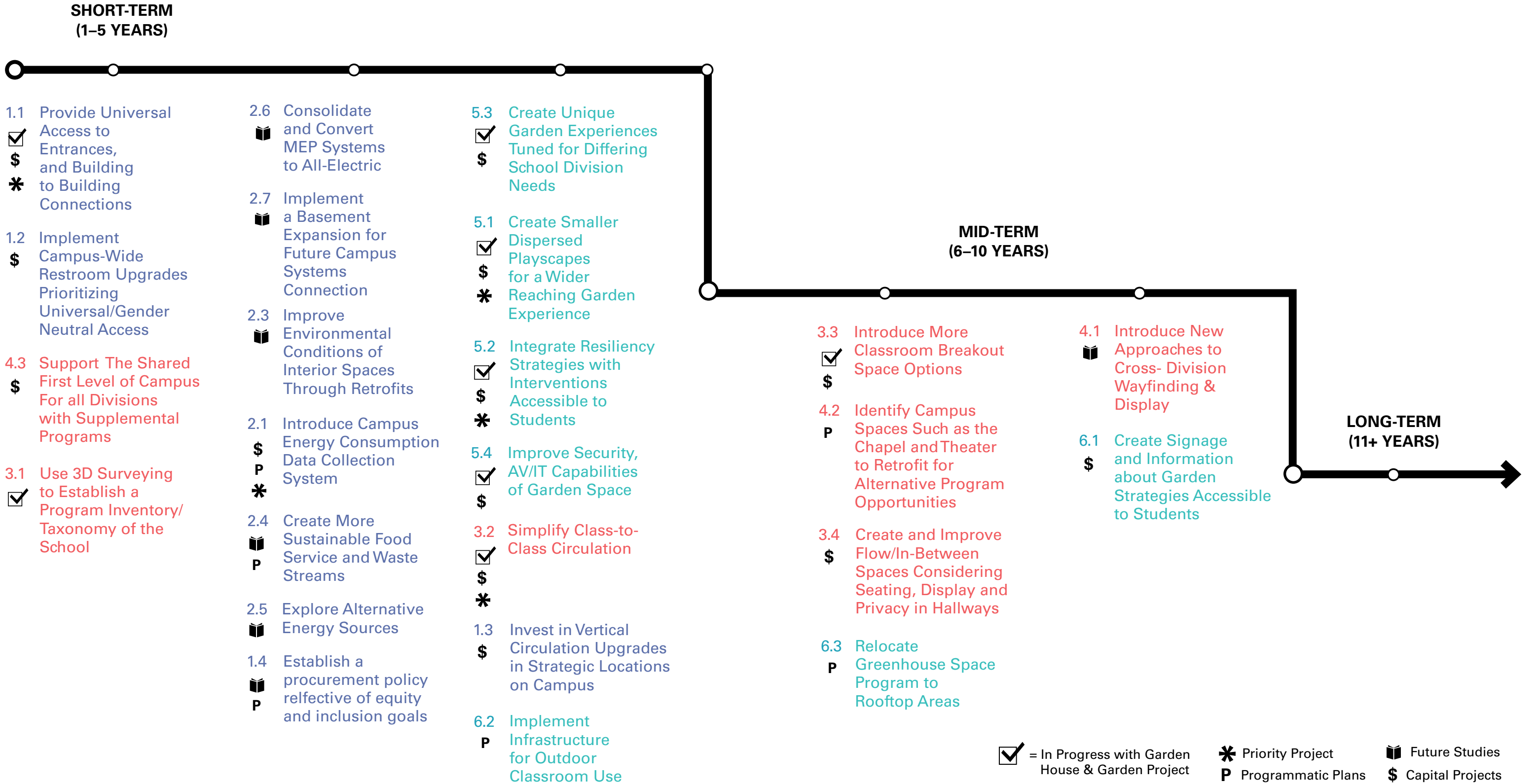
ACTION PLAN & ACTION ITEMS

Explicit action items present a guide for Packer’s future campus improvements, and the Master Plan defines clear physical, programmatic and pedagogical projects requiring large and small- scale investments. An overarching timeline of action item phasing creates stages for Packer to implement action items in relation to milestones, such as the Garden House expansion project.

While we indicate recommended start dates for projects, most importantly the Master Plan should serve as a “playbook” of strategies that can be referred to and guide ongoing discussions by stakeholders and the community at-large.

SUSTAINABILITY & WELLNESS	EDUCATIONAL PROGRAMMING	LANDSCAPE & GARDEN
<p>1.1 Provide Universal Access to Entrances, and Building to Building Connections</p> <p>1.2 Implement Campus-Wide Restroom Upgrades Prioritizing Universal/Gender Neutral Access</p> <p>1.3 Invest in Vertical Circulation Upgrades in Strategic Locations on Campus</p> <p>1.4 Establish a procurement policy reflective of equity and inclusion goals</p> <p>2.1 Introduce Campus Energy Consumption Data Collection System</p> <p>2.2 Improve Water Conservation Strategies</p> <p>2.3 Improve Environmental Conditions of Interior Spaces Through Retrofits</p> <p>2.4 Create More Sustainable Food Service and Waste Streams</p> <p>2.5 Explore Alternative Energy Sources</p> <p>2.6 Consolidate and Convert MEP Systems to All-Electric</p> <p>2.7 Implement a Basement Expansion for Future Campus Systems Connection</p>	<p>3.1 Use 3D Surveying to Establish a Program Inventory/Taxonomy of the School</p> <p>3.2 Simplify Class-to-Class Circulation</p> <p>3.3 Introduce More Classroom Breakout Space Options</p> <p>3.4 Create and Improve Flow/In-Between Spaces Considering Seating, Display and Privacy in Hallways</p> <p>4.1 Introduce New Approaches to Cross-Division Wayfinding & Display</p> <p>4.2 Identify Campus Spaces Such as the Chapel and Theater to Retrofit for Alternative Program Opportunities</p> <p>4.3 Support The Shared First Level of Campus For all Divisions with Supplemental Programs</p>	<p>5.1 Create Smaller Dispersed Playscapes for a Wider Reaching Garden Experience</p> <p>5.2 Integrate Resiliency Strategies with Interventions Accessible to Students</p> <p>5.3 Create Unique Garden Experiences Tuned for Differing School Division Needs</p> <p>5.4 Improve Security, AV/IT Capabilities of Garden Space</p> <p>6.1 Create Signage and Information about Garden Strategies Accessible to Students</p> <p>6.2 Implement Infrastructure for Outdoor Classroom Use</p> <p>6.3 Relocate Greenhouse Space Program to Rooftop Areas</p>
<p> In Progress with Garden House & Garden Project</p> <p> Priority Project</p> <p> Programmatic Plans</p> <p> Future Studies</p> <p> Capital Projects</p>		

Timeline



✓ = In Progress with Garden House & Garden Project

* Priority Project
P Programmatic Plans

📖 Future Studies
\$ Capital Projects



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THE
PACKER
COLLEGIATE
INSTITUTE

EST. 1843