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Executive Summary



Pennoyer School District 79



Pennoyer School District 79
Educational and Master Facilities Plan
Executive Summary

This District Educational and Master Facilities Plan, which includes a physical Facility Assessment of the existing building, a space Capacity/Utilization Study and a Curriculum Study, is the result of building and site walk-throughs by representatives of DLA Architects, Ltd. and Berg Engineering Consultants. Interviews were also conducted with Pennoyer District 79 Administration, Operations & and Maintenance staff, the teaching staff, the students and parents. It is not an environmental survey, ADA survey or asbestos survey, though these subjects are noted in the document if/when a potential issue was encountered during the assessment.

The physical Facility Assessment report identifies building systems and assemblies which, over time, will require replacement. It also identifies any deficiencies that we felt either needed to be corrected to meet current codes but also if not corrected might be a detriment to the practical use of the facilities. The existing 10-Year Life Safety report from the previous District architect is included in this report as well as potential life safety items observed during the site walk-throughs, though the Facility Assessment report is not to be considered a life safety survey, life safety amendment, or asbestos survey.

The Capacity/Utilization Study is a somewhat subjective process. It is vulnerable to the "one more" syndrome or "When I was a student" philosophy that would suggest that we can always get more into less. However, education is a changing paradigm, in which the philosophical approach of quantity of space actually will affect the quality of space and ultimately the education of students. Team teaching, cooperative education,

collaboration, inclusion, and technologies are but a few reasons why today's classrooms are changing.

The actual measure for the student capacity is based on the classroom area available for teaching along with the amount of space required per student. While the U.S. Department of Education defines these areas in terms of "technical capacities," educators are now recognizing that these technical capacities do not necessarily reflect the actual room use or the future teaching techniques that might require a different space to educate in. The Council of Educational and Facility Planners International now implement a "practical capacity" approach, which evaluates the actual use of the room and recognizes the need for flexibility to meet the variations in teaching philosophy. That approach has been implemented in this report. The room capacity study shows that a majority of the teaching classrooms are exceeding their practical capacity and most are near full capacity.

The review of the utilization of the teaching classrooms is equally important. Our review shows that the teaching classroom utilization is generally below or within the 85% range. Normal scheduling for an efficiently programmed school schedule should be no more than 85%. We have seen that this is a good ratio since it allows more flexibility with room schedules, additional areas for studying or team meetings, and it allows flexibility for changing population of students during a specific year.

Any growth within the teaching classroom programs will also affect available instructional support spaces. Instructional support space is that space which students and teachers alike require for the total educational experience. Media centers, study areas, physical education areas, cafeteria, research rooms, general storage, technology specific classrooms and building circulation are just a few of these spaces.

The curriculum review included a survey (School Transformation + Development Map) that was given to the district's administrators and teaching staff of to get their feedback. The questions on the survey were intended to determine how education is being delivered today and how the building is accommodating those teaching methods. It then asked how the respondent sees teaching methodologies changing in the future for

the district. The resulting information gives the district and DLA Architects a good idea on how curriculum is currently impacting the district's facilities but also how it might impact them in the future.

The results of the curriculum review shows that in general, there is a substantial desire within the district's administration and teaching staff to be more progressive with the teaching methodologies that are currently being implemented. This information has a significant impact on the direction the District might want to go with the future of its facilities. Keep in mind that regardless of the desires of the administration and teaching staff, evolving curriculum requirements from the state of Illinois are based on some of the same methodology as the curriculum review touches on. This topic must be further discussed and solidified to determine which direction the District wants to go prior to making decisions on what to do with the existing building.

It must be stressed that this Educational and Master Facilities Plan is just the start of a continuous planning process, or a long range plan for the District. This document will serve as a planning tool, aiding in the fiscal forecasting and identification of potential expenditures over the next 10 years. This will enable the Administration and the Board of Education to establish construction/maintenance budgets and foresee conflicts between construction and the curriculum delivery process. Now that this first stage is completed conversations and decisions need to be made on next steps based on the information included in this report. DLA will continue to assist the district as the process moves forward. It is recommended that once a primary goal and direction has been established, that this document be reviewed on a regular basis with periodic updates to summarize decisions made and to work that needs to be done.

Statement of Purpose



Pennoyer School District 79



Introduction – Statement of Purpose

The process of completing a District-wide study is a stepping stone for developing a comprehensive plan for future needs and budget expenditures. The Educational and Master Facilities Plan is a major component of the District's long range plan. Coupled with life safety, curriculum, demographic issues and future program needs, the study becomes a planning document for helping to manage and maintain the District's facilities in good working order, balanced with the required long-term expenditures.

Our study has found that the facilities are well cared for, clean and regularly maintained – a tribute to the District's teachers, students and maintenance staff. And while the facilities are well cared for, the fact remains that there are infrastructure and building components that are aging and will be in need of renovation and/or replacement in coming years.

The quality of educational space can be a direct reflection of how well students can focus and learn within their classroom. Environments with poor thermal comfort, bad acoustics or simply classrooms that are too cluttered, inhibit the learning and teaching process.

The goal of the assessment centers around these facility needs, anticipating renovations and the replacement of equipment before there are failures. There is no question equipment can be repaired to "get a bit more life" out of the system, however, the point of diminishing returns makes these repairs more and more costly and ultimately not capable of renovation.

The process and priority of those renovations are something that the Facilities Committee, District Administration and DLA Architects should work together in

developing as a next step. DLA will remain an active participant in helping to establish a renovation program that best meets the District's goals and philosophical approach. In this manner all of the students, faculty and staff of Pennoyer School District 79 will benefit.

Facility Assessment



Pennoyer School District 79



Facility Assessment

Study Protocol

The study entailed surveying the facility by a team of architects and engineers. In addition, the team examined existing drawings of the building, when available, and walked the site. The District also sent out surveys to Staff and the feedback has been incorporated into the body of this report. The goal was to examine major components of the facility to determine the age and condition of these components develop a process of review and ultimately implement the recommendations.

The study did not include any destructive testing of the building. However, systems including windows, doors, walls, roofs, mechanical, electrical and plumbing were reviewed and examined. In addition, on-site interviews were made to discuss the building with District's Operations & Maintenance personnel and administration. The goal was to combine the expertise of the Design Team with that of the people who know the buildings best. This synergy is integral to a comprehensive report.

In reviewing the report, particularly with the mechanical, electrical and plumbing portions, options are discussed along with longevity issues and life cycle costs. These options allow the District to determine what the best solution for the school is; including what the best program, in terms of long-term comfort, is for the students and staff, and which solution provides the best energy savings versus initial cost.

The completion of the Educational and Master Facilities Plan is an opportunity to make the Administration and Board of Education more aware of life safety code requirements, maintenance factors, curriculum needs and other concerns within the facilities, along with the anticipated costs for these work items. In this manner, the Board of Education

will be better able to plan for these key expenditures that will be necessary to maintain quality educational facilities in the District.

Rationale

The rational for proceeding with recommendations efforts, either remodeling or reconstruction, is based upon 7 categories:

ADA	Americans with Disabilities Act
Asbestos	Potential Asbestos Containing Materials
Capital Improvements	Capital Improvements Project
Capital Improvements 21 st Century	Capital Improvements Project for 21 st Century Curriculum
Life Safety	Potential Life Safety Item
Official Life Safety	Item is from the 2016 Life Safety Survey
O&M	Operations and Maintenance

Priority

DLA Architects has not updated the Facility Assessment to reflect priorities, instead we recommend the District review the following prioritization categories and conceptually rank each type of work. Prioritization of line items could possibly be in order as follows:

1. Priority 1: Items needing immediate attention to maintain the health and life safety of occupants and/or the operation of the facility based upon its current condition. Recommended project completion date 1-3 years. We recommend the life safety items and priority 1 roof items fall in this category.
2. Priority 2: Items needing attention in the near future to maintain the operation of the facility based upon its current condition. The item or system has exceeded its life cycle length. Recommended project completion date 3-5 years. We recommend including certain equipment past its useful life for this category.

These items are included so their replacement can be planned for, rather than wait for a failure.

3. Priority 3: Remaining items or system that may be currently in acceptable condition, but it is projected, based upon life cycle length, that the item will require replacement. Other items included may warrant attention to insure the efficient use of energy or require upgrade due to technological obsolescence. Recommended project completion date 5-10 years.

Estimated Costs

The projected cost estimates for each item in the individual school sections are based on 2017 estimated costs and are not escalated to account for inflation. This cost reflects labor and material, but does not include Architectural and Engineering Design fees, Contingencies or Owner Project related soft costs. An action year will be added for each item that reflects the calendar year the project is recommended to be completed. This will be based, in part, on the prioritization exercise described in the previous paragraph.

This document does not include an environmental survey, and as such, any costs associated with environmental issues, such as asbestos abatement, are merely estimates based on historical data. For actual asbestos information and costs, it is recommended the District asbestos management plan prepared by United Analytical Services, Inc. be consulted.

Proposed Work



Pennoyer School District 79

Proposed Work



Proposed Work Matrix

The following list provides an anticipated scope of work required to bring the facility up to minimum standards for the educational environments. The list includes architectural and engineering work for both exterior and interior. Major program and curriculum enhancements possibilities have briefly been mentioned in this report to give a concept of the curriculum impact to upgrading your existing buildings. This will be reviewed further once the utilization part of this report has been discussed. Once discussed, the team should review again the priorities of all work within the schools based on discussions made from the Utilization Reports.

While comprehensive in nature, it is not out of the realm that additional items may be added to the list each year as building functions change and new items are uncovered.

Each item listed is numbered for easier identification. In addition, representative photographs are added for a broad scope of the anticipated work. As the District prioritizes work in the coming years, remaining work items and numbers should remain constant. In this manner there is a benchmark of work to remain as well as providing a comparison of new work that is added to the list.

Pennoyer School District #79

Overall Summary Traditional Improvements



Categories	Estimated Cost
ADA	\$625,100
Asbestos	\$228,090
Capital Improvements	\$6,135,000
Life Safety	\$172,710
O&M	\$3,159,368
Official Life Safety	\$435,550
Overall Costs Grand Total	\$10,755,818

Construction Cost	\$10,755,818
Contingency (10%)	\$1,075,582
Fees (10%)	\$1,075,582
Project Total Cost	\$12,906,982

*The projected cost estimates are based on 2017 estimated costs and are not escalated to account for inflation. This cost reflects labor and material, potential Architectural and Engineering Design Fees but does not include Owner Project related soft costs (ie. Furniture, construction testing, surveys, environmental concerns etc.).

Pennoyer School District #79 Overall Summary 21st Century Improvements



Categories	Estimated Cost
Capital Improvements - 21st Century	\$5,580,000
Construction Cost	\$5,580,000
Contingency (10%)	\$558,000
Fees (10%)	\$558,000
Project Total Cost	\$6,696,000

*The projected cost estimates are based on 2017 estimated costs and are not escalated to account for inflation. This cost reflects labor and material, potential Architectural and Engineering Design Fees but does not include Owner Project related soft costs (ie. Furniture, construction testing, surveys, environmental concerns etc.).



Pennoyer School District #79

Overall Cost Traditional & 21st Century Improvements

Traditional Improvements	\$12,906,982
21 st Century Work	\$6,696,000
<u>Soft Costs (3%)</u>	<u>\$588,290</u>
Project Total Cost	\$20,191,072

Pennoyer School District #79

Overall Summary by Project Type



Project Type	Estimated Cost
Acoustics	\$45,000
Casework/Lockers	\$731,500
Ceiling	\$225,781
Door	\$376,500
Electrical	\$916,100
Elevator	\$350,000
FF&E	\$27,600
Fire-Rated Construction	\$9,000
Flooring	\$460,997
Glazing	\$66,000
Mechanical	\$2,829,000
Miscellaneous	\$0
Plumbing	\$10,900
Roof	\$972,520
Site	\$1,650,000
Spatial Layout & Function	\$7,367,500
Stairs	\$128,050
Wall	\$126,620
Window Treatments	\$42,750

Pennoyer School

Facility Assessment by Category

Pennoyer School District #79



ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
Addition								\$4,450,000
Elevator								\$350,000
341	Elevator	The building lacks access to all levels		Capital Improvements	1 LS	Construct elevator addition allowing for ADA access to all building levels		\$350,000
Spatial Layout & Function								\$4,000,000
500	Classrooms	Classrooms are overcrowded using 21st century learning metrics and curriculum per the capacity study		Capital Improvements - 21st Century	1 LS	Construct a nine classroom addition		\$3,000,000
499	Classrooms	Classrooms are overcrowded using traditional metrics and curriculum per the capacity study		Capital Improvements - 21st Century	1 LS	Construct a three classroom addition		\$1,000,000
Stairs								\$100,000
340	Stair S-2	Stair S-2 is a major chokepoint and prevents efficient movement between all building levels		Capital Improvements	1 LS	Construct stairway addition to replace Stair S-2		\$100,000
Exterior Building/Site								\$1,725,600
Electrical								\$75,600
123	Building Façade	Existing exterior lighting is metal halide		Capital Improvements	1 LS	Replace existing fixtures with LED fixtures and code compliant controls		\$60,000
122	Building Façade	There is no exterior exit discharge lighting		Life Safety	1 LS	Install two exterior rated battery light fixtures at each exterior door		\$15,600

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
Site								\$1,650,000
065	Site	Fence is rusted		O&M	2,000 LF	Replace fence with new decorative fence with gate layout designed for current use		\$170,000
200	Site	Gas-powered equipment, fuel, salt, etc. stored within building or exposed on-site		Capital Improvements	1 LS	Construct exterior storage shed separate from main building		\$80,000
226	Site	Playground and outdoor learning areas are lacking		Capital Improvements - 21st Century	1 LS	Remove paved areas to create green, landscaped outdoor learning spaces and playgrounds		\$300,000
061	Site	Softball field shows weed infiltration and poor grading		O&M	1 LS	Regrade and dress existing softball field		\$25,000
030	Asphalt	Tripping Hazard > Excessive cracks in asphalt		Official Life Safety	90,000 SF	Mill down 2" and resurface existing asphalt		\$225,000
201	Site	Vehicle circulation for drop-off, pick-up parking is inefficient		Capital Improvements	1 LS	Revise drives and parking to separate parent traffic from staff/visitors/buses		\$850,000
Interior								\$9,187,698
Acoustics								\$45,000
502	Gymnasium 122	Existing sound system is inconsistent and has outdated interface		O&M	1 LS	Install new sound system		\$35,000
316	Multipurpose Room 113	Sound paneling deteriorated		O&M	1 LS	Replace sound absorptive paneling material		\$10,000
Casework/Lockers								\$731,500
407	Board Room 119	Casework finish is worn and hardware is outdated		O&M	57 LF	Replace existing casework		\$28,500
452	Classroom 100 - Music	Casework finish is worn and hardware is outdated		O&M	19 LF	Replace existing casework		\$9,500
186	Classroom 102	Casework finish is worn and hardware is outdated		O&M	54 LF	Replace existing casework		\$27,000
245	Classroom 103 - Art	Casework finish is worn and hardware is outdated		O&M	45 LF	Replace existing casework		\$22,500
315	Classroom 104	Casework finish is worn and hardware is outdated		O&M	60 LF	Replace existing casework		\$30,000

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
362	Classroom 105 - Science	Casework finish is worn and hardware is outdated		O&M	100 LF	Replace existing casework - Glass is not tempered		\$50,000
312	Classroom 106	Casework finish is worn and hardware is outdated		O&M	60 LF	Replace existing casework		\$30,000
428	Classroom 108	Casework finish is worn and hardware is outdated		O&M	0 LF	XXXXXXXXXXXXXXXXXX PHOTO		\$0
441	Classroom 108	Casework finish is worn and hardware is outdated		O&M	20 LF	Replace existing casework		\$10,000
179	Classroom 109	Casework finish is worn and hardware is outdated		O&M	33 LF	Replace existing casework		\$16,500
221	Classroom 111	Casework finish is worn and hardware is outdated		O&M	54 LF	Replace existing ceiling system		\$27,000
297	Classroom 116	Casework finish is worn and hardware is outdated		O&M	53 LF	Replace existing casework		\$26,500
482	Classroom 118	Casework finish is worn and hardware is outdated		O&M	60 LF	Replace existing casework		\$30,000
347	Classroom 124	Casework finish is worn and hardware is outdated		O&M	43 LF	Replace existing casework		\$21,500
477	Classroom 126	Casework finish is worn and hardware is outdated		O&M	49 LF	Replace existing casework		\$24,500
467	Classroom 130	Casework finish is worn and hardware is outdated		O&M	41 LF	Replace existing casework		\$20,500
438	Classroom 132	Casework finish is worn and hardware is outdated		O&M	41 LF	Replace existing casework		\$20,500
332	Classroom 216	Casework finish is worn and hardware is outdated		O&M	20 LF	Replace existing casework		\$10,000
382	Classroom 218	Casework finish is worn and hardware is outdated		O&M	23 LF	Replace existing casework		\$11,500
298	Classroom 220	Casework finish is worn and hardware is outdated		O&M	23 LF	Install new lockers or cubbies		\$11,500
254	Classroom 222	Casework finish is worn and hardware is outdated		O&M	26 LF	Replace existing casework		\$13,000
219	Classroom 224	Casework finish is worn and hardware is outdated		O&M	43 LF	Replace existing casework		\$21,500
450	Classroom 226	Casework finish is worn and hardware is outdated		O&M	41 LF	Replace existing casework		\$20,500
480	Classroom 228	Casework finish is worn and hardware is outdated		O&M	42 LF	Replace existing casework		\$21,000
491	Classroom 230	Casework finish is worn and hardware is outdated		O&M	40 LF	Replace existing casework		\$20,000
337	Classroom 232	Casework finish is worn and hardware is outdated		O&M	41 LF	Replace existing casework		\$20,500

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
174	Classroom 98	Casework finish is worn and hardware is outdated		O&M	65 LF	Replace existing casework		\$32,500
437	Classroom 99	Casework finish is worn and hardware is outdated		O&M	65 LF	Replace existing casework		\$32,500
261	LRC 123	Casework finish is worn and hardware is outdated		O&M	100 LF	Replace existing casework		\$50,000
086	Office 225	Casework finish is worn and hardware is outdated		O&M	6 LF	Replace existing casework		\$3,000
375	Prep 98b	Casework finish is worn and hardware is outdated		O&M	16 LF	Replace existing casework		\$8,000
376	Prep 99b	Casework finish is worn and hardware is outdated		O&M	16 LF	Replace existing casework		\$8,000
204	Staff Lounge 114	Casework finish is worn and hardware is outdated		O&M	45 LF	Replace existing casework		\$22,500
126	Women's Faculty Toilet	Casework finish is worn and hardware is outdated		O&M	5 LF	Replace existing casework		\$2,500
060	Boys Locker Room 136a	Locker finish and hardware deteriorated		O&M	24 EA	Install new metal lockers		\$6,000
440	Classroom 101 - Special Ed	Locker finish and hardware deteriorated		O&M	8 EA	Install new lockers or cubbies		\$2,000
414	Classroom 216	Locker finish and hardware deteriorated		O&M	14 EA	Install new lockers or cubbies		\$3,500
354	Classroom 218	Locker finish and hardware deteriorated		O&M	14 EA	Install new lockers or cubbies		\$3,500
435	Classroom 220	Locker finish and hardware deteriorated		O&M	14 EA	Install new lockers or cubbies		\$3,500
454	Classroom 222	Locker finish and hardware deteriorated		O&M	16 EA	Install new lockers or cubbies		\$4,000
196	Girls Locker Room 134a	Locker finish and hardware deteriorated		O&M	24 EA	Install new metal lockers		\$6,000
473	Classroom 216	Shelf/ledge		O&M	0 LF	XXXXXXXXXXXXXXXXXX PHOTO		\$0
470	Classroom 216	Shelf/ledge		O&M	0 LF			\$0
Ceiling								\$225,781
192	Boys Locker Room 136a	Ceiling finish worn		O&M	425 SF	Paint existing concrete ceiling		\$1,275
059	Classroom 102	Ceiling finish worn		O&M	730 SF	Paint existing metal ceiling		\$2,190
252	Classroom 104	Ceiling finish worn		O&M	726 SF	Paint existing metal ceiling		\$2,178

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
432	Classroom 106	Ceiling finish worn		O&M	716 SF	Paint existing metal ceiling		\$2,148
445	Classroom 108	Ceiling finish worn		O&M	525 SF	Paint existing metal ceiling		\$1,575
253	Corridor C-2	Ceiling finish worn		O&M	1,250 SF	Paint existing metal ceiling		\$3,750
194	Girls Locker Room 134a	Ceiling finish worn		O&M	210 SF	Paint existing concrete ceiling		\$630
474	Room108a	Ceiling finish worn		O&M	140 SF	Remove rust and paint metal ceiling		\$420
322	Classroom 101 - Special Ed	Ceiling tiles are bowing and falling down		Life Safety	1,190 SF	Replace existing ceiling system		\$8,330
154	Classroom 109	Ceiling tiles are bowing and falling down		Life Safety	480 SF	Replace existing ceiling system		\$3,360
096	Boys Toilet 127	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	265 SF	Replace existing acoustical ceiling tile		\$1,855
355	Boys Toilet 136	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	110 SF	Replace existing acoustical ceiling tile		\$770
353	Classroom 103 - Art	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	1,190 SF	Replace existing acoustical ceiling tile		\$8,330
359	Classroom 105 - Science Classroom	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	1,190 SF	Replace existing acoustical ceiling tile		\$8,330
009	Classroom 111	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	705 SF	Replace existing acoustical ceiling tile and complete missing portion of soffit		\$4,935
320	Classroom 124	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	735 SF	Replace existing acoustical ceiling tile		\$5,145
351	Classroom 126	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	735 SF	Replace existing acoustical ceiling tile		\$5,145
430	Classroom 130	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	720 SF	Replace existing acoustical ceiling tile		\$5,040
306	Classroom 132	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	710 SF	Replace existing acoustical ceiling tile		\$4,970

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
381	Classroom 218	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	690 SF	Replace existing acoustical ceiling tile		\$4,830
383	Classroom 220	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	710 SF	Replace existing acoustical ceiling tile		\$4,970
384	Classroom 222	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	790 SF	Replace existing acoustical ceiling tile		\$5,530
402	Classroom 224	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	730 SF	Replace existing acoustical ceiling tile		\$5,110
097	Classroom 226	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	710 SF	Replace existing acoustical ceiling tile		\$4,970
103	Classroom 228	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	720 SF	Replace existing acoustical ceiling tile		\$5,040
182	Classroom 230	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	710 SF	Replace existing acoustical ceiling tile		\$4,970
262	Classroom 232	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	700 SF	Replace existing acoustical ceiling tile		\$4,900
095	Girls Toilet 128	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	265 SF	Replace existing acoustical ceiling tile		\$1,855
417	Girls Toilet 134	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	110 SF	Replace existing acoustical ceiling tile		\$770
422	LRC 123	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	1,530 SF	Replace existing acoustical ceiling tile		\$10,710
087	Office 225	Holes in various tiles, damaged grid, tiles appear old and mismatched		O&M	350 SF	Replace existing acoustical ceiling tile		\$2,450
292	Classroom 100 - Music	Items stored too close to the ceiling therefore the 24in clearance from ceiling is not met (unsprinkled)		Life Safety	1 LS	Remove storage items		\$0
479	Classroom 101 - Special Ed	Items stored too close to the ceiling therefore the 24in clearance from ceiling is not met (unsprinkled)		Life Safety	1 LS			\$0

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
413	Classroom 103 - Art	Items stored too close to the ceiling therefore the 24in clearance from ceiling is not met (unsprinkled)		Life Safety	1 LS			\$0
302	Classroom 105 - Science Classroom	Items stored too close to the ceiling therefore the 24in clearance from ceiling is not met (unsprinkled)		Life Safety	1 LS			\$0
419	Classroom 124	Items stored too close to the ceiling therefore the 24in clearance from ceiling is not met (unsprinkled)		Life Safety	1 LS	Remove storage items		\$0
183	Classroom 132	Items stored too close to the ceiling therefore the 24in clearance from ceiling is not met (unsprinkled)		Life Safety	1 LS	Remove storage items		\$0
449	Classroom 226	Items stored too close to the ceiling therefore the 24in clearance from ceiling is not met (unsprinkled)		Life Safety	1 LS	Remove storage items		\$0
185	Classroom 228	Items stored too close to the ceiling therefore the 24in clearance from ceiling is not met (unsprinkled)		Life Safety	1 LS	Remove storage items		\$0
356	Classroom 230	Items stored too close to the ceiling therefore the 24in clearance from ceiling is not met (unsprinkled)		Life Safety	1 LS	Remove storage items		\$0
010	LRC 123	Items stored too close to the ceiling therefore the 24in clearance from ceiling is not met (unsprinkled)		Life Safety	1 LS	Remove storage items		\$0
063	Storage 101a	Items stored too close to the ceiling therefore the 24in clearance from ceiling is not met (unsprinkled)		Life Safety	1 LS	Remove storage items		\$0
198	Storage 103a	Items stored too close to the ceiling therefore the 24in clearance from ceiling is not met (unsprinkled)		Life Safety	1 LS	Remove storage items		\$0
497	Classroom 118	Peeling, damaged soffit		Life Safety	10 EA	Soffit missing portion		\$2,500
334	Building & Ground Storage	Plaster ceiling rapidly decaying		O&M	300 SF	Replace plaster ceiling		\$3,000
310	Classroom 100 - Music Room	Potential asbestos ceiling tiles		Asbestos	770 SF	Abate existing ceiling and replace with new		\$11,550

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
273	Classroom 98	Potential asbestos ceiling tiles		Asbestos	1,060 SF	Abate existing ceiling and replace with new		\$15,900
275	Classroom 99	Potential asbestos ceiling tiles		Asbestos	1,030 SF	Abate existing ceiling and replace with new		\$15,450
247	Corridor C-1	Potential asbestos ceiling tiles		Asbestos	1,050 SF	Abate existing ceiling and replace with new		\$15,750
042	Office 112	Potential asbestos ceiling tiles		Asbestos	160 SF	Abate existing ceiling and replace with new		\$2,400
379	Prep 98b	Potential asbestos ceiling tiles		Asbestos	95 SF	Abate existing ceiling and replace with new		\$1,425
380	Prep 99b	Potential asbestos ceiling tiles		Asbestos	95 SF	Abate existing ceiling and replace with new		\$1,425
167	Vestibule V-1	Potential asbestos ceiling tiles		Asbestos	40 SF	Abate existing ceiling and replace with new		\$600
012	Vestibule V-2	Potential asbestos ceiling tiles		Asbestos	40 SF	Abate existing ceiling and replace with new		\$600
152	Vestibule V-5	Potential asbestos ceiling tiles		Asbestos	70 SF	Abate existing ceiling and replace with new		\$1,050
318	Classroom 216	Signs of water on ceiling tiles		Official Life Safety	690 SF	Replace existing acoustical ceiling tile		\$17,250
236	Mechanical 105d	Signs of water on ceiling tiles		Official Life Safety	230 SF	Investigate source of water and replace ceiling tiles		\$5,750
274	Toilet 105c	Signs of water on ceiling tiles		Official Life Safety	30 SF	Investigate source of water and replace ceiling tiles		\$750
279	Toilet 106a	Signs of water on ceiling tiles		Official Life Safety	46 SF	Investigate source of water and replace ceiling tiles		\$1,150
109	Toilet 225a	Signs of water on ceiling tiles		Official Life Safety	110 SF	Investigate source of water and replace ceiling tiles		\$2,750
Door								\$376,500
335	Classroom 102	Closer > Missing at door		Life Safety	0 EA			\$0
333	Classroom 104	Closer > Missing at door		Life Safety	0 EA	XXXXXXXXXXXXXXXXX PHOTO		\$0
426	Classroom 132	Closer > Missing at door		Life Safety	1 EA			\$500
113	Electrical 120d	Door does not latch closed		Official Life Safety	1 EA	Adjust hardware to allow door to clase		\$500
444	Classroom 101 - Special Ed	Door exhibits multiple issues (hardware, finish, wire glass)		O&M	1 EA	Install new door and frame		\$3,000

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
331	Classroom 102	Door exhibits multiple issues (hardware, finish, wire glass)		O&M	0 EA	XXXXXXXXXXXXXXXXX PHOTO		\$0
120	Classroom 101 - Special Ed	Door extends too far into egress path		Life Safety	1 EA	Revise doorway to limit extension into stair landing		\$3,000
311	Classroom 124	Door frame scuffed, chipped or rusted		O&M	1 EA	Scrape, clean, prime and paint frame		\$500
349	Classroom 126	Door frame scuffed, chipped or rusted		O&M	1 EA	Scrape, clean, prime and paint frame		\$500
005	Classroom 130	Door frame scuffed, chipped or rusted		O&M	1 EA	Scrape, clean, prime and paint frame		\$500
439	Classroom 132	Door frame scuffed, chipped or rusted		O&M	1 EA	Scrape, clean, prime and paint frame		\$500
411	LRC 123	Door frame scuffed, chipped or rusted		O&M	2 EA	Scrape, clean, prime and paint frame		\$1,000
169	Vestibule V-1	Door frame scuffed, chipped or rusted		O&M	4 EA	Scrape, clean, prime and paint frame		\$2,000
015	Vestibule V-2	Door frame scuffed, chipped or rusted		O&M	4 EA	Scrape, clean, prime and paint frame		\$2,000
018	Vestibule V-3	Door frame scuffed, chipped or rusted		O&M	4 EA	Scrape, clean, prime and paint frame		\$2,000
164	Vestibule V-5	Door frame scuffed, chipped or rusted		O&M	4 EA	Scrape, clean, prime and paint frame		\$2,000
052	Mechanical 129a	Door hardware does not meet code		Official Life Safety	1 EA	Install UL listed closer		\$500
049	Mechanical/B&G Storage 129	Door hardware does not meet code		Official Life Safety	2 EA	Install UL listed closer		\$1,000
044	Stair S-1	Door hardware does not meet code		Official Life Safety	1 EA	Remove thumbturn lock and provide blank off plate		\$500
043	Stair S-3	Door hardware does not meet code		Official Life Safety	1 EA	Remove thumbturn lock and provide blank off plate		\$500
045	Stair S-4	Door hardware does not meet code		Official Life Safety	1 EA	Install UL listed closer		\$500
053	Storage 129b	Door hardware does not meet code		Official Life Safety	1 EA	Install UL listed closer		\$500
058	Storage 138	Door hardware does not meet code		Official Life Safety	1 EA	Install UL listed closer		\$500
111	Building & Ground Storage 97	Door in poor condition (wood decay, incorrect or damaged hardware)		O&M	1 EA	Install new hollow metal door		\$1,000

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
361	Classroom 216	Door in poor condition (wood decay, incorrect or damaged hardware)		O&M	2 EA	Replace pair closet doors		\$2,000
421	Classroom 218	Door in poor condition (wood decay, incorrect or damaged hardware)		O&M	2 EA	Replace pair closet doors		\$2,000
321	Classroom 220	Door in poor condition (wood decay, incorrect or damaged hardware)		O&M	1 EA	Replace closet door		\$1,000
215	Classroom 222	Door in poor condition (wood decay, incorrect or damaged hardware)		O&M	2 EA	Replace pair closet doors		\$2,000
057	Boiler 140	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new hollow metal door		\$3,000
216	Classroom 100 - Music	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
330	Classroom 108	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
308	Classroom 109	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	2 EA	Replace double door		\$6,000
329	Classroom 124	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
188	Classroom 126	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
184	Classroom 130	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
490	Classroom 132	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
069	Classroom 224	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
323	Classroom 226	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
492	Classroom 228	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
287	Classroom 230	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
420	Classroom 232	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
446	Classroom 98	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	2 EA	Install new solid core door		\$6,000
423	Classroom 99	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	2 EA	Install new solid core door		\$6,000
140	Conference 110	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
161	Conference 110	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
250	Kitchen 113a	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	2 EA	Install new solid core door		\$6,000
238	Kitchen Storage 113a-1	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
448	LRC 123	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	2 EA	Install new solid core door		\$6,000
162	Multipurpose Room 113	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	5 EA	Install new solid core doors		\$15,000
047	Office 112	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
091	Office 225	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new solid core door		\$3,000
222	Room 108A	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Life Safety	1 EA	Install new solid core door		\$3,000
210	Staff Lounge 114	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Life Safety	1 EA	Install new solid core door		\$3,000

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
202	Storage 103a	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Life Safety	1 EA	Door hits existing ductwork - replace with properly sized door		\$3,000
475	Storage 109a	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new hollow metal door		\$3,000
160	Storage 110a	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new hollow metal door		\$3,000
014	Storage 111a	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new hollow metal door		\$3,000
171	Storage 113b	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new hollow metal door		\$3,000
172	Storage 113d	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new hollow metal door		\$3,000
495	Storage 116a	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Official Life Safety	1 EA	Install new hollow metal door		\$3,000
343	Storage 122b	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Life Safety	2 EA	Install new pair of solid core doors		\$6,000
240	Toilet 113a-2	Door in poor condition (wood decay, incorrect or damaged hardware, wire glass)		Life Safety	1 EA	Install new solid core door		\$3,000
466	Boys Locker Room 136a	Doorway does not meet ADA requirements		ADA	2 EA	Widen doorway and replace door and frame		\$12,000
301	Boys Toilet 136	Doorway does not meet ADA requirements		ADA	1 EA	Install new door assembly with leaf of minimum 32" width		\$6,000
469	Classroom 102	Doorway does not meet ADA requirements		ADA	1 EA	Widen doorway and replace door and frame		\$6,000
248	Classroom 103 - Art	Doorway does not meet ADA requirements		ADA	2 EA	Widen doorway and replace door and frame		\$12,000
225	Classroom 104	Doorway does not meet ADA requirements		ADA	1 EA	Widen doorway and replace door and frame		\$6,000
433	Classroom 105 - Science	Doorway does not meet ADA requirements		ADA	0 EA	Widen doorway and replace door and frame		\$0
431	Classroom 106	Doorway does not meet ADA requirements		ADA	1 EA	Widen doorway and replace door and frame		\$6,000

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
115	Classroom 108	Doorway does not meet ADA requirements		ADA	1 EA	Widen doorway and replace door and frame		\$6,000
173	Classroom 111	Doorway does not meet ADA requirements		ADA	1 EA	Widen doorway and replace door and frame		\$6,000
223	Classroom 116	Doorway does not meet ADA requirements		ADA	1 EA	Widen doorway and replace door and frame		\$6,000
385	Classroom 118	Doorway does not meet ADA requirements		ADA	1 EA	Widen doorway and replace door and frame		\$6,000
178	Classroom 216	Doorway does not meet ADA requirements		ADA	1 EA	Widen doorway and replace door and frame		\$6,000
409	Classroom 218	Doorway does not meet ADA requirements		ADA	1 EA	Widen doorway and replace door and frame		\$6,000
288	Classroom 220	Doorway does not meet ADA requirements		ADA	1 EA	Widen doorway and replace door and frame		\$6,000
313	Classroom 222	Doorway does not meet ADA requirements		ADA	1 EA	Widen doorway and replace door and frame		\$6,000
197	Girls Locker Room 134a	Doorway does not meet ADA requirements		ADA	2 EA	Widen doorway and replace door and frame		\$12,000
098	Girls Toilet 128	Doorway does not meet ADA requirements		ADA	1 EA	Revised doorway for a minimum 32" clear door opening		\$6,000
424	Girls Toilet 134	Doorway does not meet ADA requirements		ADA	1 EA	Install new door assembly with leaf of minimum 32" width		\$6,000
442	Toilet 102a	Doorway does not meet ADA requirements		ADA	1 EA	Revised doorway for a minimum 32" clear door opening		\$6,000
328	Toilet 104a	Doorway does not meet ADA requirements		ADA	1 EA	Revised doorway for a minimum 32" clear door opening		\$6,000
278	Toilet 106a	Doorway does not meet ADA requirements		ADA	1 EA	Shift doorway to allow for proper space at latch		\$6,000
134	Toilet 113e	Doorway does not meet ADA requirements		ADA	1 EA	Revised doorway for a minimum 32" clear door opening		\$6,000
144	Toilet 113f	Doorway does not meet ADA requirements		ADA	EA	Revised doorway for a minimum 32" clear door opening		
110	Toilet 225a	Doorway does not meet ADA requirements		ADA	1 EA	Revised doorway for a minimum 32" clear door opening		\$6,000

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
231	Vestibule 98a	Doorway does not meet ADA requirements		ADA	2 EA	Widen exterior exit doorway and replace door and frame		\$12,000
457	Vestibule 99a	Doorway does not meet ADA requirements		ADA	2 EA	Widen exterior exit doorway and replace door and frame		\$12,000
119	Women's Faculty Toilet 107a	Doorway does not meet ADA requirements		ADA	1 EA	Revised doorway for a minimum 32" clear door opening		\$6,000
102	Workroom 125	Doorway does not meet ADA requirements		ADA	1 EA	Widen doorway and replace door and frame		\$6,000
029	Corridor C-6	Glass > Vision panel in a 1 hr. rated door is not rated (adequately)		Official Life Safety	4 EA	Install tempered, rated glazing in existing door		\$2,000
158	Server 105b	Glass > Vision panel in a 1 hr. rated door is not rated (adequately)		Official Life Safety	1 EA	Install tempered, rated glazing in existing door		\$500
159	Storage 105a	Glass > Vision panel in a 1 hr. rated door is not rated (adequately)		Official Life Safety	1 EA	Install tempered, rated glazing in existing door		\$500
155	Classroom 105 - Science Classroom	Glass > Vision panel in a 1/2 hr. rated door is not rated (adequately)		Official Life Safety	1 EA	Install tempered, rated glazing in existing door		\$500
326	Classroom 101 - Special Ed	Glass > Wired glass in vestibule doors		Life Safety	0 EA			\$0
485	Classroom 104	Glass > Wired glass in vestibule doors		Life Safety	0 EA	XXXXXXXXXXXXXXXXXX PHOTO		\$0
461	Classroom 106	Glass > Wired glass in vestibule doors		Life Safety	0 EA			\$0
408	Classroom 132	Glass > Wired glass in vestibule doors		Life Safety	1 EA			\$500
350	Classroom 98	Glass > Wired glass in vestibule doors		Life Safety	0 EA			\$0
168	Vestibule V-1	Glass > Wired glass in vestibule doors		Life Safety	8 EA	Replace glazing with no-wired tempered glass		\$4,000
013	Vestibule V-2	Glass > Wired glass in vestibule doors		Life Safety	8 EA	Replace glazing with no-wired tempered glass		\$4,000
017	Vestibule V-3	Glass > Wired glass in vestibule doors		Life Safety	10 EA	Replace glazing with no-wired tempered glass		\$5,000

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
163	Vestibule V-5	Glass > Wired glass in vestibule doors		Life Safety	8 EA	Replace glazing with no-wired tempered glass		\$4,000
348	Building & Ground Storage	Hardware is in disrepair		Life Safety	0 EA	XXXXXXXXXXXXXXXX PHOTO		\$0
489	Classroom 102	Hardware is in disrepair		Life Safety	0 EA			\$0
181	Classroom 232	Hardware is in disrepair		Life Safety	1 EA	Not Ada compliant		\$1,000
462	Classroom 98	Hardware is in disrepair		Life Safety	0 EA			\$0
415	Classroom 98	Hardware is in disrepair		Life Safety	0 EA	XXXXXXXXXXXXXXXX PHOTO		\$0
187	Board Room 119	Paint Door		O&M	1 EA	Pair of doors		\$500
305	Classroom 101 - Special Ed	Paint Door		O&M	0 EA	XXXXXXXXXXXXXXXX PHOTO		\$0
486	Gymnasium 122	Rust > Door frame shows signs of rust		Life Safety	4 EA	Scrape, prime and paint exiting frames		\$1,000
166	Kitchen 113a	Shutter is not properly fire-rated when in a fire wall for 1 hour rating		Official Life Safety	1 EA	Install new UL-rated 1-hr fire shutter		\$5,000
Electrical								\$840,500
117	Throughout Building	Building does not have emergency power back-up		Capital Improvements	1 LS	Install natural gas emergency generator and all associated equipment		\$175,000
118	Throughout Building	Emergency lighting is battery only		Capital Improvements	1 LS	Connect select light fixtures to generator for emergency lighting		\$25,000
403	Corridor C-3	Exit sign is not illuminated or is tied into building power		Official Life Safety	2 EA	Provide new LED battery exit light		\$1,300
404	Corridor C-4	Exit sign is not illuminated or is tied into building power		Official Life Safety	1 EA	Provide new LED battery exit light		\$650
066	Corridor C-5	Exit sign is not illuminated or is tied into building power		Official Life Safety	1 EA	Provide new LED battery exit light		\$650
074	Corridor C-7	Exit sign is not illuminated or is tied into building power		Official Life Safety	3 EA	Provide new LED battery exit light		\$1,950
401	Mechanical 105d	Exit sign is not illuminated or is tied into building power		Official Life Safety	1 EA	Provide new LED battery exit light		\$650
067	Stage 122a	Exit sign is not illuminated or is tied into building power		Official Life Safety	1 EA	Provide new LED battery exit light		\$650
398	Stair S-3	Exit sign is not illuminated or is tied into building power		Official Life Safety	1 EA	Provide new LED battery exit light		\$650

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
104	Throughout Building	Fire alarm head end system is obsolete		O&M	1 LS	Upgrade head end control panel		\$15,000
105	Throughout Building	Fire alarm system does not meet current standards		O&M	1 LS	Replace entire system including control panel, devices and cabling		\$130,000
106	Throughout Building	Intercom system no longer manufactured		O&M	1 LS	Replace head end, wall microphone speakers and remove hardwired bell system		\$55,000
463	Building & Ground Storage	Items stored in front of an electrical panel		Life Safety	1 LS	Remove storage items		\$0
436	Classroom 105 - Science Classroom	Loose wires on the floor		Life Safety	1 LS	Relocate existing wiring in concealed conduit		\$2,000
255	Classroom 126	Loose wires on the floor		Life Safety	1 LS	Relocate existing wiring in concealed conduit		\$2,000
094	Building & Ground Storage 97	Main switchboard and some panels show corrosion		O&M	1 LS	Re-torque connections, clean corrosion and exercise all breakers and switches		\$5,000
116	Throughout Building	Majority of school illuminated with T8 fluorescent light fixtures		Capital Improvements	1 LS	Install LED fixtures and surge protection with code compliant controls		\$365,000
504	Throughout Building	No existing phone system present in majority of occupied spaces		Capital Improvements	1 LS	Instal VOIP system		\$30,000
317	Building & Grou	Space heaters are present		Life Safety	1 LS	Remove space heater		\$0
108	Throughout Building	There is no master clock present		O&M	1 LS	Install a wireless clock head end and replace all existing clocks		\$30,000
FF&E								\$27,600
286	Multipurpose Room 113	Basketball goals are deteriorated		O&M	2 EA	Replace basketball goals		\$3,000
285	Multipurpose Room 113	Bleachers deteriorated		O&M	1 EA	Replace or remove bleachers		\$15,000
284	Multipurpose Ro	Lunch tables deteriorated		O&M	8 EA	Replace lunch tables		\$8,000
128	Women's Faculty Toilet	Toilet partitions worn and not ADA compliant		ADA	2 EA	Replace toilet partitions		\$1,600

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
Fire-Rated Construction								\$9,000
055	Boiler 140	Unsealed penetrations (for 1 hour rating)		Official Life Safety	2 LS	Seal penetrations in ceiling and around perimeter to maintain required rating		\$1,000
468	Boiler Room 97a	Unsealed penetrations (for 1 hour rating)		Official Life Safety	1 LS	Seal penetrations in ceiling and around perimeter to maintain required rating		\$500
112	Building & Ground Storage 97	Unsealed penetrations (for 1 hour rating)		Life Safety	1 LS	Seal penetrations in ceiling and around perimeter to maintain required rating		\$500
022	Mechanical 121c	Unsealed penetrations (for 1 hour rating)		Official Life Safety	1 LS	Seal penetrations in ceiling and around perimeter to maintain required rating		\$500
051	Mechanical 129a	Unsealed penetrations (for 1 hour rating)		Official Life Safety	1 LS	Seal penetrations in ceiling and around perimeter to maintain required rating		\$500
050	Mechanical/B&G Storage 129	Unsealed penetrations (for 1 hour rating)		Official Life Safety	1 LS	Seal penetrations in ceiling and around perimeter to maintain required rating		\$500
021	Storage 122b	Unsealed penetrations (for 1 hour rating)		Official Life Safety	1 LS	Seal penetrations in ceiling and around perimeter to maintain required rating		\$500
054	Storage 129b	Unsealed penetrations (for 1 hour rating)		Official Life Safety	1 LS	Seal penetrations in ceiling and around perimeter to maintain required rating		\$500
056	Storage 138	Unsealed penetrations (for 1 hour rating)		Official Life Safety	1 LS	Seal penetrations in ceiling and around perimeter to maintain required rating		\$500
156	Electrical 105d	Unsealed penetrations (for 1/2 hour rating)		Official Life Safety	1 LS	Seal penetrations in ceiling and around perimeter to maintain required rating		\$500
157	Server 105b	Unsealed penetrations (for 1/2 hour rating)		Official Life Safety	1 LS	Seal penetrations in ceiling and around perimeter to maintain required rating		\$500

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
145	Storage 110a	Unsealed penetrations (for 1/2 hour rating)		Official Life Safety	1 LS	Seal penetrations in wall		\$500
259	Storage 116a	Unsealed penetrations (for 1/2 hour rating)		Official Life Safety	5 LS	Seal penetrations in wall and ceiling		\$2,500
Flooring								\$460,997
309	LRC 123	Aged carpet		Official Life Safety	1,530 SF	Replace carpet with new floor finish		\$15,300
046	Office 112	Aged carpet		Official Life Safety	160 SF	Replace carpet with new floor finish		\$1,600
084	Office 225	Aged carpet		Official Life Safety	350 SF	Replace carpet with new floor finish		\$3,500
487	Gymnasium 122	Damaged wood floor		O&M	5,385 SF	Refinish wood floor to repair divots from bleachers and multiple deep scratches from where heavy items were moved		\$21,540
008	Boys Locker Room 136a	Dissimilar and deteriorated flooring		O&M	420 SF	Replace flooring with monolithic poured surface		\$5,040
195	Girls Locker Room 134a	Dissimilar and deteriorated flooring		O&M	210 SF	Replace flooring with monolithic poured surface		\$2,520
093	Boys Toilet 127	Dull or deteriorated quarry tile		O&M	265 SF	Replace with new floor finish		\$3,180
002	Boys Toilet 136	Dull or deteriorated quarry tile		O&M	110 SF	Replace with new floor finish		\$1,320
092	Girls Toilet 128	Dull or deteriorated quarry tile		O&M	265 SF	Replace with new floor finish		\$3,180
303	Girls Toilet 134	Dull or deteriorated quarry tile		O&M	110 SF	Replace with new floor finish		\$1,320
033	Toilet 98c	Dull or deteriorated quarry tile		O&M	20 SF	Replace with new floor finish		\$240
034	Toilet 98d	Dull or deteriorated quarry tile		O&M	20 SF	Replace with new floor finish		\$240
031	Toilet 99c	Dull or deteriorated quarry tile		O&M	20 SF	Replace with new floor finish		\$240
032	Toilet 99d	Dull or deteriorated quarry tile		O&M	20 SF	Replace with new floor finish		\$240
170	Vestibule V-1	Floor mat has edges coming up/ not securely in place		Official Life Safety	40 SF	Install walk-off mat in vestibule		\$320
016	Vestibule V-2	Floor mat has edges coming up/ not securely in place		Official Life Safety	40 SF	Install walk-off mat in vestibule		\$320

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
027	Vestibule V-4	Floor mat has edges coming up/ not securely in place		Official Life Safety	100 SF	Install walk-off mat in vestibule		\$800
165	Vestibule V-5	Floor mat has edges coming up/ not securely in place		Official Life Safety	70 SF	Install walk-off mat in vestibule		\$560
429	Building & Ground Storage	Floor needs to be finished		Official Life Safety	200 SQ	Install new floor finish over existing concrete		\$2,000
229	Kitchen Storage 113a-1	Floor needs to be finished		Official Life Safety	240 SQ	Install new floor finish over existing concrete		\$2,400
237	Mechanical 105d	Floor needs to be finished		Official Life Safety	220 SQ	Install new floor finish over existing concrete		\$2,200
471	Classroom 100 - Music	Potential vinyl asbestos tile present		Asbestos	770 SF	Abate existing floor and replace with new finish		\$15,400
425	Classroom 124	Potential vinyl asbestos tile present		Asbestos	735 SF	Abate existing floor and replace with new finish		\$14,700
364	Classroom 126	Potential vinyl asbestos tile present		Asbestos	735 SF	Abate existing floor and replace with new finish		\$14,700
465	Classroom 130	Potential vinyl asbestos tile present		Asbestos	720 SF	Abate existing floor and replace with new finish		\$14,400
458	Classroom 132	Potential vinyl asbestos tile present		Asbestos	710 SF	Abate existing floor and replace with new finish		\$14,200
352	Classroom 216	Potential vinyl asbestos tile present		Asbestos	690 SF	Abate existing floor and replace with new finish		\$13,800
363	Classroom 218	Potential vinyl asbestos tile present		Asbestos	690 SF	Abate existing floor and replace with new finish		\$13,800
494	Classroom 220	Potential vinyl asbestos tile present		Asbestos	710 SF	Abate existing floor and replace with new finish		\$14,200
451	Classroom 222	Potential vinyl asbestos tile present		Asbestos	790 SF	Abate existing floor and replace with new finish		\$15,800
496	Classroom 99	Potential vinyl asbestos tile present		Asbestos	1,030 SF	Abate existing floor and replace with new finish		\$20,600
272	Electrical 105d	Potential vinyl asbestos tile present		Asbestos	50 SF	Abate existing floor and replace with new finish		\$1,000

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
213	Prep 99b	Potential vinyl asbestos tile present		Asbestos	92 SF	Abate existing floor and replace with new finish		\$1,840
064	Storage 101a	Potential vinyl asbestos tile present		Asbestos	50 SF	Abate existing floor and replace with new finish		\$1,000
199	Storage 103a	Potential vinyl asbestos tile present		Asbestos	50 SF	Abate existing floor and replace with new finish		\$1,000
177	Vestibule 99a	Potential vinyl asbestos tile present		Asbestos	25 SF	Abate existing floor and replace with new finish		\$500
400	Board Room 119	VCT		O&M	700 SF	Replace worn flooring		\$8,400
137	Classroom 101 -	VCT		O&M	1,190 SF	Replace worn flooring		\$14,280
360	Classroom 102	VCT		O&M	730 SF	Replace worn flooring		\$8,760
224	Classroom 103 -	VCT		O&M	1,190 SF	Replace worn flooring		\$14,280
327	Classroom 104	VCT		O&M	725 SF	Replace worn flooring		\$8,700
176	Classroom 105 -	VCT		O&M	1,190 SF	Replace worn flooring		\$14,280
291	Classroom 106	VCT		O&M	716 SF	Replace worn flooring		\$8,592
453	Classroom 109	VCT		O&M	480 SF	Replace worn flooring		\$5,760
036	Classroom 111	VCT		O&M	705 SF	Replace worn flooring		\$8,460
001	Classroom 116	VCT		O&M	720 SF	Replace worn flooring		\$8,640
290	Classroom 118	VCT		O&M	725 SF	Replace worn flooring		\$8,700
399	Classroom 224	VCT		O&M	730 SF	Replace worn flooring		\$8,760
180	Classroom 226	VCT		O&M	710 SF	Replace worn flooring		\$8,520
456	Classroom 228	VCT		O&M	720 SF	Replace existing acoustical ceiling tile		\$8,640
299	Classroom 230	VCT		O&M	710 SF	Replace worn flooring		\$8,520
410	Classroom 232	VCT		O&M	700 SF	Replace worn flooring		\$8,400
121	Conference 110	VCT		O&M	235 SF	Replace worn flooring		\$2,820
268	Corridor C-4	VCT		O&M	135 SF	Replace worn flooring		\$1,620
271	Corridor C-5	VCT		O&M	40 SF	Replace worn flooring		\$480
249	Kitchen 113a	VCT		O&M	500 SF	Replace with slip-resistive flooring		\$6,000
205	Staff Lounge 114	VCT		O&M	600 SF	Replace worn flooring		\$7,200
418	Storage 109a	VCT		O&M	50 SF	Replace worn flooring		\$600
218	Storage 111a	VCT		O&M	50 SF	Replace worn flooring		\$600
472	Storage 116a	VCT		O&M	50 SF			\$600

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
019	Vestibule V-3	VCT		O&M	120 SF	Install walk-off mat in vestibule		\$1,440
406	Board Room 119	Vinyl base deteriorated		O&M	120 LF	Replace loose and aged wall base		\$600
358	Classroom 100 - Music	Vinyl base deteriorated		O&M	113 LF	Replace loose and aged wall base		\$565
135	Classroom 101 - Special Ed	Vinyl base deteriorated		O&M	145 LF	Replace loose and aged wall base		\$725
003	Classroom 102	Vinyl base deteriorated		O&M	105 LF	Replace loose and aged wall base		\$525
481	Classroom 103 - Art	Vinyl base deteriorated		O&M	137 LF	Replace loose and aged wall base		\$685
006	Classroom 104	Vinyl base deteriorated		O&M	105 LF	Replace loose and aged wall base		\$525
307	Classroom 105 - Science	Vinyl base deteriorated		O&M	130 LF	Replace loose and aged wall base		\$650
412	Classroom 106	Vinyl base deteriorated		O&M	107 LF	Replace loose and aged wall base		\$535
476	Classroom 108	Vinyl base deteriorated		O&M	95 LF	Replace loose and aged wall base		\$475
147	Classroom 109	Vinyl base deteriorated		O&M	92 LF	Replace loose and aged wall base		\$460
037	Classroom 111	Vinyl base deteriorated		O&M	115 LF	Replace loose and aged wall base		\$575
257	Classroom 116	Vinyl base deteriorated		O&M	115 LF	Replace loose and aged wall base		\$575
387	Classroom 118	Vinyl base deteriorated		O&M	115 LF	Replace loose and aged wall base		\$575
324	Classroom 124	Vinyl base deteriorated		O&M	110 LF	Replace loose and aged wall base		\$550
325	Classroom 126	Vinyl base deteriorated		O&M	115 LF	Replace loose and aged wall base		\$575
007	Classroom 130	Vinyl base deteriorated		O&M	110 LF	Replace loose and aged wall base		\$550
459	Classroom 132	Vinyl base deteriorated		O&M	110 LF	Replace loose and aged wall base		\$550
386	Classroom 216	Vinyl base deteriorated		O&M	105 LF	Replace loose and aged wall base		\$525
389	Classroom 218	Vinyl base deteriorated		O&M	105 LF	Replace loose and aged wall base		\$525
390	Classroom 220	Vinyl base deteriorated		O&M	105 LF	Replace loose and aged wall base		\$525

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
391	Classroom 222	Vinyl base deteriorated		O&M	110 LF	Replace loose and aged wall base		\$550
392	Classroom 224	Vinyl base deteriorated		O&M	105 LF	Replace loose and aged wall base		\$525
394	Classroom 226	Vinyl base deteriorated		O&M	105 LF	Replace loose and aged wall base		\$525
395	Classroom 228	Vinyl base deteriorated		O&M	105 LF	Replace loose and aged wall base		\$525
396	Classroom 230	Vinyl base deteriorated		O&M	105 LF	Replace loose and aged wall base		\$525
397	Classroom 232	Vinyl base deteriorated		O&M	105 LF	Replace loose and aged wall base		\$525
493	Classroom 99	Vinyl base deteriorated		O&M	140 LF	Replace loose and aged wall base		\$700
141	Conference 110	Vinyl base deteriorated		O&M	70 LF	Replace loose and aged wall base		\$350
265	Corridor C-1	Vinyl base deteriorated		O&M	270 LF	Replace loose and aged wall base		\$1,350
266	Corridor C-2	Vinyl base deteriorated		O&M	355 LF	Replace loose and aged wall base		\$1,775
267	Corridor C-3	Vinyl base deteriorated		O&M	210 LF	Replace loose and aged wall base		\$1,050
269	Corridor C-4	Vinyl base deteriorated		O&M	55 LF	Replace loose and aged wall base		\$275
270	Corridor C-5	Vinyl base deteriorated		O&M	150 LF	Replace loose and aged wall base		\$750
251	Kitchen 113a	Vinyl base deteriorated		O&M	110 LF	Replace loose and aged wall base		\$550
230	Kitchen Storage 113a-1	Vinyl base deteriorated		O&M	65 LF	Replace loose and aged wall base		\$325
443	LRC 123	Vinyl base deteriorated		O&M	165 LF	Replace loose and aged wall base		\$825
175	Multipurpose Room 113	Vinyl base deteriorated		O&M	260 LF	Replace loose and aged wall base		\$1,300
048	Office 112	Vinyl base deteriorated		O&M	50 LF	Replace loose and aged wall base		\$250
393	Office 225	Vinyl base deteriorated		O&M	85 LF	Replace loose and aged wall base		\$425
377	Prep 98b	Vinyl base deteriorated		O&M	30 LF	Replace loose and aged wall base		\$150
378	Prep 99b	Vinyl base deteriorated		O&M	30 LF	Replace loose and aged wall base		\$150

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
207	Staff Lounge 114	Vinyl base deteriorated		O&M	100 LF	Replace loose and aged wall base		\$500
246	Stair S-3	Vinyl base deteriorated		O&M	100 LF	Replace loose and aged wall base		\$500
025	Vestibule V-1	Vinyl base deteriorated		O&M	25 LF	Replace loose and aged wall base		\$125
024	Vestibule V-2	Vinyl base deteriorated		O&M	25 LF	Replace loose and aged wall base		\$125
023	Vestibule V-3	Vinyl base deteriorated		O&M	40 LF	Replace loose and aged wall base		\$200
026	Vestibule V-5	Vinyl base deteriorated		O&M	35 LF	Replace loose and aged wall base		\$175
296	Multipurpose Room 113	Vinyl flooring		O&M	3,665 SF	Replace existing flooring with new		\$36,650
Glazing								\$66,000
020	Storage 109a	Borrowed lite glazing a 1 hr. rated wall is not rated		Official Life Safety	1 EA	Remove borrowed lite and infill wall		\$1,000
282	Classroom 98	Clerestory lites are not sealed allowing sound infiltration		O&M	4 EA	Install new sealed, thicker clerestory windows		\$10,000
280	Classroom 99	Clerestory lites are not sealed allowing sound infiltration		O&M	4 EA	Install new sealed, thicker clerestory windows		\$10,000
232	Corridor C-6	Wire glass panel in egress path		Life Safety	13 EA	Replace glazing with tempered, rated glass as required		\$19,500
228	Corridor C-7	Wire glass panel in egress path		Life Safety	17 EA	Replace glazing with tempered, rated glass as required		\$25,500
Mechanical								\$2,829,000
072	Classrooms	Classroom thermal comfort inconsistent due to existing packaged rooftop units zoned by exposure		Capital Improvements	1 LS	Remove existing rooftop units and provide variable air volume system with central chiller		\$2,200,000
070	Throughout Building	Existing 1955 and 1956 addition rooftop and condensing units (installed 1992) are past the end of their useful life		O&M	1 LS	Replace rooftop and condensing units noted in the engineer's report		\$150,000
460	Building & Ground Storage	Fraying asbestos pipe insulation		Asbestos	1 LS	Abate material and re-insulate		\$5,000

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
068	Throughout Building	Limited building automation and that which exists is out of date		O&M	1 LS	Install new building energy management system with new head end computer		\$50,000
088	Multipurpose Room 113	Multipurpose Room 113 served by original air handling unit over 50 years old		O&M	1 LS	Install new constant volume air handling unit		\$165,000
078	Office 120	Office and Stage served by single packaged rooftop unit		Capital Improvements	1 LS	Install new variable air volume packaged rooftop air handler for the offices and the stage in order to separate demand		\$250,000
081	Boys Toilet 136	Relief air improperly provided through door		Official Life Safety	1 LS	Provide relief vent with fire damper in corridor wall		\$2,000
080	Girls Toilet 134	Relief air improperly provided through door		Official Life Safety	1 LS	Provide relief vent with fire damper in corridor wall		\$2,000
082	Storage 138	Relief air improperly provided through door		Official Life Safety	1 LS	Provide relief vent with fire damper in corridor wall		\$2,000
079	Boys Locker Room 136a	Space is not properly exhausted		Official Life Safety	1 LS	Provide exhaust fan		\$1,500
077	Girls Locker Room 134a	Space is not properly exhausted		Official Life Safety	1 LS	Provide exhaust fan		\$1,500
Miscellaneous								\$0
484	Building & Ground Storage	Gas storage/equipment in building		Life Safety	1 LS	Remove storage items		\$0
Plumbing								\$10,900
073	Boys Toilet 127	Proper insulation at lavatory is not present		Official Life Safety	3 EA	Install pipe insulation jacket over existing lavatory piping		\$300
076	Boys Toilet 136	Proper insulation at lavatory is not present		Official Life Safety	2 EA	Install pipe insulation jacket over existing lavatory piping		\$200
071	Girls Toilet 128	Proper insulation at lavatory is not present		Official Life Safety	3 EA	Install pipe insulation jacket over existing lavatory piping		\$300
075	Girls Toilet 134	Proper insulation at lavatory is not present		Official Life Safety	1 EA	Install pipe insulation jacket over existing lavatory piping		\$100

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
127	Throughout Building	State of Illinois requires testing of all potable water for presence of lead		Life Safety	1 LS	Test water supply and fixtures for lead		\$10,000
Spatial Layout & Function								\$3,367,500
498	Board Room 119	Board room is not large enough to host Board meeting with audience		Capital Improvements	1 LS	Remodel space to expand or relocate Board room		\$150,000
501	Classrooms	Building does not contain a space with infrastructure capable of housing STEM/STEAM curriculum		Capital Improvements - 21st Century	1,500 SF	Remodel or build addition for STEM/STEAM lab(s)		\$450,000
339	Multipurpose Room 113	Multipurpose room is over scheduled and houses conflicting functions		Capital Improvements - 21st Century	1 LS	Remodel multipurpose room to better serve needs of school		\$600,000
214	Corridor C-7	Ramp landing is not long enough		ADA	1 LS	Revise ramp to provide landings of minimum 60" depth		\$15,000
101	Boys Toilet 127	Room does not meet ADA requirements		ADA	265 SF	Remodel to create ADA compliant space		\$132,500
100	Girls Toilet 128	Room does not meet ADA requirements		ADA	265 SF	Remodel to create ADA compliant space		\$132,500
211	Toilet 113e	Room does not meet ADA requirements		ADA	45 SF	Remodel to combine with adjacent toilet room for ADA compliant space		\$22,500
212	Toilet 113f	Room does not meet ADA requirements		ADA	90 SF	Remodel to combine with adjacent toilet room for ADA compliant space		\$45,000
233	Toilet 98c	Room does not meet ADA requirements		ADA	20 SF	Remodel to combine with adjacent toilet room for ADA compliant space		\$10,000
234	Toilet 98d	Room does not meet ADA requirements		ADA	20 SF	Remodel to combine with adjacent toilet room for ADA compliant space		\$10,000
416	Toilet 99c	Room does not meet ADA requirements		ADA	20 SF	Remodel to combine with adjacent toilet room for ADA compliant space		\$10,000

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
455	Toilet 99d	Room does not meet ADA requirements		ADA	20 SF	Remodel to combine with adjacent toilet room for ADA compliant space		\$10,000
283	Women's Faculty Toilet 107a	Room does not meet ADA requirements		ADA	100 SF	Remodel space to meet ADA requirements - Room needs updating regardless		\$50,000
132	School Office	School office is too remote from the remainder of building		Capital Improvements	1,200 SF	Remodel area around Vestibule V-3 for new school office		\$240,000
345	Stage 113c	Sensory Room located on stage		Capital Improvements	1 LS	Create stand alone Sensory Room within building		\$75,000
503	LRC 123	Space does not have the area or volume to serve as a flexible, 21st century LRC		Capital Improvements - 21st Century	1 LS	Remodel or expand space space for LRD or to house other, classroom-type functions		\$230,000
138	Staff Lounge 114	Staff lounge is outdated, too small and holds too many functions		Capital Improvements	1,500 SF	Remodel staff lounge and create new work room and professional development spaces		\$225,000
114	Stage 122a	Stage is too small to host formal performances		Capital Improvements	1,200 SF	Expand stage area or create new stage elsewhere in building		\$180,000
227	Upper Level	There are not enough toilet rooms on the upper level		Capital Improvements	1 LS	Construct additional toilet rooms on the upper level		\$100,000
142	Men's Faculty Toilet	There is no existing men's faculty toilet		Capital Improvements	1 LS	Construct men's faculty toilet		\$40,000
041	Boys Locker Room 136a	Toilet and Locker Room suite does not function		Capital Improvements	600 SF	Construct new locker room and toilet facilities near Gymnasium 122		\$240,000
040	Boys Toilet 136	Toilet and Locker Room suite does not function		Capital Improvements	200 SF	Construct new locker room and toilet facilities near Gymnasium 122		\$80,000
039	Girls Locker Room 134a	Toilet and Locker Room suite does not function		Capital Improvements	600 SF	Construct new locker room and toilet facilities near Gymnasium 122		\$240,000

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
038	Girls Toilet 134	Toilet and Locker Room suite does not function		Capital Improvements	200 SF	Construct new locker room and toilet facilities near Gymnasium 122		\$80,000
Stairs								\$28,050
242	Stair S-1	Handrail/Ballusters/Guardrail scuffed and peeling		O&M	55 LF	Sand, clean, prime and paint handrails, guardrails and ballusters		\$550
243	Stair S-2	Handrail/Ballusters/Guardrail scuffed and peeling		O&M	55 LF	Sand, clean, prime and paint handrails, guardrails and ballusters		\$550
244	Stair S-3	Handrail/Ballusters/Guardrail scuffed and peeling		O&M	55 LF	Sand, clean, prime and paint handrails, guardrails and ballusters		\$550
344	Storage 113d	Headroom doesnt measure 6ft-8in minimum		Official Life Safety	1 EA	Modify soffit under stairs		\$1,000
434	Attic	Risers/Nosings/Treads		O&M	1 EA	Replace deteriorated wood stairs		\$20,000
235	Stair S-1	Risers/Nosings/Treads aged and hardened		O&M	18 EA	Replace treads and risers		\$1,800
239	Stair S-2	Risers/Nosings/Treads aged and hardened		O&M	18 EA	Replace treads and risers		\$1,800
241	Stair S-3	Risers/Nosings/Treads aged and hardened		O&M	18 EA	Replace treads and risers		\$1,800
Wall								\$126,620
447	Classroom 111	Crack in wall		Life Safety	1 LS	Install control joint and repair adjacent wall and structure		\$1,500
357	Classroom 116	Crack in wall		Life Safety	1 LS	Install control joint and repair adjacent wall and structure		\$1,500
293	Classroom 118	Crack in wall		Life Safety	1 LS	Install control joint and repair adjacent wall and structure		\$1,500
342	Gymnasium 122	Crack in wall		Life Safety	10 LS	Install control joint and repair adjacent wall and structure in 10 locations		\$15,000
289	Classroom 100 - Music	Efflorescence present on exterior wall		Life Safety	280 SF	Investigate source of moisture infiltration and repair		\$2,800

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
090	Boys Toilet 127	Finish dull or deteriorated		O&M	700 SF	Paint glazed block wall		\$3,500
011	Boys Toilet 136	Finish dull or deteriorated		O&M	350 SF	Paint glazed block wall		\$1,750
089	Girls Toilet 128	Finish dull or deteriorated		O&M	700 SF	Paint glazed block wall		\$3,500
263	Girls Toilet 134	Finish dull or deteriorated		O&M	350 SF	Paint glazed block wall		\$1,750
150	Toilet 98c	Finish dull or deteriorated		O&M	150 SF	Paint glazed block wall		\$750
151	Toilet 98d	Finish dull or deteriorated		O&M	150 SF	Paint glazed block wall		\$750
148	Toilet 99c	Finish dull or deteriorated		O&M	150 SF	Paint glazed block wall		\$750
149	Toilet 99d	Finish dull or deteriorated		O&M	150 SF	Paint glazed block wall		\$750
220	Classroom 220	Joint deteriorating		O&M	1 EA	Provide new joint sealant		\$200
190	Boys Locker Room 136a	Paint finish scuffed and scratched		O&M	500 SF	Clean, prime and paint walls		\$1,500
258	Classroom 228	Paint finish scuffed and scratched		O&M	1,000 SF	Clean, prime and paint walls		\$3,000
206	Corridor C-6	Paint finish scuffed and scratched		O&M	3,400 SF	Clean, prime and paint walls		\$10,200
203	Corridor C-7	Paint finish scuffed and scratched		O&M	5,000 SF	Clean, prime and paint walls		\$15,000
193	Girls Locker Room 134a	Paint finish scuffed and scratched		O&M	475 SF	Clean, prime and paint walls		\$1,425
304	Gymnasium 122	Paint finish scuffed and scratched		O&M	8,000 SF	Clean, prime and paint walls		\$24,000
300	LRC 123	Paint finish scuffed and scratched		O&M	1,350 SF	Clean, prime and paint walls		\$4,050
295	Multipurpose Room 113	Paint finish scuffed and scratched		O&M	5,000 SF	Clean, prime and paint walls		\$15,000
464	Room108a	Paint finish scuffed and scratched		O&M	290 SF	Clean, prime and paint walls		\$870
209	Staff Lounge 114	Paint finish scuffed and scratched		O&M	900 SF	Clean, prime and paint walls		\$2,700
124	Women's Faculty Toilet	Paint finish scuffed and scratched		O&M	425 SF	Clean, prime and paint walls		\$1,275
346	Multipurpose Room 113	Patch masonry wall		O&M	1 LS	Patch holes in existing walls and infill old pass thru window		\$5,000
294	Multipurpose Room 113	Wainscot		O&M	400 SF	Remove and replace wainscot cracked, loose and missing tile		\$4,000
028	Storage 109a	Wood chase does not comply with required wall rating		Life Safety	1 EA	Rebuild chase		\$500

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
483	Classroom 108	Wood paneling covers walls		Life Safety	210 SF	Remove existing paneling and install new wall finish		\$2,100
Window Treatments								\$42,750
405	Board Room 119	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
107	Classroom 100 - Music	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
062	Classroom 102	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
264	Classroom 104	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
276	Classroom 106	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
125	Classroom 108	Window Treatment		O&M	1 EA	Replace existing vertical blinds with new glare control shades		\$750
153	Classroom 109	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
035	Classroom 111	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
191	Classroom 116	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
388	Classroom 118	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
129	Classroom 124	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
130	Classroom 126	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
131	Classroom 130	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
365	Classroom 216	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
366	Classroom 218	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
367	Classroom 220	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
368	Classroom 222	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
369	Classroom 224	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
371	Classroom 226	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
372	Classroom 228	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
373	Classroom 230	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
374	Classroom 232	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
281	Classroom 98	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
277	Classroom 99	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
143	Conference 110	Window Treatment		O&M	1 EA	Replace existing vertical blinds with new glare control shades		\$750
139	LRC 123	Window Treatment		O&M	4 EA	Replace existing vertical blinds with new glare control shades		\$3,000
370	Office 225	Window Treatment		O&M	1 EA	Replace existing vertical blinds with new glare control shades		\$750
136	Room 108a	Window Treatment		O&M	1 EA	Replace existing vertical blinds with new glare control shades		\$750
208	Staff Lounge 114	Window Treatment		O&M	2 EA	Replace existing vertical blinds with new glare control shades		\$1,500
133	Workroom 125	Window Treatment		O&M	1 EA	Replace existing vertical blinds with new glare control shades		\$750
Roof								\$972,520
Roof								\$972,520
338	Roof 3	Flashing deteriorated		Life Safety	65 LF	Install new two piece aluminum counterflashing		\$3,250
336	Roof 4	Flashing deteriorated		Life Safety	270 LF	Flashing old, growth, lines tucked under cf, hatch repaint		\$13,500

ID#	Location	Finish/Concern	Priority	Rationale	Quantity/Area	Comment	Action Year	Estimate
260	Roof 5	Metal roof panels rusted and water ponding		O&M	0 SF			\$0
488	Roof 5	Metal roof panels rusted and water ponding		O&M	22,600 SF	Replace existing roof with new system		\$565,000
217	Roof 6	Metal roof panels rusted and water ponding		O&M	15,600 SF	Rusting panels at gutters		\$390,000
146	Roof 4	Ponding (standing water)		Life Safety	10 SF	Revise parapet to promote positive drainage		\$500
319	Roof 5	Ponding (standing water)		Life Safety	0 SF			\$0
314	Roof 5	Ponding (standing water)		Life Safety	0 SF	XXXXXXXXXXXXXXXXXX PHOTO		\$0
189	Roof 5	Ponding (standing water)		Life Safety	0 SF			\$0
478	Roof 6	Ponding (standing water)		Life Safety	0 SF	XXXXXXXXXXXXXXXXXX PHOTO		\$0
427	Roof 6	Ponding (standing water)		Life Safety	0 SF			\$0
256	Roof 6	Ponding (standing water)		Life Safety	0 SF	XXXXXXXXXXXXXXXXXX PHOTO		\$0
085	Roof 4	Roof hatch rusted		Life Safety	10 SF	Scrape prime and paint existing hatch		\$50
004	Roof 5	Roof hatch rusted		Life Safety	10 SF	Roof hatch rusting		\$50
083	Roof 4	Roof ladder rusted		Life Safety	17 LF	Scrape, prime and paint existing ladder		\$170

Grand Total

\$16,335,818

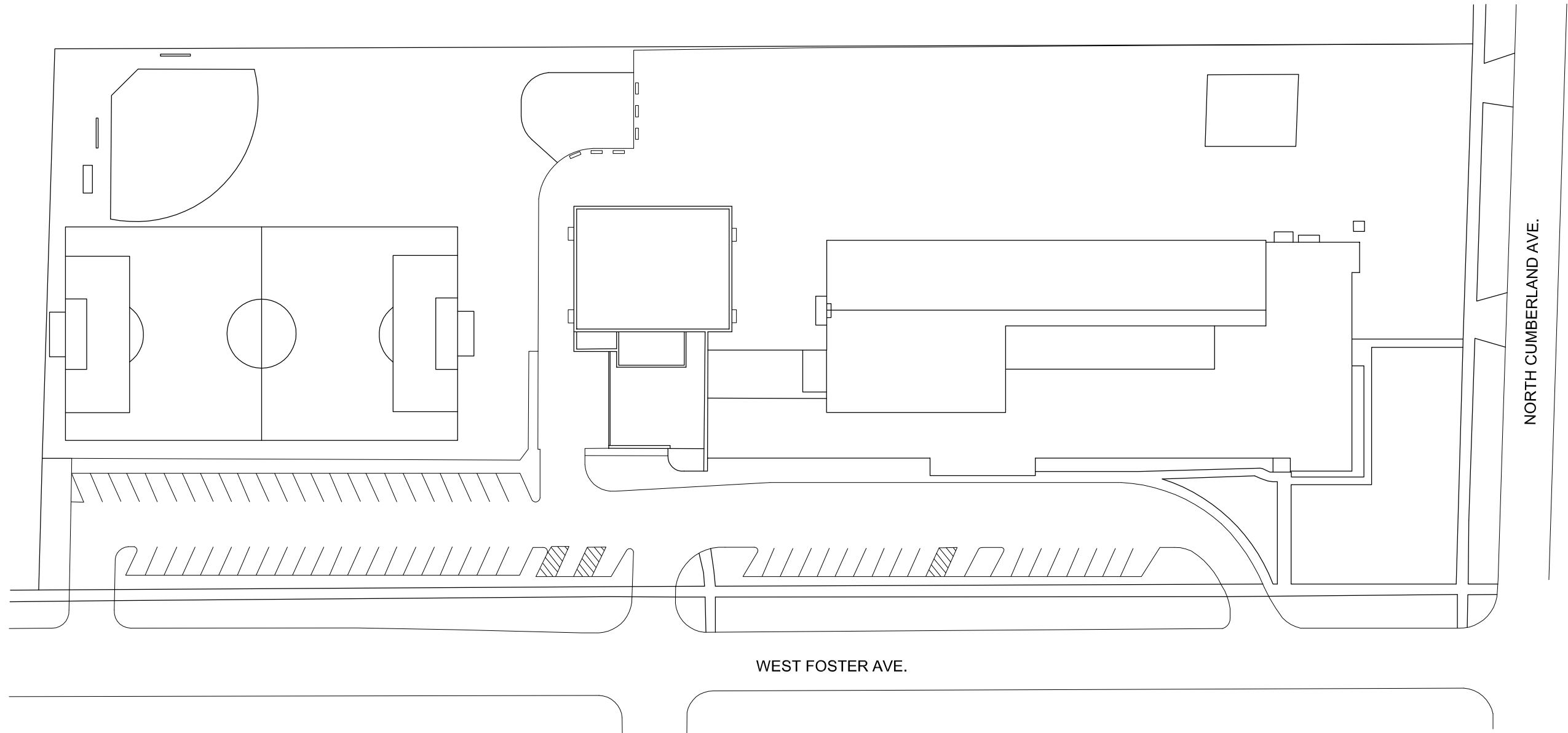
Plan Drawings



Pennoyer School District 79



Plan Drawings



NORTH

ROOF PLAN

PENNOYER FACILITIES MASTER PLAN

PENNOYER SCHOOL DISTRICT 79

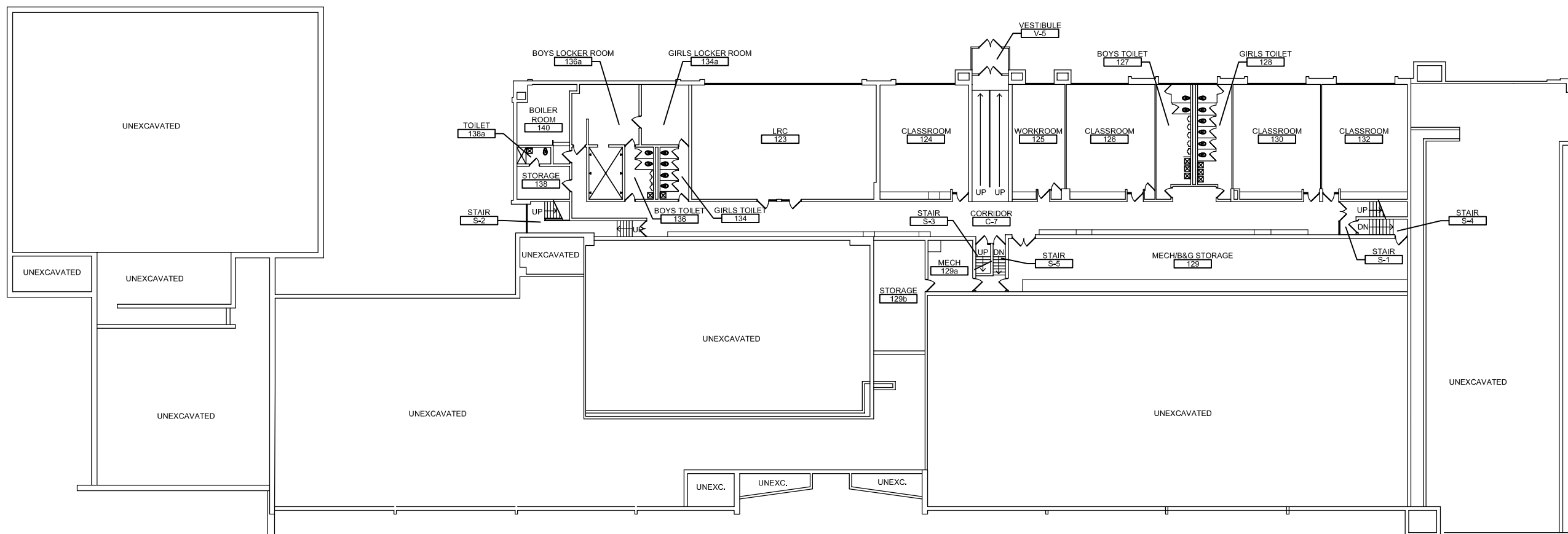
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NORTH

LOWER LEVEL FLOOR PLAN

PENNOYER FACILITIES MASTER PLAN

PENNOYER SCHOOL DISTRICT 79

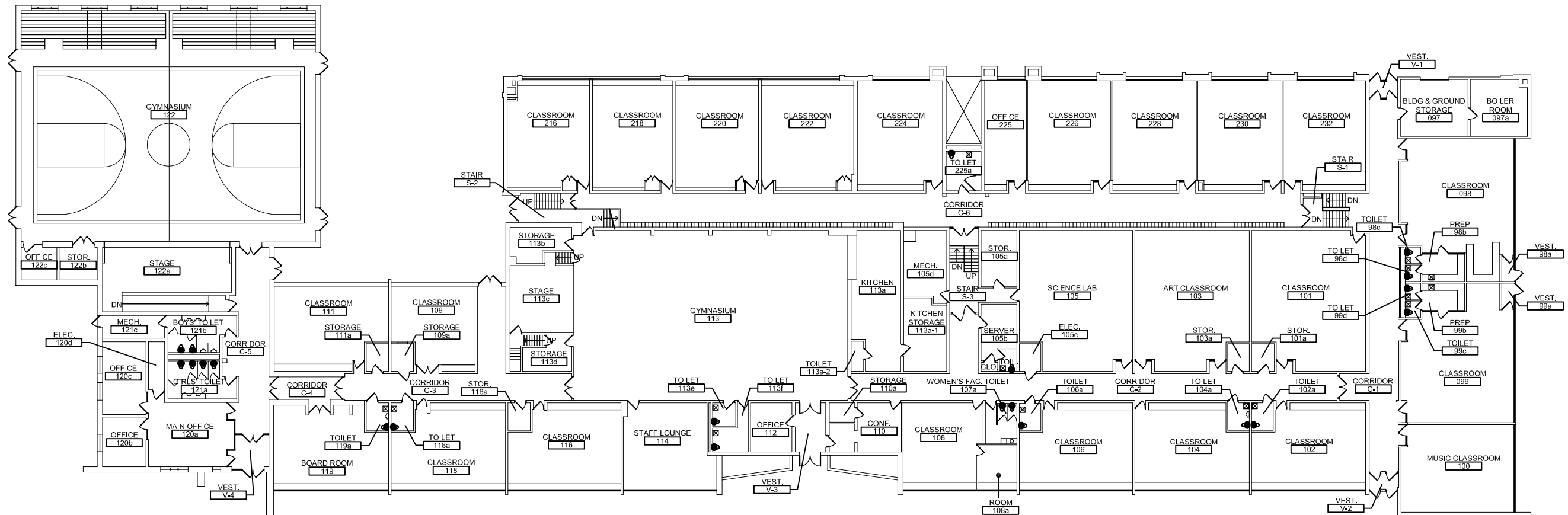
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UPPER LEVEL FLOOR PLAN

PENNOYER FACILITIES MASTER PLAN

PENNOYER SCHOOL DISTRICT 79

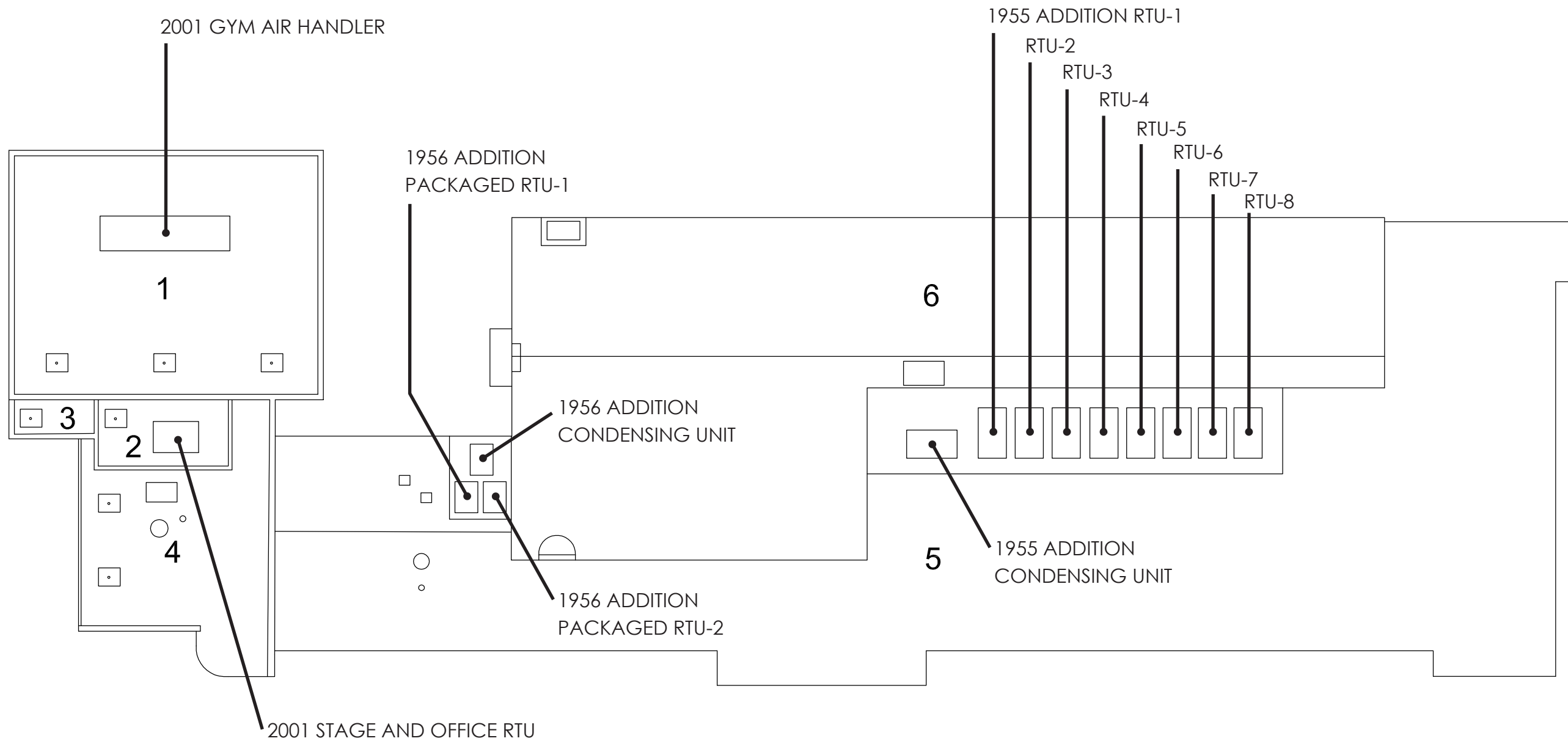
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PENNOYER SCHOOL DISTRICT 79

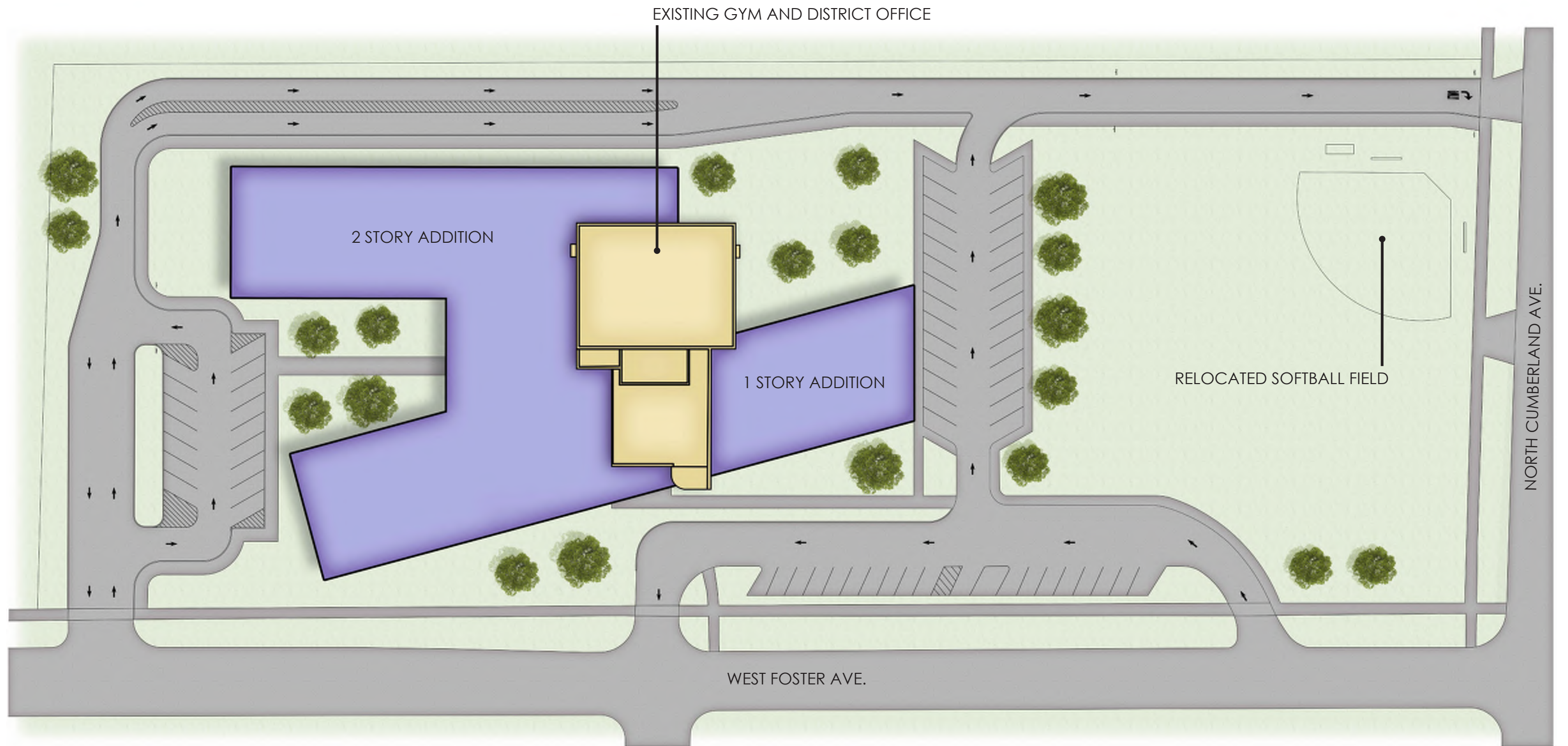
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SITE PLAN (NOT TO SCALE)

PENNOYER FACILITIES MASTER PLAN

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Capacity/Utilization Study



Pennoyer School District 79



Capacity & Utilization Studies Summary

Two studies were conducted in order to determine the need for additional space within the school building: a capacity study and a utilization study. Both, essentially, analyze the space available in the building for its occupants. The results of the studies showed the building to be overcrowded based on size/capacity issues while scheduling/utilization was not nearly as much of an issue. These studies are just some of the ways in which space needs to be analyzed, and there may also be a need to analyze the schools' functional relationship requirements to see if the current facilities allow for program diversity in a way that meets with current administration and teacher's needs for instruction. Traditional methods of design have been to group grades together but that is changing for some districts where a mix of grade levels is desired to allow for more interaction between the different age groups – something that is already happening organically in the halls and multi-occupant spaces at Pennoyer. If renovations become an option to resolve the capacity issues then a “temporary” solution could become problematic if the changes made eliminate capacity issues (at great expense) in the short term but don't address current and future governmental requirements and long-term goals for the administration and teaching staff. The balance comes from anticipating the District's long-term needs and goals, and balancing the shorter-term gains into a “master plan.” It can be seen by the extensive data that a comprehensive master growth plan is critical to the future of the District. Short-term gains are many, through renovation of many underutilized spaces. The long-term questions, however, remain and further exploration will be needed.

The capacity study involves a mathematical review of the classrooms in the schools taking into account existing size and student occupancy on a daily basis. An industrialized standard of 85% efficiency is used as a factor to determine if the classrooms are overcrowded. The factor is determined using an industry standard of

area per student as noted in the summary, divided into the usable area of the classroom. Once the number of students exceeds 85% of the calculated allowable number of students, the space is considered overcrowded. At this point, it does not allow for any growth, expansion or flexibility. In this case, the existing building was studied using two different standards: one for traditional curriculum and one for a more progressive 21st Century curriculum. The results show 9 classrooms being significantly over capacity in a traditional setting and 15 significantly over capacity based on 21st Century curriculum. On average grade K-5 rooms are at 93.8/123.1% capacity (traditional/21st Century) while grade 6-8 rooms are at 105/138.9% capacity. Rooms with specialty functions were analyzed but those results are not considered here as these spaces are far more impacted by utilization through scheduling.

The utilization study involves analysis of the daily schedule for each classroom. Again, the optimum utilization of any given classroom is 85% per industry standards. The ratio is determined by looking at how often the room is being used throughout a given day; in this case how many periods the room is being used for teaching/is occupied by students versus how often it is empty or being used for planning. The study shows that nearly every educational space is properly utilized. In some cases, spaces are underutilized but those tend to be specialty spaces with very specific curriculum and occupants. The only space that winds up being overutilized is the Gymnasium, which is common. Even then this appears to only happen on Fridays. Looking at the data from another perspective, the building as a whole is typically appropriately utilized as well. There are periods, however, that tend to see an uptick in usage. The beginning and end of the day (Periods 1, 2, 8, 9 and 10), when the largest number of people tend to be inside a school building are the times when the 85% threshold is being crossed per the study. Interestingly, the overutilization tends to impact grades K-5 and specialty spaces at the beginning of the day and grades 6-8 at the end of the day.

Final analysis of the classroom sizes, total number of classrooms, number of enrolled students using the studies described above leads to the determination that additional educational space is needed on site. This determination is based mainly on capacity issues. It is determined that Kennedy Elementary School is over capacity and requires remodeling of existing space and additional space to accommodate the student

population and desired teaching/curriculum methods. If a more traditional curriculum is to be employed, a minimum of three additional classrooms is recommended. If a more progressive, 21st Century model is preferred then a minimum of seven additional classrooms is recommended.

Pennoyer	Capacity Study							
Grade/Classroom Number	Existing Net Area (NSF)	Traditional Capacity Per Space	21st Century Ideal Capacity Per Space	Current Enrollment	% Capacity Traditional	% Capacity 21st Century	Additional Rooms Req'd - Traditional	Additional Rooms Req'd - 21st Century
KINDERGARTEN								
98	1,058	26	21	14	53.8%	66.7%	--	--
99	1,029	26	21	14	53.8%	66.7%	--	--
TOTAL	2,087	52	42	28	53.8%	66.7%	0	0
FIRST GRADE								
102	722	24	18	30	125.0%	166.7%	--	--
104	758	25	19	30	120.0%	157.9%	--	--
TOTAL	1,480	49	37	60	122.4%	162.2%	1	1
SECOND GRADE								
116	714	24	18	30	125.0%	166.7%	--	--
118	724	24	18	30	125.0%	166.7%	--	--
TOTAL	1,438	48	36	60	125.0%	166.7%	1	1
THIRD GRADE								
216	689	23	17	20	87.0%	117.6%	--	--
218	693	23	17	20	87.0%	117.6%	--	--
TOTAL	1,382	46	34	40	87.0%	117.6%	0	1
FOURTH GRADE								
230	712	24	18	22	91.7%	122.2%	--	--
232	701	23	18	22	95.7%	122.2%	-	--
TOTAL	1,413	47	36	44	93.6%	122.2%	0	1
FIFTH GRADE								
226	707	24	18	20	83.3%	111.1%	--	--
228	718	24	18	20	83.3%	111.1%	--	--
TOTAL	1,425	48	36	40	83.3%	111.1%	0	1
GRAND TOTAL (K-5)	9,225	290	221	272	93.8%	123.1%	2	5

*The addition of 2 classrooms with a Traditional curriculum or 5 classrooms with a 21st Century curriculum will reduce capacities to the preferred 85%.

Pennoyer	Capacity Study							
Grade/Classroom Number	Existing Net Area (NSF)	Traditional Capacity Per Space	21st Century Ideal Capacity Per Space	Current Enrollment	% Capacity Traditional	% Capacity 21st Century	Additional Rooms Req'd - Traditional	Additional Rooms Req'd - 21st Century
MIDDLE SCHOOL (6-8)								
105	1,187	23	18	25	108.7%	138.9%	--	--
124	733	24	18	25	104.2%	138.9%	--	--
126	734	24	18	25	104.2%	138.9%	--	--
130	720	24	18	25	104.2%	138.9%	--	--
132	711	24	18	25	104.2%	138.9%	--	--
TOTAL (6-8)	4,085	119	90	125	105.0%	138.9%	1	2

*The addition of 1 classroom with a Traditional curriculum or 2 classrooms with a 21st Century curriculum will reduce capacities to the preferred 85%.

Pennoyer	Capacity Study							
Additional Functions/ Room Number	Existing Net Area (NSF)	Traditional Capacity Per Space	21st Century Ideal Capacity Per Space	Maximum Enrollment	% Capacity Traditional	% Capacity 21st Century	Additional Rooms Req'd - Traditional	Additional Rooms Req'd - 21st Century
106 Pre-Kindergarten	716	24	14	13	54.2%	92.9%	--	--
							--	--
100 Music	768	22	15	30	136.4%	200.0%	--	--
103 Art	1,181	34	20	30	88.2%	150.0%	--	--
							--	--
101 Special Education Self-Contained	1,188	40	24	10	25.0%	41.7%	--	--
108 Special Education Resource	526	15	11	10	66.7%	90.9%	--	--
224 Special Education	726	24	18	10	41.7%	55.6%	--	--
							--	--
109 ESL	480	16	12	15	93.8%	125.0%	--	--
110 Speech	234	8	6	5	62.5%	83.3%	--	--
111 Reading	702	23	18	20	87.0%	111.1%	--	--
220 Italian	708	24	18	25	104.2%	138.9%	--	--
							--	--
222 Health	794	26	20	25	96.2%	125.0%	--	--
							--	--
123 LRC	1,527	102	51	60	58.8%	117.6%	--	--
TOTAL	9,550	358	227	253	70.7%	111.5%	--	--

*As these rooms are far more dependent on utilization through scheduling than individual class size, which fluctuate greatly in specialty rooms, further investigation is required to determine what is required, if anything, to achieve an 85% capacity/utilization rate.

Pennoyer	Utilization Study - Monday									
Grade/Classroom Number	Period*									
	2	3	4	5	6	7	8	9	10	Average Utilization by Room
KINDERGARTEN										
98	Circle Time	Reading/LA	Snack/S&T/Recess	PLANNING	LUNCH/RECESS	Read Aloud/Relax	Character	Math	Science/SS	78%
99	Circle Time	Reading/LA	Snack/S&T/Recess	PLANNING	LUNCH/RECESS	Read Aloud/Relax	Centers	Character	Math	78%
FIRST GRADE										
102	Reading	LA	RECESS	Math	Math Centers	LUNCH	Science	PLANNING	ELA Centers	67%
104	Reading	LA	RECESS	Math	Math Centers	LUNCH	SS	ELA Centers	PLANNING	67%
SECOND GRADE										
116	Reading	Reading	LA	LA	Math	LUNCH/RECESS	SS	Writing	OPEN (PE)	78%
118	Reading	Reading	LA	LA	Math	LUNCH/RECESS	Science	Writing	PLANNING	78%
THIRD GRADE										
216	Reading	LA	Writing	PLANNING	PLANNING	LUNCH/RECESS	Math	SS	SS	67%
218	Reading	LA	Writing	PLANNING	PLANNING	LUNCH/RECESS	Math	Science	Science	67%
FOURTH GRADE										
230	PLANNING	Reading	Writing	SS	Language	LUNCH/RECESS	PLANNING	Math	SS	67%
232	PLANNING	Reading	Writing	Science	Language	LUNCH/RECESS	PLANNING	Math	Science	67%
FIFTH GRADE										
226	Math	Math	PLANNING	Reading	LA	LUNCH/RECESS	Science	Science	Writing	78%
228	Math	Math	PLANNING	Reading	LA	LUNCH/RECESS	SS	SS	Writing	78%
Average Utilization by Period (K-5)	83%	100%	67%	67%	67%	17%	83%	92%	75%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Monday									
Grade/Classroom Number	Period*									
	2	3	4	5	6	7	8	9	10	Average Utilization by Room
105	PLANNING	7	7	6M	6B	LUNCH/RECESS	PLANNING	8P	8A	67%
124	6M	PLANNING	8G	8P	PLANNING	LUNCH/RECESS	7M	6B	7P	67%
126	OPEN (PE)	Health	SS	OPEN (ART)	Reading	LUNCH/RECESS	LA	Math/Scienc	Math/Science	67%
130	PLANNING	PLANNING	8P LA	7P LA	8P LA	LUNCH/RECESS	7G LA	7G LA	7P LA	67%
132	Reading	PLANNING	PLANNING	LA	Reading	LUNCH/RECESS	LA	Reading	LA	67%
Average Utilization by Period (6-8)	40%	40%	80%	80%	80%	0%	80%	100%	100%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Monday									
Additional Functions/Room Number**	Period*									Average Utilization by Room
	2	3	4	5	6	7	8	9	10	
100 Music	4K	PLANNING	Primary Chorus	7M	3D	LUNCH/RECESS	8P	7P	1L	78%
103 Art	4G	PLANNING	PLANNING	8G	3A	LUNCH/RECESS	6M	1D	6B	67%
101 Special Education Self-Contained	Meeting/Sensory	Reading/Math Centers	PLANNING	Reading/Math Centers	OPEN (LASEC MTG)	LUNCH	Math	Math Centers	PLANNING	56%
108 Special Education Resource	7GS	Reading	Writing/Reading	OPEN (LASEC MTG)	PLANNING	LUNCH	Writing	Math	Reading	67%
224 Special Education	Health	Health	Health	OPEN (K PE MPR)	1st Grade Math Centers	LUNCH/RECESS	PLANNING	PLANNING	1st Grade ELA Centers	56%
225 Special Education	OPEN	Circle Time	Snack/Recess	OPEN (LASEC MTG)	OPEN (LASEC MTG)	LUNCH	OPEN	OPEN	OPEN	22%
109 ESL	7M, 6B, 6M	X	K	7M, 6B, 6M	OPEN	LUNCH/RECESS	1L, 4K	2M, 2S	1D	78%
111 Reading	8 Reading	6 Reading	PLANNING	3 Reading	7 Reading	LUNCH/RECESS	Early Literacy	PLANNING	2 Reading	67%
220 Italian	Math	8GS	Math	OPEN (LASEC MTG)	LA	LUNCH	PLANNING	Reading	Writing	67%
222 Health	7M	8P	6B	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	33%
XXX Gymnasium	8	6	5	3	7	LUNCH/RECESS	4	PLANNING	2	78%
TOTAL	91%	82%	73%	55%	55%	0%	64%	64%	73%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Tuesday									
Grade/Classroom Number	Period*									
	2	3	4	5	6	7	8	9	10	Average Utilization by Room
KINDERGARTEN										
98	Circle Time	Reading/LA	Snack/S&T/Recess	PLANNING	LUNCH/RECESS	Read Aloud/Relax	Centers	Math	PLANNING	67%
99	Circle Time	Reading/LA	PLANNING	Snack/S&T/Recess	LUNCH/RECESS	Read Aloud/Relax	Writing	Math	PLANNING	67%
FIRST GRADE										
102	Reading	LA	RECESS	Math	PLANNING	LUNCH	SS	PLANNING	ELA Centers	56%
104	Reading	LA	RECESS	Math	PLANNING	LUNCH	Science	PLANNING	ELA Centers	56%
SECOND GRADE										
116	Reading	Reading	LA	LA	Math	LUNCH/RECESS	SS	PLANNING	OPEN (MUSIC)	67%
118	Reading	Reading	LA	LA	Math	LUNCH/RECESS	Science	PLANNING	PLANNING	67%
THIRD GRADE										
216	Reading	LA	Writing	PLANNING	PLANNING	LUNCH/RECESS	Math	SS	SS	67%
218	Reading	LA	Writing	PLANNING	Read Aloud	LUNCH/RECESS	Math	Science	Science	78%
FOURTH GRADE										
230	PLANNING	Reading	Writing	SS	Language	LUNCH/RECESS	PLANNING	Math	SS	67%
232	PLANNING	Reading	Writing	Science	Language	LUNCH/RECESS	PLANNING	Math	Science	67%
FIFTH GRADE										
226	Math	PLANNING	PLANNING	Reading	LA	LUNCH/RECESS	Science	Science	Writing	67%
228	Math	PLANNING	PLANNING	Reading	LA	LUNCH/RECESS	SS	SS	Writing	67%
Average Utilization by Period (K-5)	83%	83%	58%	75%	58%	17%	83%	67%	67%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Tuesday									
Grade/Classroom Number	Period*									
	2	3	4	5	6	7	8	9	10	Average Utilization by Room
105	PLANNING	7	7	6M	6B	LUNCH/RECESS	ILA 6M	8P	8A	78%
124	6M	6 Math RTI	8G	8P	PLANNING	LUNCH/RECESS	7M	6B	7P	78%
126	OPEN (PE)	Italian	SS	OPEN (MUSIC)	Reading	LUNCH/RECESS	LA	Math/Scienc	Math/Science	67%
130	PLANNING	PLANNING	8P LA	7P LA	8P LA	LUNCH/RECESS	7G LA	7G LA	7P LA	67%
132	Reading	PLANNING	PLANNING	LA	Reading	LUNCH/RECESS	LA	Reading	LA	67%
Average Utilization by Period (6-8)	40%	60%	80%	80%	80%	0%	100%	100%	100%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Tuesday									
Additional Functions/Room Number**	Period*									Average Utilization by Room
	2	3	4	5	6	7	8	9	10	
100 Music	4K	5T	PLANNING	8G	1D	LUNCH/RECESS	PLANNING	2M	2S	67%
103 Art	4G	5F	PLANNING	PLANNING	1L	LUNCH/RECESS	8P	2S	2M	67%
101 Special Education Self-Contained	Meeting/Sensory	Reading/Math Centers	Snack/Recess	Reading/Match Centers	Life Skills	LUNCH	Sensory	PLANNING	Science	78%
108 Special Education Resource	Push-In	Reading	Writing/Reading	PLANNING	PLANNING	LUNCH	Writing	Math	Reading	67%
224 Special Education	Health	Health	Health	2	PLANNING	LUNCH/RECESS	PLANNING	7P ILA	OPEN (K PE Gym)	56%
225 Special Education	X	X	OPEN	X	OPEN	LUNCH	OPEN	Push-In	OPEN	44%
109 ESL	6B, 7M	X	2M, 2S Push-In	5F	3D , 3A	LUNCH/RECESS	K	OPEN	OPEN	67%
111 Reading	8 Reading	6 Reading	5 Reading	PLANNING	7 Reading	LUNCH/RECESS	PLANNING	Early Literacy	2 Reading	67%
220 Italian	5th Math	PLANNING	Math	5th Reading	LA	LUNCH	PLANNING	Reading	Writing	67%
222 Health	7P	8G	6M	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	33%
122 Gymnasium	8	6	5	3	7	LUNCH/RECESS	4	1	PLANNING	78%
TOTAL	100%	91%	73%	64%	64%	0%	45%	73%	55%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Wednesday									
Grade/Classroom Number	Period*									
	2	3	4	5	6	7	8	9	10	Average Utilization by Room
KINDERGARTEN										
98	Circle Time	Reading/LA	Snack/S&T/Recess	PLANNING	LUNCH/RECESS	Read Aloud/Relax	Writing	Math	Reading Buddies	78%
99	PLANNING	Circle Time	Snack/S&T/Recess	PLANNING	LUNCH/RECESS	Read Aloud/Relax	Math	Reading Buddies	Reading/LA	67%
FIRST GRADE										
102	Reading	LA	RECESS	Math	PLANNING	LUNCH	Science	PLANNING	ELA Centers	56%
104	Reading	LA	RECESS	Math	CC Match Centers	LUNCH	SS	PLANNING	ELA Centers	67%
SECOND GRADE										
116	Reading	Reading	LA	LA	PLANNING	LUNCH/RECESS	SS	Math	OPEN (PE)	67%
118	Reading	Reading	LA	LA	PLANNING	LUNCH/RECESS	Science	Math	PLANNING	67%
THIRD GRADE										
216	Reading	LA	Writing	Math	Math	LUNCH/RECESS	Math	OPEN (ART)	Reading Buddies	78%
218	Reading	LA	Writing	Math	Math	LUNCH/RECESS	Math	Reading Buddies	PLANNING	78%
FOURTH GRADE										
230	PLANNING	Reading	Writing	SS	Language	LUNCH/RECESS	PLANNING	Math	SS	67%
232	PLANNING	Reading	Writing	Science	Language	LUNCH/RECESS	PLANNING	Math	Science	67%
FIFTH GRADE										
226	Math	PLANNING	PLANNING	Reading	LA	LUNCH/RECESS	Science	Science	Writing	67%
228	Math	PLANNING	PLANNING	Reading	LA	LUNCH/RECESS	SS	SS	Writing	67%
Average Utilization by Period (K-5)	75%	83%	67%	83%	58%	17%	83%	75%	75%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Wednesday									
Grade/ Classroom Number	Period*									
	2	3	4	5	6	7	8	9	10	Average Utilization by Room
105	PLANNING	7	7	6M	6B	LUNCH/RECESS	PLANNING	8P	8A	67%
124	6M	PLANNING	8G	8P	PLANNING	LUNCH/RECESS	7M	6B	7P	67%
126	OPEN (PE)	Health	SS	OPEN (ART)	Reading	LUNCH/RECESS	LA	Math/Scienc	Math/Science	67%
130	8G Math Interv.	PLANNING	8P LA	7P LA	8P LA	LUNCH/RECESS	7G LA	7G LA	7P LA	78%
132	Reading	PLANNING	PLANNING	LA	Reading	LUNCH/RECESS	LA	Reading	LA	67%
Average Utilization by Period (6-8)	60%	40%	80%	80%	80%	0%	80%	100%	100%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Wednesday									
Additional Functions/Room Number**	Period*									Average Utilization by Room
	2	3	4	5	6	7	8	9	10	
100 Music	4G	5T	PLANNING	7M	2M	LUNCH/RECESS	8P	7P	3A	78%
103 Art	4K	5F	PLANNING	8G	2S	LUNCH/RECESS	6M	3D	6B	78%
101 Special Education Self-Contained	Meeting/Sensory	Reading/Math Centers	Snack/Recess	Reading/Match Centers	PLANNING	LUNCH	Math	Math Centers	PLANNING	67%
108 Special Education Resource	7th Guided Study	Reading	Writing/Reading	PLANNING	Skill Building	LUNCH	Writing	PLANNING	Reading	67%
224 Special Education	Health	Health	6M ILA	OPEN (K PE)	1st G Math Centers	LUNCH/RECESS	PLANNING	PLANNING	1st G ELA Centers	56%
225 Special Education	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	0%
109 ESL	3D Push-In	X	OPEN	6B	OPEN	LUNCH/RECESS	6M	OPEN	K Push-In	56%
111 Reading	K	Early Literacy	PLANNING	3 Reading	2 Reading	LUNCH/RECESS	Early Literacy	Early Literacy	PLANNING	67%
220 Italian	5th Math	8 GS	Math	PLANNING	LA	LUNCH	PLANNING	Reading	Writing	67%
222 Health	7M	8P	6B	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	33%
122 Gymnasium	8	6	5	PLANNING	7	LUNCH/RECESS	4	1	2	78%
TOTAL	91%	91%	55%	45%	64%	0%	64%	45%	64%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Thursday									
Grade/Classroom Number	Period*									
	2	3	4	5	6	7	8	9	10	Average Utilization by Room
KINDERGARTEN										
98	Circle Time	Reading/LA	Snack/S&T/Recess	PLANNING	LUNCH/RECESS	Read Aloud/Relax	PLANNING	Math	Science/SS	67%
99	Circle Time	Reading/LA	Snack/S&T/Recess	Writing	LUNCH/RECESS	Read Aloud/Relax	PLANNING	Math	Science/SS	78%
FIRST GRADE										
102	Reading	LA	RECESS	Math	CC Math Centers	LUNCH	SS	PLANNING	ELA Centers	67%
104	Reading	LA	RECESS	Math	CC Math Centers	LUNCH	Science	PLANNING	ELA Centers	67%
SECOND GRADE										
116	Reading	Reading	LA	LA	Math	LUNCH/RECESS	SS	PLANNING	OPEN (PE)	67%
118	Reading	Reading	LA	LA	PLANNING	LUNCH/RECESS	Science	Math	PLANNING	67%
THIRD GRADE										
216	Reading	LA	Writing	PLANNING	3D SS	LUNCH/RECESS	Math	3A SS	PLANNING	67%
218	Reading	LA	Writing	PLANNING	PLANNING	LUNCH/RECESS	Math	3D Science	3A Science	67%
FOURTH GRADE										
230	PLANNING	Reading	Writing	SS	Language	LUNCH/RECESS	Reading	Math	SS	78%
232	PLANNING	Reading	Writing	Science	Language	LUNCH/RECESS	Reading	Math	Science	78%
FIFTH GRADE										
226	Math	PLANNING	PLANNING	Reading	LA	LUNCH/RECESS	Science	Science	Writing	67%
228	Math	PLANNING	PLANNING	Reading	LA	LUNCH/RECESS	SS	SS	Writing	67%
Average Utilization by Period (K-5)	83%	83%	67%	75%	67%	17%	83%	75%	75%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Thursday									
Grade/Classroom Number	Period*									
	2	3	4	5	6	7	8	9	10	Average Utilization by Room
105	PLANNING	7	7	6M	6B	LUNCH/RECESS	PLANNING	8P	8A	67%
124	6M	6 Math RTI	8G	8P	PLANNING	LUNCH/RECESS	7M	6B	7P	78%
126	OPEN (PE)	Italian	SS	OPEN (MUSIC)	Reading	LUNCH/RECESS	LA	Math/Scienc	Math/Science	67%
130	PLANNING	PLANNING	8P LA	7P LA	8P LA	LUNCH/RECESS	7G LA	7G LA	7P LA	67%
132	Reading	PLANNING	PLANNING	LA	Reading	LUNCH/RECESS	LA	Reading	LA	67%
Average Utilization by Period (6-8)	40%	60%	80%	80%	80%	0%	80%	100%	100%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Thursday									
Additional Functions/Room Number**	Period*									Average Utilization by Room
	2	3	4	5	6	7	8	9	10	
100 Music	4G	5F	PLANNING	8G	3A	LUNCH/RECESS	6M	2S	6B	78%
103 Art	4K	5T	PLANNING	7M	2M	LUNCH/RECESS	8P	7P	3D	78%
101 Special Education Self-Contained	Meeting/Sensory	Reading/Math Centers	Snack/Recess	Reading/Match Centers	PLANNING	LUNCH	Sensory	Math Centers	PLANNING	67%
108 Special Education Resource	Push-In	Reading	Writing/Reading	PLANNING	PLANNING	LUNCH	Writing	Math	Reading	67%
224 Special Education	Health	Health	Health	2	1st G Math Centers	LUNCH/RECESS	OPEN (K PE)	PLANNING	1st G ELA Centers	67%
225 Special Education	X	X	X	X	OPEN	LUNCH	OPEN	OPEN	X	56%
109 ESL	7M, 6B	X	OPEN	K	6B	LUNCH/RECESS	1D	OPEN	1L	67%
111 Reading	4 Reading	PLANNING	5 Reading	K	2 Reading	LUNCH/RECESS	Early Literacy	Early Literacy	2 Reading	78%
220 Italian	5th Math	PLANNING	Math	5th Reading	LA	LUNCH	PLANNING	Reading	Writing	67%
222 Health	7P	8G	6M	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	33%
122 Gymnasium	8	6	5	3	7	LUNCH/RECESS	PLANNING	1	2	78%
TOTAL	100%	82%	73%	82%	73%	0%	55%	64%	82%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Friday									
Grade/Classroom Number	Period*									
	2	3	4	5	6	7	8	9	10	Average Utilization by Room
KINDERGARTEN										
98	Circle Time	Reading/LA	Snack/S&T/Recess	PLANNING	LUNCH/RECESS	Read Aloud/Relax	Writing	Math	PLANNING	67%
99	Circle Time	Reading/LA	Snack/S&T/Recess	Math	LUNCH/RECESS	Read Aloud/Relax	PLANNING	PLANNING	Science/SS	67%
FIRST GRADE										
102	Test Spelling	Test Grammar	RECESS	Test Reading	Math Centers	LUNCH	CC ELA Centers	PLANNING	CC Centers	67%
104	Test	Test	RECESS	PLANNING	Math	LUNCH	CC ELA Centers	PLANNING	CC Centers	56%
SECOND GRADE										
116	Reading	Reading	LA	LA	Math	LUNCH/RECESS	Reading/LA	Writing	OPEN (PE)	78%
118	Reading	Reading	LA	LA	Math	LUNCH/RECESS	Reading/LA	Writing	PLANNING	78%
THIRD GRADE										
216	Reading	LA	Writing	PLANNING	PLANNING	LUNCH/RECESS	Math	3A SS	3D SS	67%
218	Reading	LA	Writing	PLANNING	PLANNING	LUNCH/RECESS	Math	3D Science	3A Science	67%
FOURTH GRADE										
230	Math	Reading	Writing	SS	Language	LUNCH/RECESS	PLANNING	Math	SS	78%
232	Math	Reading	Writing	Science	Language	LUNCH/RECESS	PLANNING	Math	Science	78%
FIFTH GRADE										
226	Math	PLANNING	Math	Reading	LA	LUNCH/RECESS	Science	Science	Writing	78%
228	Math	PLANNING	Math	Reading	LA	LUNCH/RECESS	SS	SS	Writing	78%
Average Utilization by Period (K-5)	100%	83%	83%	67%	67%	17%	75%	75%	75%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Friday									
Grade/Classroom Number	Period*									
	2	3	4	5	6	7	8	9	10	Average Utilization by Room
105	PLANNING	7	7	6M	6B	LUNCH/RECESS	8P ILA	8P	8A	78%
124	6M	ILA	8G	8P	PLANNING	LUNCH/RECESS	7M	6B	7P	78%
126	OPEN (PE)	ILA	SS	ILA	Reading	LUNCH/RECESS	LA	Math/Scienc	Math/Science	78%
130	7 ILA	PLANNING	8P LA	7P LA	8P LA	LUNCH/RECESS	7G LA	7G LA	7P LA	78%
132	Reading	8P ILA	PLANNING	LA	Reading	LUNCH/RECESS	LA	Reading	LA	78%
Average Utilization by Period (6-8)	60%	80%	80%	100%	80%	0%	100%	100%	100%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Pennoyer	Utilization Study - Friday									
Additional Functions/Room Number**	Period*									Average Utilization by Room
	2	3	4	5	6	7	8	9	10	
100 Music	PLANNING	5F	PLANNING	KM	3D	LUNCH/RECESS	6M	KM	6B	67%
103 Art	PLANNING	5T	PLANNING	7M	3A	LUNCH/RECESS	K	7P	K	67%
101 Special Education Self-Contained	Meeting/Sensory	Reading/Math Centers	PLANNING	Reading/Math Centers	OPEN (BLDG MTG)	LUNCH	Sensory	Math Centers	Science	67%
108 Special Education Resource	7 Guided Study	Reading	Writing/Reading	PLANNING	OPEN (BLDG MTG)	LUNCH	Writing	Math	Reading	67%
224 Special Education	7M ILA	PLANNING	Health	2	1st G Math Centers	LUNCH/RECESS	?	PLANNING	1st G ELA Centers	67%
225 Special Education	OPEN	OPEN	OPEN	OPEN	OPEN (BLDG MTG)	OPEN	OPEN	OPEN	OPEN	0%
109 ESL	X	OPEN	OPEN	6B, 7M	2M, 2S	LUNCH/RECESS	OPEN	X	OPEN	44%
111 Reading	8 Read Live	6 Read Live	PLANNING	3 Reading	7 Read Live	LUNCH/RECESS	4 Reading	Early Literacy	2 Reading	78%
220 Italian	Math Assistance	8 GS	Math	PLANNING	Bldg Mtg	LUNCH	OPEN (SEL 105)	Reading	Writing	67%
222 Health	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	0%
122 Gymnasium	8	6	5	3	7	LUNCH/RECESS	4	1	2	89%
TOTAL	64%	64%	36%	64%	64%	0%	64%	73%	73%	
* Note: Periods 1 and 11 are not included as they are abbreviated arrival and dismissal homerooms										
** Note: The LRC is not included as it's usage can vary greatly, thereby invalidating the study										
Green Text = Open										

Curriculum Study



Pennoyer School District 79

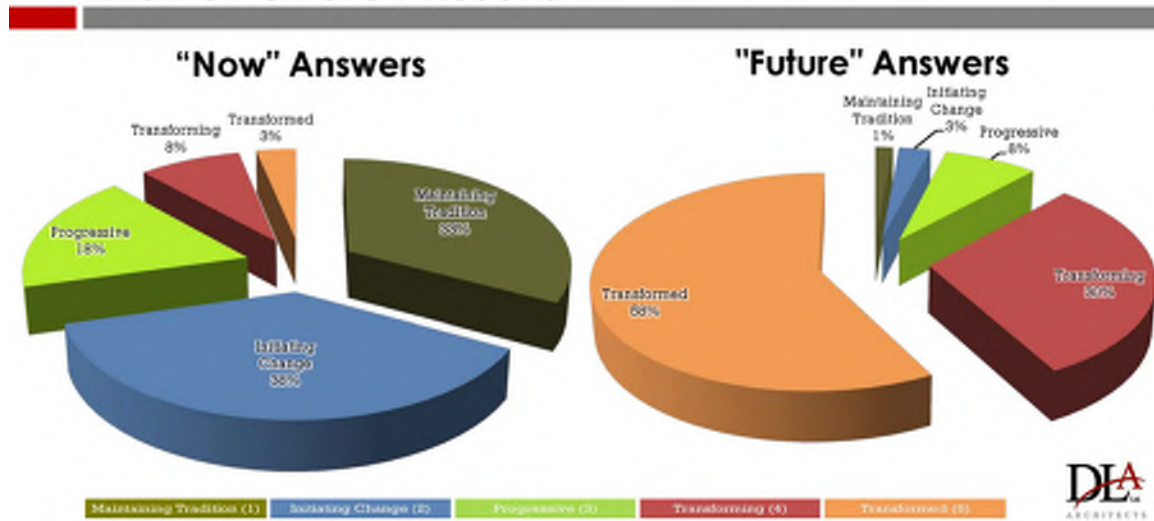


21st Century Vision for Pennoyer School District 79

School Transformation Map Survey Results

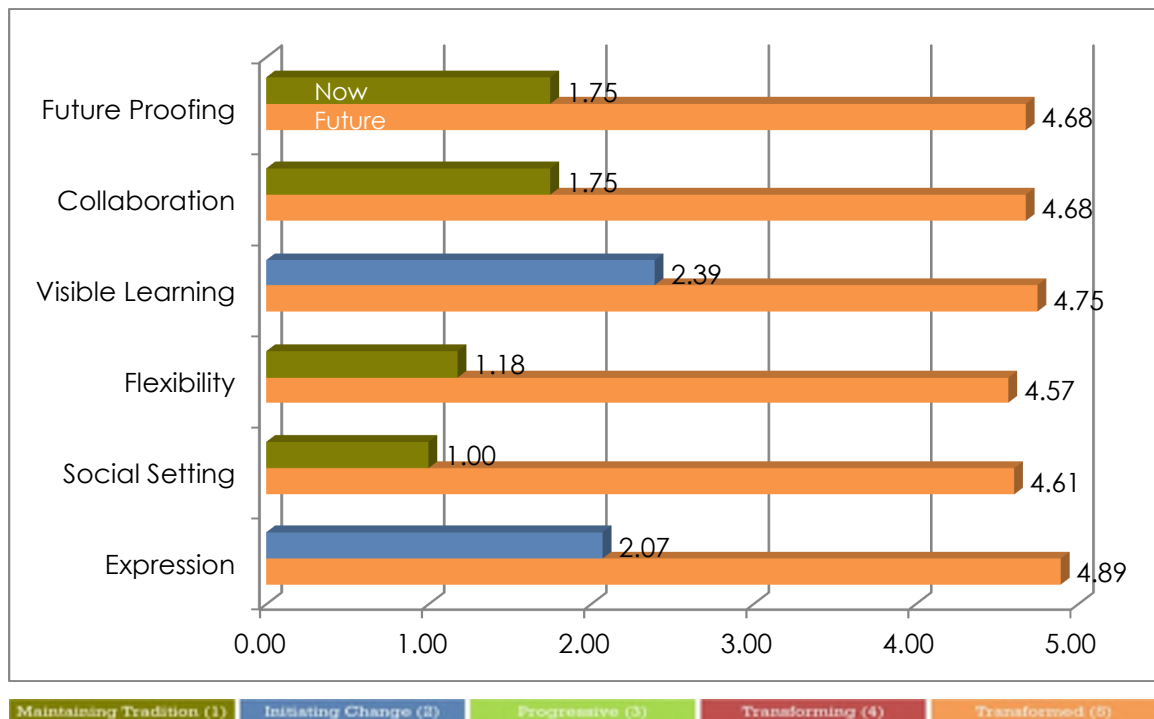
As a part of our process to better understand Pennoyer School District 79, DLA Architects asked the administration and staff to complete a survey about your educational delivery methods. The survey responses help DLA Architects understand what types of activities are taking place within the school today as well as any future goals for your pedagogy. DLA's design philosophy is "form follows learning" which means the architecture of a building should help inspire and support learning. We believe knowledge about how you teach is very relevant when considering any facility improvements. We understand each School District is different and the following document is not meant as an evaluation of your teaching methods, rather it is an effort to submerge ourselves in your unique pedagogy and is a key part of our design process. Overall, the results illustrate a consensus for change in both the facilities and educational delivery.

School Transformation Map Survey: District Overall Results



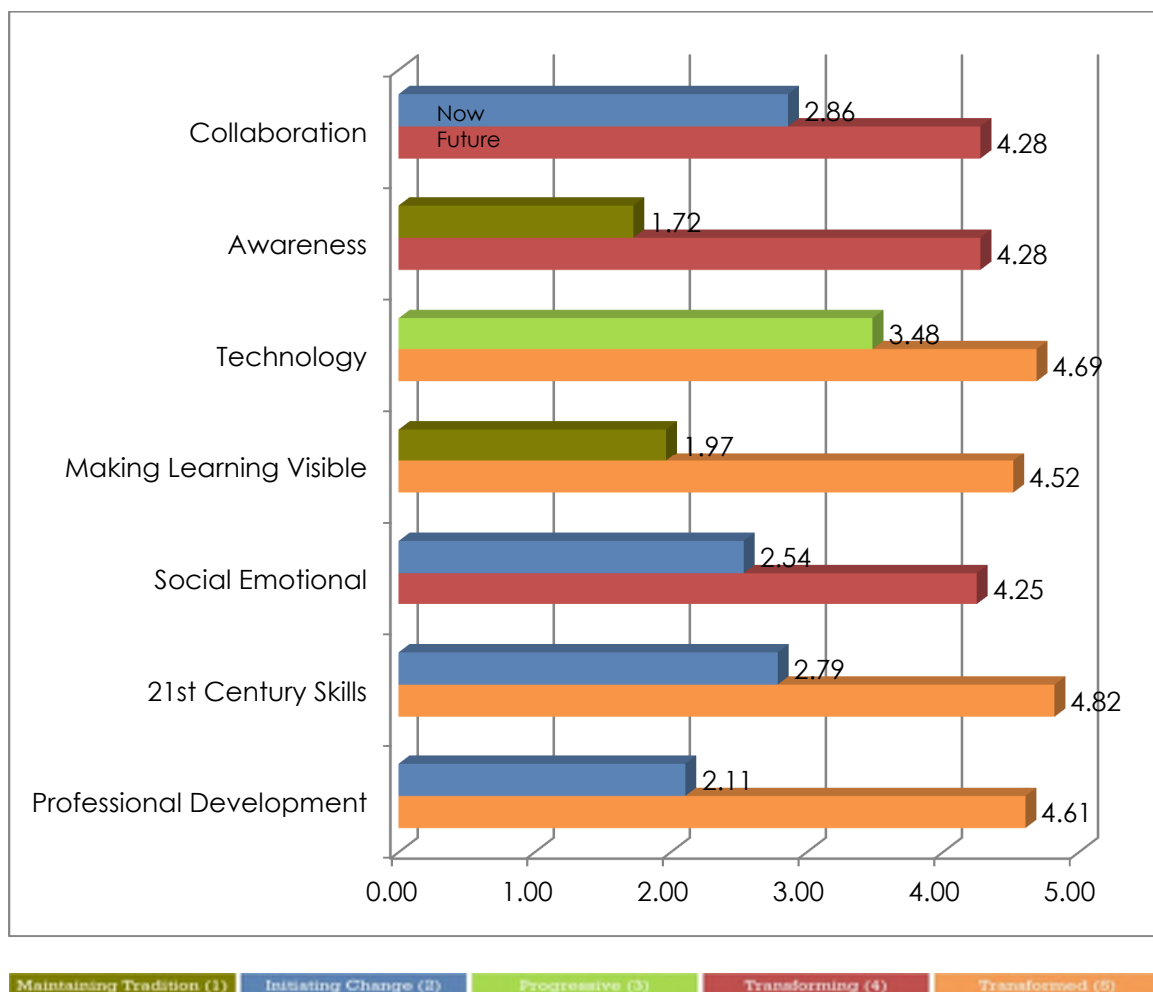
Facility Goals Summary:

- **Future Proofing:** Flexible spaces and furniture to anticipate educational trends, large variety of spaces, technology integration
- **Collaboration:** Facility needs to support teacher and student collaboration, control of schedule and space
- **Visible Learning:** Learning highly visible through transparency, display and activities, building itself as an educational tool, presentation space
- **Flexibility:** Spaces flexible w/minimal effort, agile for reuse without physical change
- **Social Setting:** Central social gathering spaces, “hang out” spaces, student centric and social/work spaces
- **Expression:** School signature widely expressed throughout the building



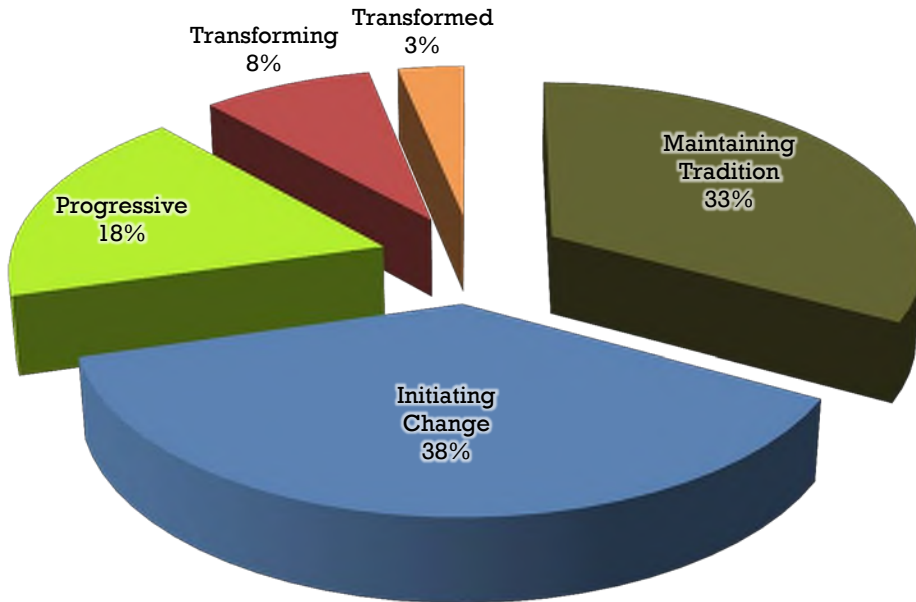
Educational Delivery Goals Highlights:

- **Collaborative Learning:** Move from students executing occasional larger teamwork to working regularly in larger teams.
- **Awareness:** Move from occasional sharing with other classrooms to learning will span several classroom and related spaces.
- **Technology:** Move from computers also used for learning programs and web search to learning programs, web, and virtual access are inseparable from learning.
- **Making Learning Visible:** Move from learning visible through events/entertainment to learning high visible through all aspects of school life.
- **Social Emotional:** Move from staff responsible for any social/emotional learning disconnected from classroom to social/emotional learning a regular part of the curriculum.
- **21st Century Skills:** Move from some skills acknowledged but taught as separate content area to full integration of skills in all aspects of curriculum.
- **Professional Development:** Move from coordinated state/district PD program to Teachers actively reflect on classroom practices, direct professional development within school vision/mission.

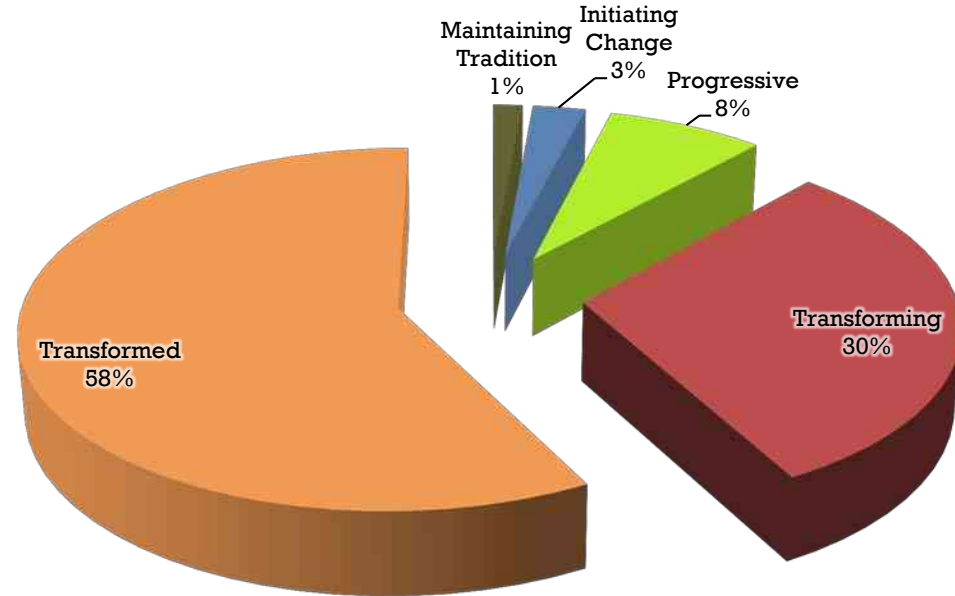


School Transformation Map Survey: District Overall Results

"Now" Answers



"Future" Answers



Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

School Transformation Map Survey: Results

Average “Now” Answer = 2.06



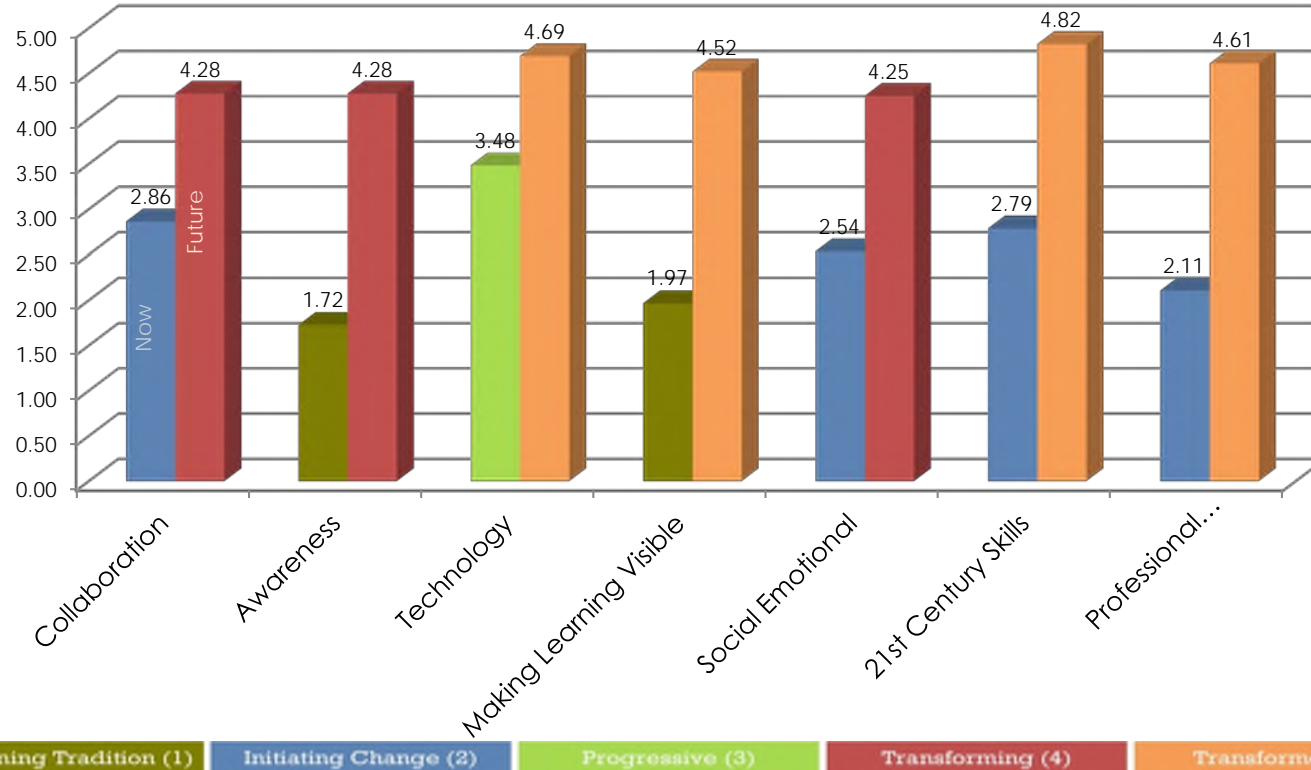
Initiating
Change

Average “Future” Answer = 4.39



Transformed

SUMMARY: Educational Delivery Goals



Maintaining Tradition (1)

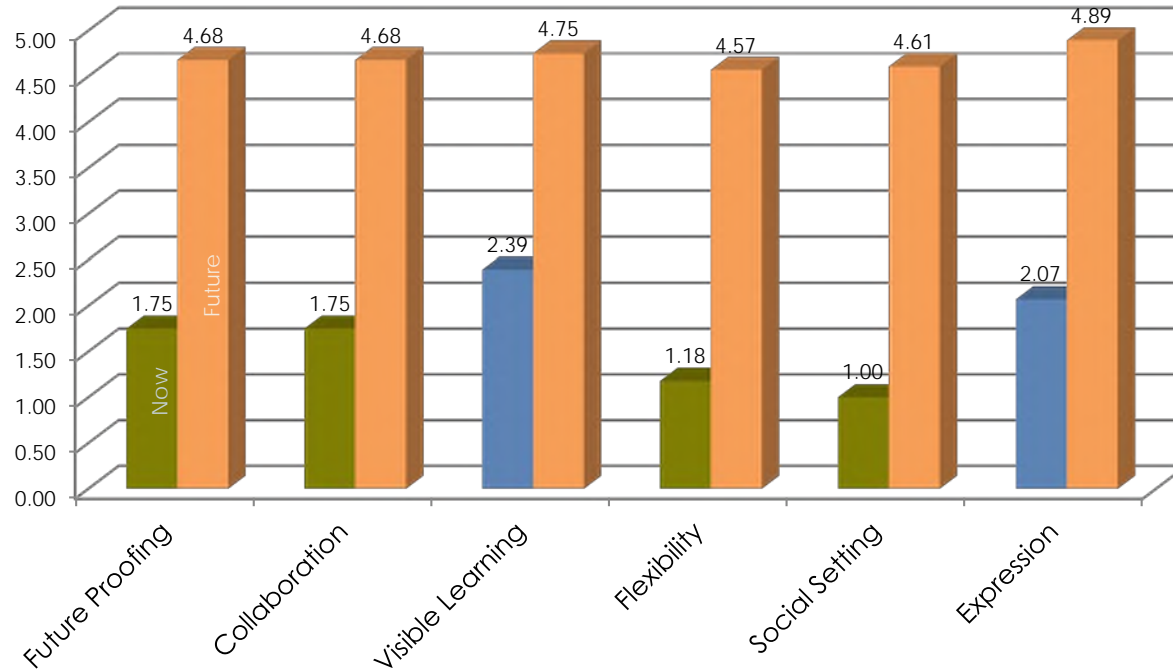
Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

SUMMARY: Facility Goals



Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Pennoyer School District 79

Survey Response Summary

School Transformation + Development Map 3.1.6

Educational Delivery: Instruction

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

	Learning Theme	Exhibitions	Differences	Personal Learning	Collab.	Teacher Teams	Ownership	Awareness	Tech	Display	Delivery	Integration	Learning Location	Who Teaches	Making Learning Visible
Now															
Avg		2.00			2.86	2.03		1.72	3.48		3.28			2.00	1.97
Min		0.00			2.00	0.00		1.00	2.00		2.00			1.00	0.00
Max		3.00			5.00	4.00		4.00	5.00		5.00			4.00	3.00
Delta		3.00			3.00	4.00		3.00	3.00		3.00			3.00	3.00

Overall Averages of Educational Delivery: Instruction

Future		3.79			4.28	4.34		4.28	4.69		4.62			4.03	4.52
Min		2.00			2.00	2.00		3.00	3.00		4.00			2.00	3.00
Max		5.00			5.00	5.00		5.00	5.00		5.00			5.00	5.00
Delta		3.00			3.00	3.00		2.00	2.00		1.00			3.00	2.00

Overall Averages of Educational Delivery: Instruction

	Learning Theme	Exhibitions	Differences	Personal Learning	Collab.	Teacher Teams	Ownership	Awareness	Tech	Display	Delivery	Integration	Learning Location	Who Teaches	Making Learning Visible
Future/Now Delta		1.79			1.41	2.31		2.55	1.21		1.34			2.03	2.55

Pennoyer School District 79

Survey Response Summary

School Transformation + Development Map 3.1.6

Educational Delivery: Curriculum/Assessment

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

	Assessments	Curriculum Flexibility	Social Emotional	21st Century Skills	Curriculum	Knowledge	Textbooks	Pace + Vehicles	Grading	Frequency
Now Avg		2.57	2.54	2.79	2.61		2.79	2.07	2.04	2.61
Min		1.00	1.00	1.00	1.00		0.00	1.00	0.00	0.00
Max		5.00	4.00	4.00	5.00		5.00	4.00	5.00	5.00
Delta		4.00	3.00	3.00	4.00		5.00	3.00	5.00	5.00

Overall Averages of Educational Delivery: Curriculum/Assessment

Future Avg		4.54	4.25	4.82	4.57		4.14	3.82	4.04	4.32
Min		4.00	0.00	3.00	0.00		0.00	1.00	0.00	0.00
Max		5.00	5.00	5.00	5.00		5.00	5.00	5.00	5.00
Delta		1.00	5.00	2.00	5.00		5.00	4.00	5.00	5.00

Overall Averages of Educational Delivery: Curriculum/Assessment

	Assessments	Curriculum Flexibility	Social Emotional	21st Century Skills	Curriculum	Knowledge	Textbooks	Pace + Vehicles	Grading	Frequency
Future/Now Delta		1.96	1.71	2.04	1.96		1.36	1.75	2.00	1.71

Pennoyer School District 79

Survey Response Summary

School Transformation + Development Map 3.1.6

Educational Delivery:

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Leadership		Professional Development		Relationship Building		Connections		
Distribution	Scheduling	Professional Development	Common Planning	Advisors	Knowing	Adults	Articulation	Community
Now Avg	1.89	2.11	2.36		2.82	2.18		1.96
Min	0.00	1.00	0.00		0.00	0.00		0.00
Max	5.00	3.00	4.00		5.00	3.00		4.00
Delta	5.00	2.00	4.00		5.00	3.00		4.00

Overall Averages: Leadership Prof. Dev. 2.23 Rel. Building Connections

Future Avg	3.82	4.61	4.04		4.75	4.54		3.93
Min	0.00	2.00	0.00		4.00	4.00		0.00
Max	5.00	5.00	5.00		5.00	5.00		5.00
Delta	5.00	3.00	5.00		1.00	1.00		5.00

Overall Averages: Leadership Prof. Dev. 4.32 Rel. Building Connections

Distribution	Scheduling	Professional Development	Common Planning	Advisors	Knowing	Adults	Articulation	Community
Future/Now Delta	1.93	2.50	1.68		1.93	2.36		1.96

Pennoyer School District 79

Survey Results Summary

School Transformation + Development Map 3.1.6

Educational Delivery:

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

		Elementary Years			Middle Years	
		Tech	Grouping	Exploratory	Tracking	School Concept
Now	Avg	3.25	2.39	2.04	1.96	1.93
	Min	1.00	1.00	0.00	0.00	0.00
	Max	5.00	5.00	5.00	4.00	5.00
	Delta	4.00	4.00	5.00	2.00	5.00
Overall Averages:		Elementary 2.56			Middle 1.95	
Future	Avg	4.64	4.21	4.18	4.11	3.39
	Min	3.00	1.00	0.00	1.00	0.00
	Max	5.00	5.00	5.00	6.00	5.00
	Delta	2.00	4.00	5.00	3.00	5.00
Overall Averages:		Elementary 4.35			Middle 3.75	

	Tech	Grouping	Exploratory	Tracking	School Concept
Future/Now Delta	1.39	1.82	2.14	2.14	1.46

Pennoyer School District 79

Survey Results Summary

School Transformation + Development Map 3.1.6

Facilities: Overall Planning

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

		Size/ Capacity	Future Proofing	Collab- oration	Visible Learning	Flexi- bility	Social Setting	Express- ion	School Organiz- ation	Interdisc iplinary	Move ment	Auto- nomy	Community	Mixed Use	Leader- ship	Parents/ Volunteers
Now	Avg	1.64	1.75	1.75	2.39	1.18	1.00	2.07		1.50	2.11	1.25	1.79	1.00	2.14	1.07
	Min	1.00	1.00	1.00	2.00	1.00	0.00	1.00		0.00	1.00	1.00	1.00	1.00	1.00	0.00
	Max	3.00	4.00	3.00	3.00	2.00	2.00	4.00		3.00	5.00	3.00	2.00	1.00	5.00	2.00
	Delta	2.00	3.00	2.00	1.00	1.00	2.00	3.00		3.00	4.00	2.00	1.00	0.00	4.00	2.00

Overall Averages of Facilities: Overall Planning

Future	Avg	4.29	4.68	4.68	4.75	4.57	4.61	4.89		4.46	4.18	3.14	4.18	1.86	4.21	4.68
	Min	0.00	4.00	3.00	4.00	4.00	3.00	4.00		3.00	0.00	0.00	2.00	0.00	2.00	0.00
	Max	5.00	5.00	5.00	5.00	5.00	5.00	5.00		5.00	5.00	5.00	5.00	5.00	5.00	5.00
	Delta	5.00	1.00	2.00	1.00	1.00	2.00	1.00		2.00	5.00	5.00	3.00	5.00	3.00	5.00

Overall Averages of Facilities: Overall Planning

		Size/ Capacity	Future Proofing	Collab- oration	Visible Learning	Flexi- bility	Social Setting	Express- ion	School Organiz- ation	Interdisc iplinary	Move ment	Auto- nomy	Community	Mixed Use	Leader- ship	Parents/ Volunteers
Future/Now Delta		2.64	2.93	2.93	2.36	3.39	3.61	2.82		2.96	2.07	1.89	2.39	0.86	2.07	3.61

Pennoyer School District 79

Survey Results Summary

School Transformation + Development Map 3.1.6

Facilities: Specific Spaces

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Now

	Trans- parency	Grouping	Small Groups	Arts	Special Ed	PE/ Athletics	Tech Ed	Wet Labs	Class- room Size	Dry Labs	Media Center	Assembly	Teacher Planning	Conn- ections
Avg	1.96	1.56	1.48	2.11	2.22	2.44	1.30	1.22	1.63	2.93	1.07	2.70	1.07	1.04
Min	1.00	1.00	1.00	1.00	1.00	2.00	1.00	0.00	1.00	0.00	0.00	1.00	1.00	1.00
Max	4.00	3.00	4.00	4.00	4.00	4.00	3.00	2.00	3.00	5.00	5.00	4.00	2.00	2.00
Delta	3.00	2.00	3.00	3.00	3.00	2.00	2.00	2.00	2.00	5.00	5.00	3.00	1.00	1.00

Sum of Averages of Facilities: Specific Spaces

1.77

Future

	Trans- parency	Grouping	Small Groups	Arts	Special Ed	PE/ Athletics	Tech Ed	Wet Labs	Class- room Size	Dry Labs	Media Center	Assembly	Teacher Planning	Conn- ections
Avg	4.48	4.67	4.85	4.89	4.26	4.30	4.56	4.37	4.59	4.41	4.37	4.63	4.59	4.44
Min	3.00	3.00	2.00	4.00	1.00	3.00	4.00	2.00	3.00	3.00	0.00	4.00	2.00	3.00
Max	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Delta	2.00	2.00	3.00	1.00	4.00	2.00	1.00	3.00	2.00	2.00	5.00	1.00	3.00	2.00

Sum of Averages of Facilities: Specific Spaces

4.53

Future/Now
Delta

Trans- parency	Grouping	Small Groups	Arts	Special Ed	PE/ Athletics	Tech Ed	Wet Labs	Class- room Size	Dry Labs	Media Center	Assembly	Teacher Planning	Conn- ections
2.52	3.11	3.37	2.78	2.04	1.85	3.26	3.15	2.96	1.48	3.30	1.93	3.52	3.41

Pennoyer School District 79

Survey Results Summary

School Transformation + Development Map 3.1.6

Facilities:

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

		Food Service	Sustainable Design	Furniture + Equipment			
		Food choices and Prep	Environmental Impact	Tech Integration	Student Furniture	Cabinetry	Computer Ratio
Now	Avg			1.81	1.89	2.19	3.63
	Min			1.00	1.00	1.00	1.00
	Max			3.00	5.00	3.00	5.00
	Delta			2.00	4.00	2.00	4.00
Sum of Averages:		Food Service	Sustainable	Furniture + Equipment			2.38
Future	Avg			4.52	4.22	4.56	4.96
	Min			4.00	3.00	1.00	4.00
	Max			5.00	5.00	5.00	5.00
	Delta			1.00	2.00	4.00	1.00
Sum of Averages:		Food Service	Sustainable	Furniture + Equipment			4.56

		Food choices and Prep	Environmental Impact	Tech Integration	Student Furniture	Cabinetry	Computer Ratio
Future/Now Delta				2.70	2.33	2.37	1.33

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Pre-K

Educational Delivery: Instruction															
	Learning Theme	Exhibitions	Differences	Personal Learning	Collab.	Teacher Teams	Owner-ship	Aware-ness	Tech	Display	Delivery	Integrat-ion	Learning Location	Who Teaches	Making Learning Visible
Now	Avg	2.285714			3	2.5714		1.7143	3		3.4286			1.571429	2.57143
	Min	2			2	1		1	2		2			1	2
	Max	3			5	4		2	4		4			2	3
	Delta	1			3	3		1	2		2			1	1
Sum of Averages of Educational Delivery: Instruction														(out of 75 possible)	
Future	Avg	4			4.7143	4.7143		4.1429	4.57		4.5714			3.714286	4.28571
	Min	3			4	3		4	4		4			2	3
	Max	5			5	5		5	5		5			5	5
	Delta	2			1	2		1	1		1			3	2
Sum of Averages of Educational Delivery: Instruction														(out of 75 possible)	

Summary of Averages for all forms labeled Grades K through 2

Educational Delivery: Instruction															
	Learning Theme	Exhibitions	Differences	Personal Learning	Collab.	Teacher Teams	Owner-ship	Aware-ness	Tech	Display	Delivery	Integrat-ion	Learning Location	Who Teaches	Making Learning Visible
Now	Avg	2.166667			3	2.5		1.3333	3.83		3.1667			2	1.5
	Min	2			2	1		1	3		3			1	1
	Max	3			5	3		2	4		4			3	2
	Delta	1			3	2		1	1		1			2	1
Sum of Averages of Educational Delivery: Instruction														(out of 75 possible)	
Future	Avg	3.833333			4	4.6667		4.6667	5		4.8333			4.166667	4.83333
	Min	3			3	4		4	5		4			3	4
	Max	5			5	5		5	5		5			5	5
	Delta	2			2	1		1	0		1			2	1
Sum of Averages of Educational Delivery: Instruction														(out of 75 possible)	

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Grades 3 through 5

		Educational Delivery: Instruction														
		Learning Theme	Exhibitions	Differences	Personal Learning	Collab.	Teacher Teams	Owner-ship	Aware-ness	Tech	Display	Delivery	Integrat-ion	Learning Location	Who Teaches	Making Learning Visible
Now	Avg		1.8			3.2	1.6		1.6	3.8		3.6			2.4	2
	Min		1			2	1		1	3		3			1	1
	Max		2			5	3		2	5		5			4	3
	Delta		1			3	2		1	2		2			3	2
Sum of Averages of Educational Delivery: Instruction (out of 75 possible)																
Future	Avg		3.8			4.6	4		3.8	4.8		4.6			4.2	4.2
	Min		3			4	2		3	4		4			3	3
	Max		5			5	5		5	5		5			5	5
	Delta		2			1	3		2	1		1			2	2
Sum of Averages of Educational Delivery: Instruction (out of 75 possible)																

Summary of Averages for all forms labeled Grades 6 through 8

		Educational Delivery: Instruction														
		Learning Theme	Exhibitions	Differences	Personal Learning	Collab.	Teacher Teams	Owner-ship	Aware-ness	Tech	Display	Delivery	Integrat-ion	Learning Location	Who Teaches	Making Learning Visible
Now	Avg		1.818182			2.5455	1.6364		2	3.45		3.0909			2.090909	1.81818
	Min		0			2	0		1	2		2			1	0
	Max		3			4	4		4	4		4			3	3
	Delta		3			2	4		3	2		2			2	3
Sum of Averages of Educational Delivery: Instruction (out of 75 possible)																
Future	Avg		3.636364			4	4.0909		4.3636	4.55		4.5455			4.090909	4.63636
	Min		2			2	2		3	3		4			3	3
	Max		5			5	5		5	5		5			5	5
	Delta		3			3	3		2	2		1			2	2
Sum of Averages of Educational Delivery: Instruction (out of 75 possible)																

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Pre-K

Educational Delivery: Curriculum/Assessment									
Assessments	Curriculum Flexibility	Social Emotional	21st Century Skills	Curriculum	Knowledge	Textbooks	Pace + Vehicles	Grading	Frequency
Now Avg	2.57142857	2.85714286	2.71428571	2.57142857		3.142857142857	1.71428571	1.714285714	2.857143
Min	1	2	2	1		2	1	0	1
Max	4	4	4	4		5	3	2	5
Delta	3	2	2	3		3	2	2	4

Sum of Averages of Educational Delivery: Curriculum/Assessment

(out of 50 possible)

Future Avg	4.42857143	4.71428571	4.71428571	4.71428571		3.857142857143	3.71428571	4.142857143	3.857143
Min	4	4	4	4		0	3	2	0
Max	5	5	5	5		5	4	5	5
Delta	1	1	1	1		5	1	3	5

Sum of Averages of Educational Delivery: Curriculum/Assessment

(out of 50 possible)

Summary of Averages for all forms labeled Grades K through 2

Educational Delivery: Curriculum/Assessment									
Assessments	Curriculum Flexibility	Social Emotional	21st Century Skills	Curriculum	Knowledge	Textbooks	Pace + Vehicles	Grading	Frequency
Now Avg	3	2.33333333	3	2.66666667		2.666666666667	1.66666667	2	2.333333
Min	2	2	2	2		2	1	2	2
Max	5	3	4	3		3	3	2	4
Delta	3	1	2	1		1	2	0	2

Sum of Averages of Educational Delivery: Curriculum/Assessment

(out of 50 possible)

Future Avg	4.66666667	4.16666667	5	4.5		4.166666666667	3	3.666666667	4.5
Min	4	3	5	4		3	1	2	3
Max	5	5	5	5		5	4	5	5
Delta	1	2	0	1		2	3	3	2

Sum of Averages of Educational Delivery: Curriculum/Assessment

(out of 50 possible)

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Grades 3 through 5

		Educational Delivery: Curriculum/Assessment									
		Assessments	Curriculum Flexibility	Social Emotional	21st Century Skills	Curriculum	Knowledge	Textbooks	Pace + Vehicles	Grading	Frequency
Now	Avg		2.2	2	2.4	2.8		3.2	2	2	2.6
	Min		2	2	1	2		2	1	2	2
	Max		3	2	3	5		5	4	2	4
	Delta		1	0	2	3		3	3	0	2
	Sum of Averages of Educational Delivery: Curriculum/Assessment										(out of 50 possible)
Future	Avg		4.4	3.2	4.6	5		4.4	3.8	4	4.6
	Min		4	0	3	5		3	3	3	4
	Max		5	4	5	5		5	4	5	5
	Delta		1	4	2	0		2	1	2	1
	Sum of Averages of Educational Delivery: Curriculum/Assessment										(out of 50 possible)

Summary of Averages for all forms labeled Grades 6 through 8

		Educational Delivery: Curriculum/Assessment									
		Assessments	Curriculum Flexibility	Social Emotional	21st Century Skills	Curriculum	Knowledge	Textbooks	Pace + Vehicles	Grading	Frequency
Now	Avg		2.5	2.7	2.9	2.5		2.4	2.6	2.3	2.6
	Min		2	1	1	2		0	1	1	0
	Max		4	4	4	3		3	4	5	5
	Delta		2	3	3	1		3	3	4	5
	Sum of Averages of Educational Delivery: Curriculum/Assessment										(out of 50 possible)
Future	Avg		4.6	4.5	4.9	4.3		4.2	4.4	4.2	4.4
	Min		4	3	4	0		3	3	0	0
	Max		5	5	5	5		5	5	5	5
	Delta		1	2	1	5		2	2	5	5
	Sum of Averages of Educational Delivery: Curriculum/Assessment										(out of 50 possible)

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Pre-K

Educational Delivery:								
Leadership		Professional Development		Relationship Building		Connections		
Distribution	Scheduling	Professional Development	Common Planning	Advisors	Knowing	Adults	Articulation	Community
Now Avg	3	2.2857142857	3		2.7142857143	2.2857142857		1.7142857143
Min	1	1	1		0	1		0
Max	5	3	4		4	3		3
Delta	4	2	3		4	2		3
Sum of Averages:	Leadership	Prof. Dev.	5.2857142857	Rel. Building			Connections	
Future Avg	3.7142857143	4.5714285714	4.1428571429		4.8571428571	4.8571428571		4.5714285714
Min	0	3	4		4	4		3
Max	5	5	5		5	5		5
Delta	5	2	1		1	1		2
Sum of Averages:	Leadership	Prof. Dev.	8.7142857143	Rel. Building			Connections	

Summary of Averages for all forms labeled Grades K through 2

Educational Delivery:								
Leadership		Professional Development		Relationship Building		Connections		
Distribution	Scheduling	Professional Development	Common Planning	Advisors	Knowing	Adults	Articulation	Community
Now Avg	2.1666666667	1.6666666667	3.3333333333		2.1666666667	2.3333333333		1.6666666667
Min	1	1	2		1	1		1
Max	3	3	4		3	3		3
Delta	2	2	2		2	2		2
Sum of Averages:	Leadership	Prof. Dev.	5	Rel. Building			Connections	
Future Avg	4	4.3333333333	4.1666666667		4.5	4.5		4.1666666667
Min	3	3	2		4	4		2
Max	5	5	5		5	5		5
Delta	2	2	3		1	1		3
Sum of Averages:	Leadership	Prof. Dev.	8.5	Rel. Building			Connections	

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Grades 3 through 5

Educational Delivery:								
Leadership		Professional Development		Relationship Building		Connections		
Distribution	Scheduling	Professional Development	Common Planning	Advisors	Knowing	Adults	Articulation	Community
Now Avg	1.2	2.8	2		2.6	2.4		2
Min	0	2	1		2	2		0
Max	2	3	3		4	3		3
Delta	2	1	2		2	1		3
Sum of Averages:	Leadership	Prof. Dev.	4.8	Rel. Building			Connections	
Future Avg	4.6	5	4.4		4.6	4.2		2.2
Min	3	5	4		4	4		0
Max	5	5	5		5	5		4
Delta	2	0	1		1	1		4
Sum of Averages:	Leadership	Prof. Dev.	9.4	Rel. Building			Connections	

Summary of Averages for all forms labeled Grades 6 through 8

Educational Delivery:								
Leadership		Professional Development		Relationship Building		Connections		
Distribution	Scheduling	Professional Development	Common Planning	Advisors	Knowing	Adults	Articulation	Community
Now Avg	1.3	1.9	1.5		3.4	1.9		2.3
Min	0	1	0		2	0		0
Max	4	3	4		5	3		4
Delta	4	2	4		3	3		4
Sum of Averages:	Leadership	Prof. Dev.	3.4	Rel. Building			Connections	
Future Avg	3.4	4.6	3.7		4.9	4.5		4.2
Min	0	2	0		4	4		3
Max	5	5	5		5	5		5
Delta	5	3	5		1	1		2
Sum of Averages:	Leadership	Prof. Dev.	8.3	Rel. Building			Connections	

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Pre-K

Educational Delivery:												
Elementary Years			Middle Years		High School							
Tech	Grouping	Exploratory	Tracking	School Concept	Tracking	School Organization	Electives	Inter-disciplinary	Applied Learning	Class Size	Time Table	
Now Avg	3	2.1428571	1.8571429	2.1428571	2.1428571							
Min	1	1	0	1	0							
Max	5	3	3	4	5							
Delta	4	2	3	3	5							
Sum of Averages:	Elementary 7		Middle 4.2857143		High School (35 possible)							
Future Avg	4.5714286	4.4285714	4.7142857	4.1428571	3.2857143							
Min	3	3	3	3	0							
Max	5	5	5	5	5							
Delta	2	2	2	2	5							
Sum of Averages:	Elementary 13.714286		Middle 7.4285714		High School (35 possible)							

Summary of Averages for all forms labeled Grades K through 2

Educational Delivery:												
Elementary Years			Middle Years		High School							
Tech	Grouping	Exploratory	Tracking	School Concept	Tracking	School Organization	Electives	Inter-disciplinary	Applied Learning	Class Size	Time Table	
Now Avg	3.3333333	2.1666667	2	1.8333333	3.6666667							
Min	2	1	0	0	1							
Max	5	3	5	4	5							
Delta	3	2	5	4	4							
Sum of Averages:	Elementary 7.5		Middle 5.5		High School (35 possible)							
Future Avg	4.6666667	4.1666667	4.5	4.1666667	4							
Min	4	3	2	3	3							
Max	5	5	5	5	5							
Delta	1	2	3	2	2							
Sum of Averages:	Elementary 13.333333		Middle 8.1666667		High School (35 possible)							

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Grades 3 through 5

Educational Delivery:												
Elementary Years			Middle Years		High School							
Tech	Grouping	Exploratory	Tracking	School Concept	Tracking	School Organization	Electives	Inter-disciplinary	Applied Learning	Class Size	Time Table	
Now Avg	3.6	2.6	2.2	2.6	1							
Min	3	2	1	0	1							
Max	4	3	3	4	1							
Delta	1	1	2	4	0							
Sum of Averages:	Elementary 8.4		Middle 3.6		High School (35 possible)							
Future Avg	4.8	4.2	5	3	3.2							
Min	4	3	5	1	2							
Max	5	5	5	5	4							
Delta	1	2	0	4	2							
Sum of Averages:	Elementary 14		Middle 6.2		High School (35 possible)							

Summary of Averages for all forms labeled Grades 6 through 8

Educational Delivery:												
Elementary Years			Middle Years		High School							
Tech	Grouping	Exploratory	Tracking	School Concept	Tracking	School Organization	Electives	Inter-disciplinary	Applied Learning	Class Size	Time Table	
Now Avg	3.2	2.6	2.1	1.6	1.2							
Min	2	1	0	0	0							
Max	5	5	5	4	5							
Delta	3	4	5	4	5							
Sum of Averages:	Elementary 7.9		Middle 2.8		High School (35 possible)							
Future Avg	4.6	4.1	3.2	4.6	3.2							
Min	4	1	0	3	0							
Max	5	5	5	6	5							
Delta	1	4	5	3	5							
Sum of Averages:	Elementary 11.9		Middle 7.8		High School (35 possible)							

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Pre-K

Facilities: Overall Planning														
Size/ Capacity	Future Proofing	Collab- oration	Visible Learning	Flexi- bility	Social Setting	Express- ion	School Organiz- ation	Interdisc iplinary	Move ment	Auto- nomy	Community	Learning Location	Leader- ship	Parents/ Volunteers
1.428571	1.28571	1.8571	2.28571	1	0.857	2		1.1429	2	1.1429	1.4285714	1	2	0.714286
1	1	1	2	1	0	1		0	1	1	1	1	2	0
2	2	3	3	1	1	4		2	3	2	2	1	2	1
1	1	2	1	0	1	3		2	2	1	1	0	0	1

Sum of Averages of Facilities: Overall Planning

(out of 75 possible)

Future	Avg	4.571429	4.85714	4.8571	4.85714	4.714	4.857	5		4.8571	4.571	4.1429	4.5714286	2	4.428571	4.285714
	Min	4	4	4	4	4	4	5		4	4	3	3	0	3	0
	Max	5	5	5	5	5	5	5		5	5	5	5	5	5	5
	Delta	1	1	1	1	1	1	0		1	1	2	2	5	2	5

Sum of Averages of Facilities: Overall Planning

(out of 75 possible)

Summary of Averages for all forms labeled Grades K through 2

Facilities: Overall Planning															
Size/ Capacity	Future Proofing	Collab- oration	Visible Learning	Flexi- bility	Social Setting	Express- ion	School Organiz- ation	Interdisc iplinary	Move ment	Auto- nomy	Community	Learning Location	Leader- ship	Parents/ Volunteers	
2.166667	1.83333	1.6667	2.33333	1.167	1.167	2		1.3333	2.333	1	1.8333333	1	1.833333	1.166667	
1	1	1	2	1	1	1		1	1	1	1	1	1	1	
3	2	3	3	2	2	3		3	5	1	2	1	2	2	
2	1	2	1	1	1	2		2	4	0	1	0	1	1	

Sum of Averages of Facilities: Overall Planning

(out of 75 possible)

Future	Avg	4.5	4.5	4.3333	4.83333	4.5	4.333	5		4.1667	4.167	3	4.6666667	1	4.333333	4.666667
	Min	3	4	3	4	4	3	5		3	4	2	3	0	4	4
	Max	5	5	5	5	5	5	5		5	5	4	5	2	5	5
	Delta	2	1	2	1	1	2	0		2	1	2	2	2	1	1

Sum of Averages of Facilities: Overall Planning

(out of 75 possible)

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Grades 3 through 5

Facilities: Overall Planning															
	Size/ Capacity	Future Proofing	Collab- oration	Visible Learning	Flexi- bility	Social Setting	Express- ion	School Organiz- ation	Interdisc iplinary	Move ment	Auto- nomy	Community	Learning Location	Leader- ship	Parents/ Volunteers
g n x a	1.2	1.8	2	2.4	1.4	1	2.6		1.8	2.4	1.2	2	1	2.8	1.2
	1	1	1	2	1	1	1		1	1	1	2	1	2	1
	2	2	3	3	2	1	4		2	5	2	2	1	5	2
	1	1	2	1	1	0	3		1	4	1	0	0	3	1

Sum of Averages of Facilities: Overall Planning

(out of 75 possible)

Future	Avg	3.6	4.8	4.8	4.6	4.8	4.4	4.6		4.2	3.2	2.8	3.4	1.6	4.2	5
	Min	1	4	4	4	4	3	4		4	0	0	2	1	2	5
	Max	5	5	5	5	5	5	5		5	4	4	5	2	5	5
	Delta	4	1	1	1	1	2	1		1	4	4	3	1	3	0

Sum of Averages of Facilities: Overall Planning

(out of 75 possible)

Summary of Averages for all forms labeled Grades 6 through 8

Facilities: Overall Planning															
	Size/ Capacity	Future Proofing	Collab- oration	Visible Learning	Flexi- bility	Social Setting	Express- ion	School Organiz- ation	Interdisc iplinary	Move ment	Auto- nomy	Community	Learning Location	Leader- ship	Parents/ Volunteers
g n x a	1.7	2	1.6	2.5	1.2	1	1.9		1.7	1.9	1.5	1.9	1	2.1	1.2
	1	1	1	2	1	1	1		1	1	1	1	1	1	1
	3	4	3	3	2	1	4		3	3	3	2	1	3	2
	2	3	2	1	1	0	3		2	2	2	1	0	2	1

Sum of Averages of Facilities: Overall Planning

(out of 75 possible)

Future	Avg	4.3	4.6	4.7	4.7	4.4	4.7	4.9		4.5	4.4	2.7	4	2.4	4	4.8
	Min	0	4	4	4	4	4	4		4	4	2	2	1	2	4
	Max	5	5	5	5	5	5	5		5	5	5	5	5	5	5
	Delta	5	1	1	1	1	1	1		1	1	3	3	4	3	1

Sum of Averages of Facilities: Overall Planning

(out of 75 possible)

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Pre-K

		Facilities: Specific Spaces													
		Trans- parency	Grouping	Small Groups	Arts	Special Ed	PE/ Athletics	Tech Ed	Wet Labs	Class- room Size	Dry Labs	Media Center	Assembly	Teacher Planning	Conn- ections
Now	Avg	1.85714	1.42857	1.14286	1.71429	2	2.28571	1.14286	1	1.57143	2.42857	0.85714	2	1.14286	1
	Min	1	1	1	1	1	2	1	0	1	0	0	1	1	1
	Max	4	2	2	2	4	3	2	2	2	5	2	3	2	1
	Delta	3	1	1	1	3	1	1	2	1	5	2	2	1	0
	Sum of Averages of Facilities: Specific Spaces											21.5714285714286(out of 70 possible)			
Future	Avg	4.71429	5	5	5	4	4.57143	4.71429	4.57143	4.42857	4.42857	4.85714	4.85714	4.85714	4.57143
	Min	4	5	5	5	1	4	4	4	3	3	4	4	4	4
	Max	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Delta	1	0	0	0	4	1	1	1	2	2	1	1	1	1
	Sum of Averages of Facilities: Specific Spaces											65.5714285714286(out of 70 possible)			

Summary of Averages for all forms labeled Grades K through 2

		Facilities: Specific Spaces													
		Trans- parency	Grouping	Small Groups	Arts	Special Ed	PE/ Athletics	Tech Ed	Wet Labs	Class- room Size	Dry Labs	Media Center	Assembly	Teacher Planning	Conn- ections
Now	Avg	2.16667	2	2	2.33333	2.33333	2.33333	1.5	1.33333	1.33333	2.66667	1.16667	2.66667	1	1
	Min	2	1	1	2	1	2	1	1	1	1	1	2	1	1
	Max	3	3	4	4	4	3	3	2	2	5	2	4	1	1
	Delta	1	2	3	2	3	1	2	1	1	4	1	2	0	0
Sum of Averages of Facilities: Specific Spaces											25.8333333333333(out of 70 possible)				
Future	Avg	4.33333	4.33333	4.5	4.83333	4.16667	4.33333	4.66667	3.83333	4.66667	3.83333	4.33333	4.33333	4.16667	4.5
	Min	3	3	2	4	3	4	4	2	4	3	4	4	2	3
	Max	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Delta	2	2	3	1	2	1	1	3	1	2	1	1	3	2
Sum of Averages of Facilities: Specific Spaces											60.8333333333333(out of 70 possible)				

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Grades 3 through 5

Facilities: Specific Spaces														
	Trans- parency	Grouping	Small Groups	Arts	Special Ed	PE/ Athletics	Tech Ed	Wet Labs	Class- room Size	Dry Labs	Media Center	Assembly	Teacher Planning	Conn- ections
Now	Avg	2	1.25	1	2	2.25	1	1	2.25	4	0.25	2.75	1	1
	Min	2	1	1	1	2	1	0	2	1	0	2	1	1
	Max	2	2	1	3	3	1	2	3	5	1	3	1	1
	Delta	0	1	0	2	1	0	2	1	4	1	1	0	0
Sum of Averages of Facilities: Specific Spaces												23.75(out of 70 possible)		
Future	Avg	4	4.5	4.75	4.75	4.25	4	4.25	3.75	4.25	4.5	3.5	4.5	3.75
	Min	3	3	4	4	4	4	3	3	4	0	4	3	3
	Max	5	5	5	5	5	4	5	4	5	5	5	5	4
	Delta	2	2	1	1	1	0	1	1	2	1	5	2	1
Sum of Averages of Facilities: Specific Spaces												58.75(out of 70 possible)		

Summary of Averages for all forms labeled Grades 6 through 8

Facilities: Specific Spaces														
	Trans- parency	Grouping	Small Groups	Arts	Special Ed	PE/ Athletics	Tech Ed	Wet Labs	Class- room Size	Dry Labs	Media Center	Assembly	Teacher Planning	Conn- ections
Now	Avg	1.9	1.5	1.6	2.3	2.4	2.7	1.4	1.4	1.6	3	1.5	3.2	1.1
	Min	1	1	1	1	1	2	1	0	1	1	0	2	1
	Max	4	3	3	3	4	4	2	2	2	5	5	4	2
	Delta	3	2	2	2	3	2	1	2	1	4	5	2	1
Sum of Averages of Facilities: Specific Spaces												26.7(out of 70 possible)		
Future	Avg	4.6	4.7	5	4.9	4.5	4.2	4.5	4.8	4.8	4.7	4.4	4.7	4.6
	Min	4	4	5	4	4	3	4	4	4	4	4	4	4
	Max	5	5	5	5	5	5	5	5	5	5	5	5	5
	Delta	1	1	0	1	1	2	1	1	1	1	1	1	1
Sum of Averages of Facilities: Specific Spaces												65.3(out of 70 possible)		

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Pre-K

		Facilities:					
		Food Service	Sustainable Design	Furniture + Equipment			
		Food choices and Prep	Environmental Impact	Tech Integration	Student Furniture	Cabinetry	Computer Ratio
Now	Avg			1.857142857143	1.285714285714	2.142857142857	2.571428571429
	Min			1	1	1	1
	Max			2	2	3	4
	Delta			1	1	2	3
Sum of Averages:		Food Service	Sustainable	Furniture + Equipment			7.85714285714286(out of 20 possible)
Future	Avg			4.714285714286	4.142857142857	4.714285714286	4.857142857143
	Min			4	4	4	4
	Max			5	5	5	5
	Delta			1	1	1	1
Sum of Averages:		Food Service	Sustainable	Furniture + Equipment			18.4285714285714(out of 20 possible)

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Grades K through 2

		Facilities:					
		Food Service	Sustainable Design	Furniture + Equipment			
		Food choices and Prep	Environmental Impact	Tech Integration	Student Furniture	Cabinetry	Computer Ratio
Now	Avg			2	2	2.1666666666667	4
	Min			2	1	2	3
	Max			2	3	3	5
	Delta			0	2	1	2
Sum of Averages:		Food Service	Sustainable	Furniture + Equipment			10.1666666666667(out of 20 possible)
Future	Avg			4.5	4	4.3333333333333	5
	Min			4	3	1	5
	Max			5	5	5	5
	Delta			1	2	4	0
Sum of Averages:		Food Service	Sustainable	Furniture + Equipment			17.8333333333333(out of 20 possible)

Summary of Averages for all forms labeled Grades 3 through 5

		Facilities:					
		Food Service	Sustainable Design	Furniture + Equipment			
		Food choices and Prep	Environmental Impact	Tech Integration	Student Furniture	Cabinetry	Computer Ratio
Now	Avg			1.75	2	2.25	4.75
	Min			1	1	1	4
	Max			2	3	3	5
	Delta			1	2	2	1
Sum of Averages:		Food Service	Sustainable	Furniture + Equipment			10.75(out of 20 possible)
Future	Avg			4.25	3.75	4.5	5
	Min			4	3	4	5
	Max			5	4	5	5
	Delta			1	1	1	0
Sum of Averages:		Food Service	Sustainable	Furniture + Equipment			17.5(out of 20 possible)

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Grades 6 through 8

		Facilities:					
		Food Service	Sustainable Design	Furniture + Equipment			
		Food choices and Prep	Environmental Impact	Tech Integration	Student Furniture	Cabinetry	Computer Ratio
Now	Avg			1.7	2.2	2.2	3.7
	Min			1	1	1	1
	Max			3	5	3	5
	Delta			2	4	2	4
Sum of Averages:		Food Service	Sustainable	Furniture + Equipment			9.8(out of 20 possible)
Future	Avg			4.5	4.6	4.6	5
	Min			4	4	1	5
	Max			5	5	5	5
	Delta			1	1	4	0
Sum of Averages:		Food Service	Sustainable	Furniture + Equipment			18.7(out of 20 possible)

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Administrator (1 responses)

Educational Delivery: Instruction															
	Learning Theme	Exhibitions	Differences	Personal Learning	Collab.	Teacher Teams	Owner-ship	Aware-ness	Tech	Display	Delivery	Integrat-ion	Learning Location	Who Teaches	Making Learning Visible
Now	Avg	2			2	3		2	4		2			2	2
	Min	2			2	3		2	4		2			2	2
	Max	2			2	3		2	4		2			2	2
	Delta	0			0	0		0	0		0			0	0
Future	Avg	5			5	5		5	5		5			5	5
	Min	5			5	5		5	5		5			5	5
	Max	5			5	5		5	5		5			5	5
	Delta	0			0	0		0	0		0			0	0

Summary of Averages for all forms labeled Classroom Teacher (26 responses)

Educational Delivery: Instruction															
	Learning Theme	Exhibitions	Differences	Personal Learning	Collab.	Teacher Teams	Owner-ship	Aware-ness	Tech	Display	Delivery	Integrat-ion	Learning Location	Who Teaches	Making Learning Visible
Now	Avg	2.038462			2.8846	2		1.6923	3.5		3.3846			2	2.03846
	Min	1			2	0		1	2		2			1	1
	Max	3			5	4		4	5		5			4	3
	Delta	2			3	4		3	3		3			3	2
Future	Avg	3.807692			4.2308	4.3846		4.1923	4.65		4.6154			4	4.5
	Min	3			2	2		3	3		4			2	3
	Max	5			5	5		5	5		5			5	5
	Delta	2			3	3		2	2		1			3	2

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Other Certified Staff (2 responses)

Educational Delivery: Instruction														
Learning Theme	Exhibitions	Differences	Personal Learning	Collab.	Teacher Teams	Owner-ship	Aware-ness	Tech	Display	Delivery	Integrat-ion	Learning Location	Who Teaches	Making Learning Visible
Avg	1.5			3	2		2	3		2.5			2	1
Min	0			3	0		2	3		2			2	0
Max	3			3	4		2	3		3			2	2
Delta	3			0	4		0	0		1			0	2

Future	Avg	3			4.5	3.5		5	5		4.5			4	4.5
	Min	2			4	2		5	5		4			4	4
	Max	4			5	5		5	5		5			4	5
	Delta	2			1	3		0	0		1			0	1

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Administrator (1 responses)

		Educational Delivery: Curriculum/Assessment									
		Assessments	Curriculum Flexibility	Social Emotional	21st Century Skills	Curriculum	Knowledge	Textbooks	Pace + Vehicles	Grading	Frequency
Now	Avg		2	1	1	2		1	1	1	1
	Min		2	1	1	2		1	1	1	1
	Max		2	1	1	2		1	1	1	1
	Delta		0	0	0	0		0	0	0	0
Future	Avg		5	5	5	5		5	5	5	5
	Min		5	5	5	5		5	5	5	5
	Max		5	5	5	5		5	5	5	5
	Delta		0	0	0	0		0	0	0	0

Summary of Averages for all forms labeled Classroom Teacher (26 responses)

		Educational Delivery: Curriculum/Assessment									
		Assessments	Curriculum Flexibility	Social Emotional	21st Century Skills	Curriculum	Knowledge	Textbooks	Pace + Vehicles	Grading	Frequency
Now	Avg		2.52	2.56	2.88	2.64		2.84	2.04	2.08	2.72
	Min		1	2	1	1		0	1	0	1
	Max		5	4	4	5		5	4	5	5
	Delta		4	2	3	4		5	3	5	4
Future	Avg		4.48	4.2	4.8	4.56		4.12	3.72	4.12	4.44
	Min		4	0	3	0		0	1	2	0
	Max		5	5	5	5		5	5	5	5
	Delta		1	5	2	5		5	4	3	5

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Other Certified Staff (2 responses)

Educational Delivery: Curriculum/Assessment									
Assessments	Curriculum Flexibility	Social Emotional	21st Century Skills	Curriculum	Knowledge	Textbooks	Pace + Vehicles	Grading	Frequency
Now Avg	3.5	3	2.5	2.5		3	3	2	2
Min	3	2	2	2		3	3	2	0
Max	4	4	3	3		3	3	2	4
Delta	1	2	1	1		0	0	0	4

Future Avg	5	4.5	5	4.5		4	4.5	2.5	2.5
Min	5	4	5	4		3	4	0	0
Max	5	5	5	5		5	5	5	5
Delta	0	1	0	1		2	1	5	5

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Administrator (1 responses)

Educational Delivery:								
Leadership		Professional Development		Relationship Building		Connections		
Distribution	Scheduling	Professional Development	Common Planning	Advisors	Knowing	Adults	Articulation	Community
Now Avg	2	2	1		2	3		3
Min	2	2	1		2	3		3
Max	2	2	1		2	3		3
Delta	0	0	0		0	0		0

Future Avg	5	5	5		5	5		5
Min	5	5	5		5	5		5
Max	5	5	5		5	5		5
Delta	0	0	0		0	0		0

Summary of Averages for all forms labeled Classroom Teacher (26 responses)

Educational Delivery:								
Leadership		Professional Development		Relationship Building		Connections		
Distribution	Scheduling	Professional Development	Common Planning	Advisors	Knowing	Adults	Articulation	Community
Now Avg	2	2.04	2.4		2.88	2.12		1.84
Min	0	1	0		0	0		0
Max	5	3	4		5	3		4
Delta	5	2	4		5	3		4

Future Avg	3.76	4.56	4.04		4.72	4.56		3.88
Min	0	2	0		4	4		0
Max	5	5	5		5	5		5
Delta	5	3	5		1	1		5

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Other Certified Staff (2 responses)

Educational Delivery:								
Leadership		Professional Development		Relationship Building		Connections		
Distribution	Scheduling	Professional Development	Common Planning	Advisors	Knowing	Adults	Articulation	Community
Now Avg	0.5	3	2.5		2.5	2.5		3
Min	0	3	1		2	2		2
Max	1	3	4		3	3		4
Delta	1	0	3		1	1		2
Future								
Avg	4	5	3.5		5	4		4
Min	3	5	2		5	4		4
Max	5	5	5		5	4		4
Delta	2	0	3		0	0		0

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Administrator (1 responses)

Educational Delivery:												
Elementary Years			Middle Years		High School							
Tech	Grouping	Exploratory	Tracking	School Concept	Tracking	School Organization	Electives	Inter-disciplinary	Applied Learning	Class Size	Time Table	
Now Avg	2	1	2	1	1							
Min	2	1	2	1	1							
Max	2	1	2	1	1							
Delta	0	0	0	0	0							
Future Avg	5	5	5	5	5							
Min	5	5	5	5	5							
Max	5	5	5	5	5							
Delta	0	0	0	0	0							

Summary of Averages for all forms labeled Classroom Teacher (26 responses)

Educational Delivery:												
Elementary Years			Middle Years		High School							
Tech	Grouping	Exploratory	Tracking	School Concept	Tracking	School Organization	Electives	Inter-disciplinary	Applied Learning	Class Size	Time Table	
Now Avg	3.36	2.4	1.84	1.96	2.08							
Min	1	1	0	0	0							
Max	5	5	5	4	5							
Delta	4	4	5	4	5							
Future Avg	4.64	4.2	4.08	4.04	3.44							
Min	3	1	0	1	0							
Max	5	5	5	6	5							
Delta	2	4	5	5	5							

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Other Certified Staff (2 responses)

Educational Delivery:												
Elementary Years			Middle Years		High School							
	Tech	Grouping	Exploratory	Tracking	School Concept	Tracking	School Organization	Electives	Inter-disciplinary	Applied Learning	Class Size	Time Table
Now	Avg	2.5	3	4.5	2.5	0.5						
	Min	2	3	4	1	0						
	Max	3	3	5	4	1						
	Delta	1	0	1	3	1						
Future	Avg	4.5	4	5	4.5	2						
	Min	4	3	5	4	0						
	Max	5	5	5	5	4						
	Delta	1	2	0	1	4						

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Administrator (1 responses)

Facilities: Overall Planning															
	Size/ Capacity	Future Proofing	Collab- oration	Visible Learning	Flexi- bility	Social Setting	Express- ion	School Organiz- ation	Interdisc iplinary	Move- ment	Auto- nomy	Community	Learning Location	Leader- ship	Parents/ Volunteers
Now	Avg	1	1	1	2	1	1	1		1	1	1	2	1	1
	Min	1	1	1	2	1	1	1		1	1	1	2	1	1
	Max	1	1	1	2	1	1	1		1	1	1	2	1	1
	Delta	0	0	0	0	0	0	0		0	0	0	0	0	0

Future	Avg	5	5	5	5	5	5		5	5	5	5	5	5	5
	Min	5	5	5	5	5	5		5	5	5	5	5	5	5
	Max	5	5	5	5	5	5		5	5	5	5	5	5	5
	Delta	0	0	0	0	0	0		0	0	0	0	0	0	0

Summary of Averages for all forms labeled Classroom Teacher (26 responses)

Facilities: Overall Planning															
	Size/ Capacity	Future Proofing	Collab- oration	Visible Learning	Flexi- bility	Social Setting	Express- ion	School Organiz- ation	Interdisc iplinary	Move- ment	Auto- nomy	Community	Learning Location	Leader- ship	Parents/ Volunteers
Now	Avg	1.64	1.76	1.8	2.4	1.2	1	2.08		1.48	2.12	1.2	1.76	1	2.16
	Min	1	1	1	2	1	0	1		0	1	1	1	1	0
	Max	3	4	3	3	2	2	4		3	5	3	2	5	2
	Delta	2	3	2	1	1	2	3		3	4	2	1	4	2

Future	Avg	4.24	4.68	4.72	4.76	4.6	4.56	4.92		4.44	4.12	3.04	4.16	1.68	4.16
	Min	0	4	3	4	4	3	4		3	0	0	2	0	2
	Max	5	5	5	5	5	5	5		5	5	5	5	5	5
	Delta	5	1	2	1	1	2	1		2	5	5	3	5	3

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Other Certified Staff (2 responses)

Facilities: Overall Planning															
	Size/ Capacity	Future Proofing	Collab- oration	Visible Learning	Flexi- bility	Social Setting	Express- ion	School Organiz- ation	Interdisc iplinary	Move ment	Auto- nomy	Community	Learning Location	Leader- ship	Parents/ Volunteers
Now	2	2	1.5	2.5	1	1	2.5		2	2.5	2	2	1	2.5	1
	2	2	1	2	1	1	2		2	2	2	2	1	2	1
	2	2	2	3	1	1	3		2	3	2	2	1	3	1
	0	0	1	1	0	0	1		0	1	0	0	0	1	0
Future	4.5	4.5	4	4.5	4	5	4.5		4.5	4.5	3.5	4	2.5	4.5	4
	4	4	4	4	4	5	4		4	4	3	3	1	4	4
	5	5	4	5	4	5	5		5	5	4	5	4	5	4
	1	1	0	1	0	0	1		1	1	1	2	3	1	0

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Administrator (1 responses)

		Facilities: Specific Spaces													
		Trans- parency	Grouping	Small Groups	Arts	Special Ed	PE/ Athletics	Tech Ed	Wet Labs	Class- room Size	Dry Labs	Media Center	Assembly	Teacher Planning	Conn- ections
Now	Avg	1	1	1	1	1	2	2	1	1	5	1	2	1	1
	Min	1	1	1	1	1	2	2	1	1	5	1	2	1	1
	Max	1	1	1	1	1	2	2	1	1	5	1	2	1	1
	Delta	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Future	Avg	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Min	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Max	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Delta	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Summary of Averages for all forms labeled Classroom Teacher (26 responses)

		Facilities: Specific Spaces													
		Trans- parency	Grouping	Small Groups	Arts	Special Ed	PE/ Athletics	Tech Ed	Wet Labs	Class- room Size	Dry Labs	Media Center	Assembly	Teacher Planning	Conn- ections
Now	Avg	2.04167	1.54167	1.54167	2.125	2.29167	2.41667	1.29167	1.25	1.625	2.83333	1.125	2.66667	1.08333	1.04167
	Min	1	1	1	1	1	2	1	0	1	0	0	1	1	1
	Max	4	3	4	4	4	4	3	2	3	5	5	4	2	2
	Delta	3	2	3	3	3	2	2	2	2	5	5	3	1	1

Future	Avg	4.5	4.66667	4.83333	4.875	4.20833	4.29167	4.54167	4.33333	4.58333	4.33333	4.375	4.625	4.54167	4.41667
	Min	3	3	2	4	1	3	4	2	3	3	0	4	2	3
	Max	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Delta	2	2	3	1	4	2	1	3	2	2	5	1	3	2

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Other Certified Staff (2 responses)

		Facilities: Specific Spaces													
		Trans- parency	Grouping	Small Groups	Arts	Special Ed	PE/ Athletics	Tech Ed	Wet Labs	Class- room Size	Dry Labs	Media Center	Assembly	Teacher Planning	Conn- ections
Now	Avg	1.5	2	1	2.5	2	3	1	1	2	3	0.5	3.5	1	1
	Min	1	2	1	2	2	3	1	1	2	1	0	3	1	1
	Max	2	2	1	3	2	3	1	1	2	5	1	4	1	1
	Delta	1	0	0	1	0	0	0	0	0	4	1	1	0	0
Future	Avg	4	4.5	5	5	4.5	4	4.5	4.5	4.5	5	4	4.5	5	4.5
	Min	4	4	5	5	4	4	4	4	4	5	4	4	5	4
	Max	4	5	5	5	5	4	5	5	5	5	4	5	5	5
	Delta	0	1	0	0	1	0	1	1	1	0	0	1	0	1

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Administrator (1 responses)

		Facilities:					
		Food Service	Sustainable Design	Furniture + Equipment			
		Food choices and Prep	Environmental Impact	Tech Integration	Student Furniture	Cabinetry	Computer Ratio
Now	Avg			1	1	2	5
	Min			1	1	2	5
	Max			1	1	2	5
	Delta			0	0	0	0
Future	Avg			5	5	5	5
	Min			5	5	5	5
	Max			5	5	5	5
	Delta			0	0	0	0

Summary of Averages for all forms labeled Classroom Teacher (26 responses)

		Facilities:					
		Food Service	Sustainable Design	Furniture + Equipment			
		Food choices and Prep	Environmental Impact	Tech Integration	Student Furniture	Cabinetry	Computer Ratio
Now	Avg			1.83333333333333	1.91666666666667	2.16666666666667	3.54166666666667
	Min			1	1	1	1
	Max			3	5	3	5
	Delta			2	4	2	4
Future	Avg			4.54166666666667	4.16666666666667	4.5	4.95833333333333
	Min			4	3	1	4
	Max			5	5	5	5
	Delta			1	2	4	1

School Transformation + Development Map 3.1.6

Maintaining Tradition (1)

Initiating Change (2)

Progressive (3)

Transforming (4)

Transformed (5)

Summary of Averages for all forms labeled Other Certified Staff (2 responses)

		Facilities:					
		Food Service	Sustainable Design	Furniture + Equipment			
		Food choices and Prep	Environmental Impact	Tech Integration	Student Furniture	Cabinetry	Computer Ratio
Now	Avg			2	2	2.5	4
	Min			2	2	2	4
	Max			2	2	3	4
	Delta			0	0	1	0
Future	Avg			4	4.5	5	5
	Min			4	4	5	5
	Max			4	5	5	5
	Delta			0	1	0	0

You are being asked to participate in a planning project conducted by DLA Architects for Pennoyer School District 79. You are being asked because you are an important stakeholder in the District and your perceptions and goals are key to understanding where the District is now and where it will be in the future.

PURPOSE: At Pennoyer School the mission is to be dedicated to the development of children academically, emotionally, and socially. The goal is to prepare students to become life-long learners, positive contributors of the community and responsible citizens of a global society. The purpose of this study is to understand the perception of you and your colleagues of various aspects of the District, looking at today and as a goal for the future while keeping in mind the District's mission.

PARTICIPATION: You will be asked to answer a questionnaire about your views and opinions pertaining to Educational Delivery and the facilities in which learning occurs. We expect your participation for this phase to take about twenty to thirty minutes of your time.

The information you provide will be used for data analysis and will be presented as an aggregate of responses.

* Your role?

- ☐ Classroom Teacher
- ☐ Administrator
- ☒ Other Certified Staff

* What grade is your focus?

Answer the following questions as best you can.

When you come across repeated choices, answer them based on the matrix concept that recently implemented programs or practices are on the left and well established programs are on the right.

Educational Delivery: Instruction

With these questions we'll focus on Educational Delivery and specifically look at Instruction. Again, consider at Pennoyer School the mission is to be dedicated to the development of children academically, emotionally, and socially. The goal is to prepare students to become life-long learners, positive contributors of the community and responsible citizens of a global society.

* Exhibitions?

	Student work is rarely actively expressed outside Classroom	Student work occasionally expressed in Corridors, etc.	Students present work in regular exhibitions	Exhibitions feature outside "experts"	Exhibitions recorded for portfolios + resource	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Collaboration?

	Students work alone	Occasional 2 person teams	Occasional larger teams	Students regularly work in larger teams	Student learn 75% in teams	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

* Teacher Teams?

	Self contained classroom teaching exclusively	Common planning to coordinate curriculum/know students	Teachers swap classes for sharing instruction but do not teach together	Teachers occasionally integrate curriculum by teaching together in same place + same time	Teachers regularly teach synchronously in coordinated teams	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

* Awareness?

	Students know very little about activities in neighboring classrooms	Students aware of other Classrooms through occasional sharing	Learning spans several classrooms and related spaces (recently implemented)	Learning spans several classrooms and related spaces	Learning takes place in coordinated manner in variety of shared spaces	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Technology?

	Virtually no computer use	Computers seen as sophisticated writing/match tools	Computers also used for learning programs +/- web research	Computers are common in learning	Learning programs, web, virtual access are inseparable from learning	Not Applicable
Now	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Delivery?

	Almost exclusive direct instruction	Predominantly direct instruction w/ some discussion	Direct instruction with regular group discussion	Direct instruction, group discussion, + some problem solving	Project-based learning, discussions, + "just-in-time" direct instruction	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Who Teaches?

	Teacher does all the teaching	Teachers with aids do teaching	Students also teach in paired groups/study teams	Students teach each other in project based environment	Students regularly teach others; outside "experts" for projects	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Future	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

* Making Learning Visible?

	No attempt to make learning visible; hidden behind corridor walls	Learning visible through occasional (mostly arts) entertainment/events	Celebratory events focusing on learning	Learning visible through authentic evaluations, educational "trophies"	Learning highly visible through all aspects of school life	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educational Delivery: Curriculum

With these questions we'll focus on Educational Delivery and specifically look at Curriculum. Again, consider at Pennoyer School the mission is to be dedicated to the development of children academically, emotionally, and socially. The goal is to prepare students to become life-long learners, positive contributors of the community and responsible citizens of a global society.

* Curriculum Flexibility?

	Delivery method and curriculum is rigid and uniform	Teachers have high discretion over delivery in Classroom with little oversight	Teachers team to review assessment data	Teachers team to review data, create units + lessons, + evaluate success	Teachers share data as part of regular school improvement	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Social Emotional?

	Focus on academic learning exclusively	Staff responsible for any social-emotional learning & not Classroom (recently implemented)	Staff responsible for any social-emotional learning disconnected from Classroom	Social/emotional learning a regular part of curriculum	Advisor-advisee + wellness courses for all students	Not Applicable
Now	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 21st Century Skills?

	No recognition of 21 Century Skills	Some skills acknowledged but taught as separate content area, like advisor-advisee (recently implemented)	Some skills acknowledged but taught as separate content area, like advisor-advisee	Skills integrated in curriculum in random manner subject to teacher initiative	Full integration of skills in all aspects of curriculum	Not Applicable
Now	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Curriculum?

	Teaching objectives determined by items to be tested	Curriculum objectives traditional and/or standards driven	Curriculum mostly standards-based with occasional inquiry + social skills, 21st Century Skills (recently implemented)	Curriculum mostly standards-based with occasional inquiry + social skills, 21st Century Skills (established program)	Objective: inquiry based, social skills, project learning, critical thinking	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Textbooks?

	"Textbook is the curriculum," few or no connections among subjects/disciplines, sequential	Textbooks supplemented with original materials	Variety of curricular approaches, largely teacher determined	Variety of curricular approaches, largely district determined.	Textbooks used only as data resource support local delivery decisions	Not Applicable
Now	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

* Pace + Vehicles?

	District/State determine what all students learn + what learning vehicles will be	Teacher determines what all students learn + what learning vehicles will be	Teacher teams determine what students learn + what learning vehicles will be	Students have some determination in learning vehicles	Students determine own personalized learning plan within a rubric	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Grading?

	Individual teacher responsible for determining policy + grades	School determines policy, teachers determine students grades	Grades established by team of teachers at exhibitions (recently implemented)	Grades established by team of teachers at exhibitions	Grades established by teachers, peers, outside experts + student self evaluations	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

* Frequency?

	Occasional testing seen as record keeping	Lag time between testing + feedback	Feedback on tests is quick + formative (recently implemented)	Feedback on tests is quick + formative	Students receive frequent, immediate feedback on interventions (RTI)	Not Applicable
Now	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Educational Delivery: Leadership

With these questions we'll focus on Educational Delivery and specifically look at Leadership, while considering at Penoyer School the mission is to be dedicated to the development of children academically, emotionally, and socially. The goal is to prepare students to become life-long learners, positive contributors of the community and responsible citizens of a global society.

* Scheduling?

	Room scheduling done by Central Administration	Central room scheduling but occasional teacher discretion (recently implemented)	Central room scheduling but occasional teacher discretion	Room scheduling done by Distributed Administration	Room scheduling done by affected teachers	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Educational Delivery: Professional Development

With these questions we'll focus on Educational Delivery and specifically look at Professional Development.

* Professional Development?

	Central admin & state requirements determine school wide professional development, uncoordinated	Coordinated state/district PD program	Teachers lead school in professional development with district/state guidance (recently implemented)	Teachers lead school in professional development with district/state guidance	Teachers actively reflect on classroom practices, direct professional development within school vision/mission	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Common Planning?

	No common planning time	Departmental planning time	Teacher team planning time, recently implemented	Teacher team planning time	Teachers develop research projects to inform their own instruction	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educational Delivery: Relationship Building

With these questions we'll focus on Educational Delivery and specifically look at Relationship Building.

* Advisors?

	Guidance counselors believed sufficient to advise students	Group discussions led by guidance counselors	Teachers lead occasional Advisor-Advisee programs w vague curriculum	Teachers lead frequent Advisor-Advisee programs w vague curriculum	Teachers lead frequent Advisor-Advisee programs with consistent curriculum	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Future	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

* Knowing?

	Principal does not know names of all students	Students known individually by individual teachers; sharing of knowledge of students among teachers is circumstantial	Student known by teacher team focused on relationship building (recently implemented)	Student known by teacher team focused on relationship building	Student known by teacher team focused on relationship building + personalizing learning	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educational Delivery: Connections

With these questions we'll focus on Educational Delivery and specifically look at Connections, while considering at Pennoyer School the mission is to be dedicated to the development of children academically, emotionally, and socially. The goal is to prepare students to become life-long learners, positive contributors of the community and responsible citizens of a global society.

* Adults?

	PTO lends valued support to school; community members not sought out	Parents sought as volunteers for program support (recently implemented)	Parents sought as volunteers for program support	Community members sought as experts and mentors	Multi generation community members sought as experts, tutors, role models	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Community?

	Community uses seen as detrimental to student safety	Evening/weekend community use of limited spaces	Community use of limited spaces	Community use of limited spaces, fairly frequent	Community users during school day embraced as learning opportunity for students	Not Applicable
Now	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educational Delivery: Elementary

With these questions we'll focus on Educational Delivery and specifically look at students in their elementary years, while considering at Pennoyer School the mission is to be dedicated to the development of children academically, emotionally, and socially. The goal is to prepare students to become life-long learners, positive contributors of the community and responsible citizens of a global society.

* Technology?

	No computer use	Computer keyboarding	Students regularly make electronic presentations	Students show teachers use of technology	Regularly virtual learning	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Grouping?

	Students grouped by age/year/level	Students grouped by age/year/level; regrouped for RTIs (recently implemented)	Students grouped by age/year/level; regrouped for RTIs	Age/year groupings, RTIs; teachers loop with students	Multi grade instruction for developmental reasons	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

* Exploratory?

	No/few exploratory programs	PE Ed, Music are exploratory	Art added as exploratory	Science added as exploratory program	All courses are exploratory	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Educational Delivery: Middle

With these questions we'll focus on Educational Delivery and specifically look at students in their middle years. Again, consider at Pennoyer School the mission is to be dedicated to the development of children academically, emotionally, and socially. The goal is to prepare students to become life-long learners, positive contributors of the community and responsible citizens of a global society.

* Tracking?

	Students are ability tracked	Students ability tracked w/ G+T	Students ability tracked w/G+T + learning centers	Students heterogeneously grouped	All students on personal learning plans	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* School Concept?

	Junior High format even though may be called "Middle School"	Middle School without consistent Houses	School subdivided into houses sized for creating relationships	School subdivided into houses sized for creating relationships (well established system)	Perhaps K-8 for developmental + family reasons	Not Applicable
Now	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educational Delivery: High School

With these questions we'll focus on Educational Delivery and specifically look at students in their high school years. Again, consider at Pennoyer School the mission is to be dedicated to the development of children academically, emotionally, and socially. The goal is to prepare students to become life-long learners, positive contributors of the community and responsible citizens of a global society.

* Tracking?

	Students are ability tracked	Students ability tracked w/ G+T	Students ability tracked w/G+T + learning centers	Students heterogeneously grouped	All students on personal learning plans	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Electives?

	Limited or no elective courses	Goal: wide range of unrelated electives (recently implemented)	Goal: wide range of unrelated electives	Goal: wide range of unrelated electives (well established/used)	Thematic learning; career clusters; magnet school	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

* Interdisciplinary?

	Content areas are not intentionally linked	Occasional teacher driven interdisciplinary links	Core content areas linked: Science-Math; English-Soc. Studies	Core content areas linked: Science-Math; English-Soc. Studies (well established system)	Core content areas and exploratory areas linked	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Applied Learning?

	No applied learning in school	Tech Ed., Vocational, career-Tech present but unrelated to core academics	Tech Ed., Vocational, career-Tech present but unrelated to core academics (well utilized)	Academics related to Career-Tech programs	Academics imbedded in Career-Tech	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Class Size?

	Class size based on equality; teaching alone; available # Students	Variety in class sized based also on exclusiveness of subject area (recently implemented)	Variety in class sized based also on exclusiveness of subject area	Variety in class size based on project teams	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

* Time Table?

	45 to 60 minutes class period	Block schedule (recently implemented)	Block schedule	Mega-blocks within schedule	No uniform schedule; determined by teachers (students)	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Facilities: Overall Planning

Now we're shifting from looking at Educational Delivery to the Facilities around you.

With these questions, we'll focus on the facilities and specifically look at Overall Planning.

Again, consider at Pennoyer School the mission is to be dedicated to the development of children academically, emotionally, and socially. The goal is to prepare students to become life-long learners, positive contributors of the community and responsible citizens of a global society.

* Size/Capacity?

	Circumstantial overall building size/capacity	School size set for administrative/operational efficiency; no small schools within	Efficient school size/capacity, nonautonomous schools within school	Efficient school size/capacity, semi-autonomous schools within school	Intentional building size/capacity to foster relationships; autonomous small schools/teacher teams within	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Future	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

* Future Proofing?

	Spaces/furniture inappropriate for current educational methods; wrong sizes, locations, services, equipment	Spaces/furniture rigid: conceived to serve one concept of current educational models	Spaces/furniture allow several current educational deliveries with difficulty	Spaces/furniture allow several current educational deliveries with ease	Spaces/furniture flexible/agile to anticipate future educational trends	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Collaboration?

	Facility makes it almost impossible for teachers to collaborate	Facility supports occasional/nonsynchronous teacher collaboration	Facility supports regular/nonsynchronous teacher collaboration	Facility supports regular/synchronous teacher collaboration	Facility supports teacher collaboration + control of schedule + space	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Visible Learning?

	No attempt to make learning visible	Bulletin boards in corridors	Bulletin boards, display cases for academics	Bulletin boards, display cases, windows to classroom, video monitors	Learning highly visible through transparency, display, activities.	Not Applicable
Now	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Flexibility?

	Spaces rigid in design; no flexibility	Flexibility only in some folding partitions; newer used	Flexibility in folding partitions	Many spaces flexible are flexible for multiple uses	Spaces flexible w/ minimal effort; agile for reuse w/o physical change	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

* Social Setting?

	Circulation conceived in minimal terms of moving people: Corridors + lobbies only	Functional circulation with notable public expression at Lobbies	Circulation centers on social gathering space(s) as focus of school	Central gathering space(s) + "hang out" spaces	Central social gathering space(s), "hang out" spaces + student centric social/work spaces	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Expression?

	No intentional building expression	School colors are primary school signature	Special effort made at Main Entry; school colors prevail	School signature expressed in occasional places	School signature widely expressed throughout building	Not Applicable
Now	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Interdisciplinary?

	Building plan: highly separate, unrelated functional areas; zoned for public access to community spaces (rarely used)	Building plan: highly separate, unrelated functional areas; zoned for public access to community spaces	Building plan strategically relates functional areas; zoned for public access to community spaces	Building plan links different program areas to facilitate interdisciplinary learning within core; zoned public uses	Building plan links program areas for interdisciplinary learning among core + specials; zoned public uses	Not Applicable
Now	●	●	●	●	●	●
Future	●	○	○	●	○	○

* Movement?

	Student movement expected to be across entire building; hall passes	Student movement controlled by teachers; hall passes	Building guides student movement within non- autonomous subzones	Building guides student movement within intentional focused subzones	Small school or movement only within relationship zones; hall passes are passé	Not Applicable
Now	○	○	○	○	●	○
Future	●	●	●	○	●	●

* Autonomy?

	Self-contained school but missing some functional spaces	Self-contained school with all appropriate functions	Intended as self- contained but relies occasionally on nearby institutions for program use	Intended as self- contained but relies occasionally on nearby institutions for program use (slightly more often)	Intentionally not self-contained: relies heavily on neighboring institutions	Not Applicable
Now	●	○	●	●	○	●
Future	○	○	○	○	○	○

* Community?

	No spaces for community use	Gym, Café, Auditorium occasional community use	Community access well planned + zoned	Community uses co-habitate building: Elderly Center, Clinic, Public Library	Public + private community spaces used regularly by students	Not Applicable
Now	○	○	○	○	○	○
Future	○	●	●	○	●	●

* Mixed Use?

	Single use school building	School shares site with other public uses: Library, Recreation	School shares site with business/residential	School shares site synergistically with business/residential	School planned to partly convert to other uses when enrollments drop	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Leadership? (consider where the offices and staff are located in the building)

	Admin + Guidance central but hard to find	Central Admin + Guidance at front door	Central Admin; distributed Guidance spaces	Central Admin; well distributed Guidance spaces	Distributed Guidance + Admin	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Parents/Volunteers?

	No spaces oriented to parents	Parents access Library or Admin	Parent Room	Volunteer Room	Parent Room & Volunteer Room	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Facilities: Specific Spaces

With these questions, we'll focus on the facilities and look at Specific Spaces within, while considering at Pennoyer School the mission is to be dedicated to the development of children academically, emotionally, and socially. The goal is to prepare students to become life-long learners, positive contributors of the community and responsible citizens of a global society.

* Transparency?

	No windows to corridors	View panels at doors	A few windows to Commons spaces, other Classrooms allow teachers to observe students working separately/independently	Windows to Commons spaces, other Classrooms allow teachers to observe students working separately/independently	Abundant windows connecting all spaces, including Teacher + Admin	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

* Grouping?

	Building conceived as unrelated Classrooms along Corridors	Classrooms related to others of similar use	A few separate Classrooms arranged with others of different use to support interdisciplinary, multi age/grade learning	Separate Classrooms arranged with others of different use to support interdisciplinary, multi age/grade learning	Building conceived as suites of flexible learning spaces	Not Applicable
Now	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

* Small Groups?

	No small learning spaces	Few small group learning spaces irregularly located, rarely utilized	Few small group learning spaces irregularly located	Few small group learning spaces irregularly located, often utilized	Variety of small learning spaces	Not Applicable
Now	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Arts?

	No Visual/Performing Arts spaces	Inadequate Visual/Performing Arts spaces	Spaces adequate, somewhat related to other "specials" but not related to core spaces	Spaces adequate, related to other "specials" but not related to core spaces	Adequate arts spaces located to integrate w/ core learning	Not Applicable
Now	●	●	●	○	●	●
Future	○	○	●	○	○	●

* Special Ed?

	Separate Special Ed spaces	Special Ed in ad hoc spaces converted from other uses, too big/too small	Special Ed "pull out" model; Resource Rooms + Self Contained (recently implemented)	Special Ed "pull out" model; Resource Rooms + Self Contained	Inclusion model; minimal exclusive Special Ed spaces	Not Applicable
Now	○	○	○	○	○	○
Future	○	○	●	○	○	●

* PE/Athletics?

	Inadequate space for Physical Education	Gym for PE/Intramurals/Athletics	Multipurpose Gym designed with good acoustics for assembly use	Multipurpose Gym designed with good acoustics for frequent assembly use	Gym/PE/Athletics facilities used by community	Not Applicable
Now	○	○	○	●	●	●
Future	●	●	○	●	●	●

* Tech Ed?

	No Tech Ed or "hands on" applied learning spaces	Tech Ed spaces, unrelated to core spaces, infrequently accessed	Tech Ed spaces, unrelated to core spaces	Tech Ed spaces easy access from core spaces	Tech Ed spaces integrated with core curriculum + spaces	Not Applicable
Now	●	○	●	●	○	●
Future	○	○	○	○	●	○

* Wet Labs?

	Highly specific labs: Science Labs designed for different sub sciences	Multi-purpose Science Labs; other disciplines separate (rarely utilized)	Multi-purpose Science Labs; other disciplines separate	Multi-purpose Science Labs; other disciplines separate (frequently utilized)	Labs are all flexible Wet Labs: Science = Art = Home/Fam = Tech Ed	Not Applicable
Now	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Classroom Size?

	Irregular Classroom sizes seen as inequitable	Somewhat Uniform Classroom size: equitable	Uniform Classroom size: equitable	Very Uniform Classroom size: equitable	Variety of learning spaces supporting teachers collaborating with varied groups	Not Applicable
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Dry Labs?

	Insufficient Computer Labs	Sufficient Computer Labs	Computer/ Dry Labs flexible for future conversion to other uses	Computer/ Dry Labs flexible for future conversion to other uses (sometimes used for other purpose)	Laptop computers; no Labs needed	Not Applicable
Now	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Media Center?

	Media Center contains print media only	Media Center contains print + electronic media	Media Center demand reduced by classrooms containing electronic media	Media Center rethought as collaborative work/meeting/information place	Media Center partly virtual, distributed in several locations	Not Applicable
Now	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Future	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

* Assembly?

	Assembly needs not served by facilities	Assembly needs served poorly: in Gym or Cafe; no Stage	Cafetorium with adequate Stage	Auditorium sized for occasional peak use	Auditorium stage sized for teaching and learning, seating as few as possible	Not Applicable
Now	●	●	●	○	●	●
Future	○	○	●	○	○	●

* Teacher Planning?

	No common teacher spaces except Lounge or Dining	Conference Rooms for teacher use	Teachers "hotels" + Conference Rooms for common planning time	Teachers "hotels" + Conference Rooms for common planning time (used frequently)	Teacher Planning Centers with Conference + Food	Not Applicable
Now	○	○	○	○	○	○
Future	○	○	●	○	○	●

* Connections?

	Self contained classrooms with no connecting doors/walls	Folding walls between few classrooms always closed	Doors/barn doors between classrooms	Variety of doors, folding walls, windows to adjacent spaces allow flexibility	Suites of flexible spaces for varied uses	Not Applicable
Now	○	●	●	○	●	●
Future	○	○	●	○	○	●

Facilities: Food Service

With this question, we'll focus on the facilities and look at Food Service, while considering at Pennoyer School the mission is to be dedicated to the development of children academically, emotionally, and socially. The goal is to prepare students to become life-long learners, positive contributors of the community and responsible citizens of a global society.

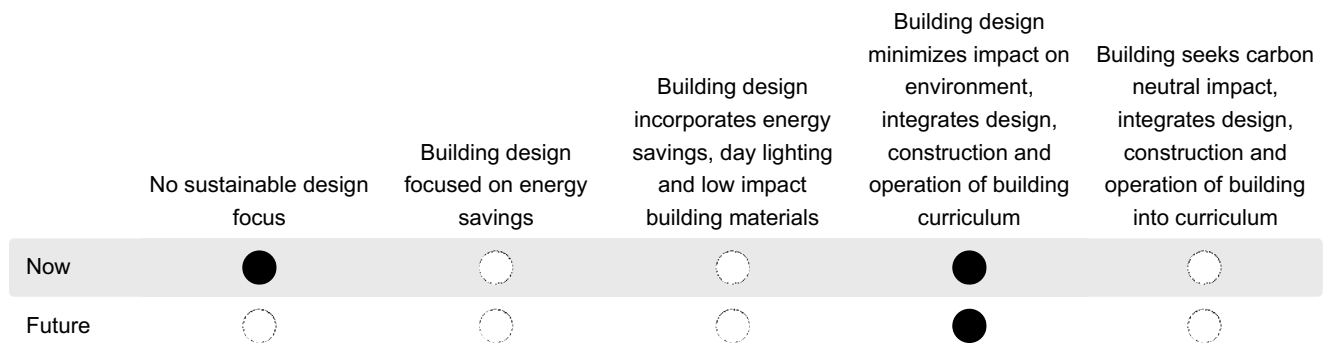
* Food choices and Prep?

	Menu includes no fresh food, one menu choice each day	Menu includes no fresh food; multiple menu options offered. Breakfast and after school meals offered	Menu includes fresh, locally grown food, multiple menu options, breakfast + after school meals offered	Menu includes fresh, locally grown food, multiple menu options. Grown and prepared by staff and learners, breakfast + after school meals offered	Menu includes fresh, locally grown food, multiple menu options prepared by staff and learners, breakfast + after school meals offered	Not Applicable
Now	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Facilities: Sustainable Design

With this question, we'll focus on the facilities and look at sustainable design. Again, consider at Pennoyer School the mission is to be dedicated to the development of children academically, emotionally, and socially. The goal is to prepare students to become life-long learners, positive contributors of the community and responsible citizens of a global society.

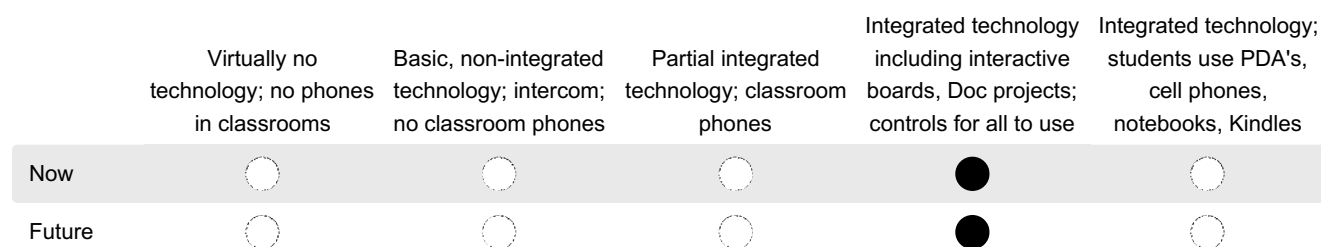
* Environmental Impact?



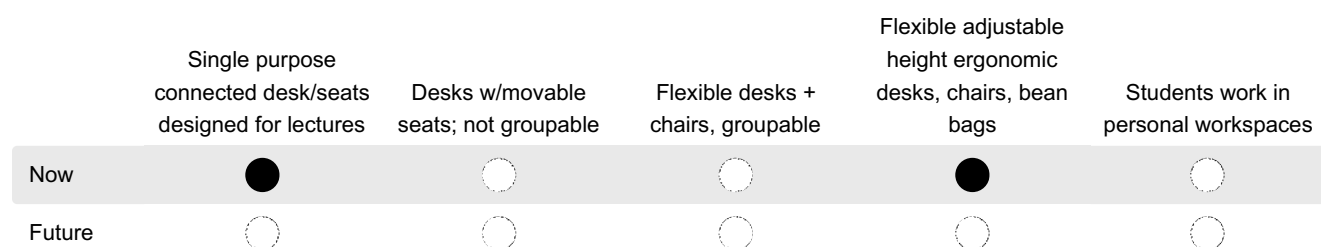
Facilities: Furniture & Equipment

With these questions, we'll focus on the facilities and look at the furniture and equipment within. Again, consider at Pennoyer School the mission is to be dedicated to the development of children academically, emotionally, and socially. The goal is to prepare students to become life-long learners, positive contributors of the community and responsible citizens of a global society.

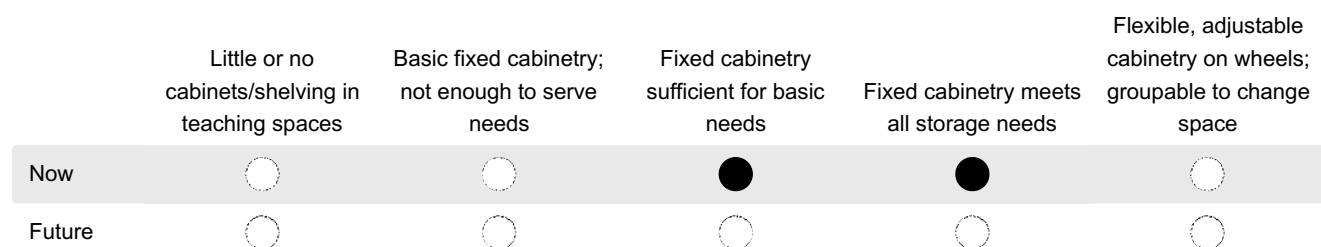
* Tech Integration?



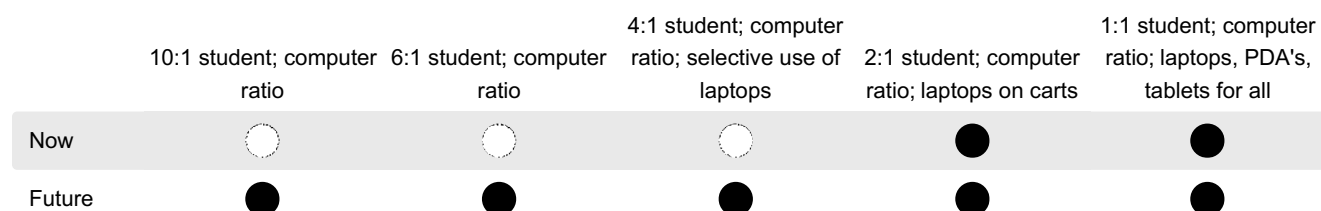
* Student Furniture?



* Cabinetry?



* Computer Ratio?



Do you have any other comments or feedback?

Appendix



Pennoyer School District 79

Appendix

**Pennoyer School
5200 N Cumberland Ave.
Norridge, IL 60706**

Facility Assessment

Plumbing, Heating, Ventilation, Air Conditioning, Electrical & Fire Protection

May 19, 2017

Prepared by: Brian Berg Jr, P.E., Jill A FitzSimons, P.E., James R. Williamson and Craig Walsh



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Itasca, IL 60143

847-742-4063

And



Introduction:

Our office reviewed the existing Mechanical systems to identify what their capabilities are/were and what can be expected in the foreseeable future. Our review also includes some alternatives for replacement and upgrades to those systems.

Existing Systems Description:

Mechanical:

Boilers: The building is heated from two boilers located in two separate boiler rooms at either side of the building. Water is distributed throughout the building by hydronic hot water piping.

1962 Addition's Boiler Room: Boiler is a Weil-McLain boiler without any visible model number. It was installed in approximately 1992. Boiler uses a Power Flame Burner with model CR2-G-15, serial number 089259340. Burner uses natural gas and an input of 2200 MBH. Two suspended Burnham Corp. pressure expansion tanks are piped up to the boiler. This boiler has 3 pumps, two on the inlet side and one on the discharge side, with no redundancy of pumps. The inlet-side pumps are a Bell & Gossett model PHV4-5 size 1 ¼ HV and a pump with an inaccessible manufacturer nameplate but a ¾ HP motor. These two inlet-side pumps draw water from two separate return-water pipes. The third pump, located on the boiler discharge is a Bell & Gossett model C30. This discharge-side pump is located before any water lines branch off; it pumps all the supply hot water for this boiler. Equipment in this room is controlled by a Barber-Colman pneumatic control system that appears to be original to 1962.

1964 Addition's Boiler Room: Boiler is a Weil-McLain boiler without any visible model number. It was installed in approximately 1992. Boiler uses a Power Flame Burner with model CR2-G-15, serial number 089259341. Burner uses natural gas and an input of 2200 MBH. Two suspended Burnham Corp. pressure expansion tanks are piped up to the boiler. This boiler has 4 pumps, each sending hot water through supply pipes in different directions; no redundancy of pumps. Two pumps, a Bell & Gossett model HD 3 M19 and a Bell & Gossett model 185260, appear to be part of a piping layout made to serve the building as it was in 1964. Another pump, a Taco model 5-92, appears to have been added on to meet the needs of another addition, likely the 1967 addition. The fourth pump, Bell & Gossett model 80 1.5X1.5X785 circulating 55 gpm at 1.5 ft. of head, was added on to the boiler discharge line to serve the 2001 addition.

Equipment in this room is primarily controlled by a Honeywell electronic control system that appears to be original to 1964.

Rooftop Air Handling Units: The building is served by 12 rooftop Air Handlers.

2001 Addition Gymnasium Air Handler: The 2001 Gymnasium is heated, ventilated and air conditioned by a McQuay packaged rooftop air handler model RPSC036CLA, serial number FBOU01120089700 manufactured in 2001. Unit has a natural gas-fired furnace for heat, rated at 810 MBH maximum. Unit provides 36 nominal tons of cooling.

2001 Addition Stage and Office Rooftop Unit: The Stage and offices are heated, ventilated and air conditioned by a McQuay model LGA150SH3Y, serial number 21L0053301 packaged rooftop unit. Unit has a natural gas furnace rated at 235 MBH. Unit provides 15 nominal tons of air conditioning.

1956 Addition Rooftop Units: One of the two units on the roof of the 1956 addition is a Trane cooling and ventilation only packaged rooftop unit model number

TSC092E3E0A11D000A1000000D, serial number 112311323L manufactured in 2011. Unit provides 7.5 nominal tons of air conditioning. Hot water heating coils below the roof provide the heating.

The other unit on the roof of the 1956 addition is a Trane cooling and ventilation only packaged rooftop unit model number TCD060C300AA, serial number G301421230 manufactured in 1992. Unit provides 5 nominal tons of air conditioning. Hot water heating coils below the roof provide the heating.

The third unit in this cluster is a Trane Condensing unit manufactured in 1991, with serial number F29198121. Unit is a model TTA240B300AA. It has two refrigerant circuits and provides 20 nominal tons of air conditioning.

1955 Original Building Rooftop Air Handlers: There are eight rooftop units and one condensing unit in a row on the roof above the portion of the 1955 original building. These units are as following:

The Condensing unit is a Carrier model 38HDF024300, serial number 0714X91157, manufactured in 2014. This unit provides 2 nominal tones of air conditioning. This unit serves the DX cooling coil that is located in the discharge duct of the Multi-Purpose Room's Air Handler.

The first rooftop unit is a Trane model number TCD120B300BA, serial number G30143215D, manufactured in 1992. Unit has a cooling capability of 10 nominal tons. Unit provides cooling and ventilation. Hot water heating coils below the roof provide the heating.

The second rooftop unit is a Trane model number TCD060C300AA, serial number G311421260, manufactured in 1992. Unit has a cooling capability of 5 nominal tons. Unit provides cooling and ventilation. Hot water heating coils below the roof provide the heating.

The third rooftop unit is a Trane model number TSC072F3E0A00D000A1B00000C, serial number 122312430L manufactured in 2012. Unit has a cooling capability of 6 nominal tons. Unit provides ventilation and cooling. Hot water heating coils below the roof provide the heating.

The fourth rooftop unit is a Trane model number TSC120F3E0A00D000A1000000D, serial number 112411640L manufactured in 2011. Unit has a cooling capability of 10 nominal tons. Unit provides ventilation and cooling. Hot water heating coils below the roof provide the heating.

The fifth rooftop unit is a Trane model number TCD090D300AA, serial number G29142200D manufactured in 1992. Unit has a cooling capacity of 7.5 nominal tons. Unit provides cooling and ventilation. Hot water heating coils below the roof provide the heating.

The sixth rooftop unit is a Trane model number TSC102F3E0A00D000A1B00000D, serial number 122312561L manufactured in 2012. Unit has a cooling capability of 8.5 nominal tons. Unit provides ventilation and cooling. Hot water heating coils below the roof provide the heating.

The seventh rooftop unit is a Trane model number TCD120B300BA, serial number G31142643D, manufactured in 1992. Unit has a cooling capability of 10 nominal tons. Unit provides cooling and ventilation. Hot water heating coils below the roof provide the heating.

The last rooftop unit is a Trane model number TCD090D300AA, serial number G29142197D manufactured in 1992. Unit has a cooling capacity of 7.5 nominal tons. Unit provides cooling and ventilation. Hot water heating coils below the roof provide the heating.

Multi-Purpose Room Air Handler: Unit is an Trane unit, model number M-12, serial number K-117325. This unit appears to be original to the 1956 addition. The air handler itself provides heating by a hot water coil and ventilation through the back wall of the storage room that this unit is located in. Cooling for the Multi-Purpose room is provided by a DX evaporator coil that has been installed in the discharge duct of the air handler. Barber Colman pneumatic controls operate the unit.

Natural Gas service: Gas meter is on the east edge of the building, with a 2" diameter gas line entering the building.

There is a limited building management system. System is a Johnson Metasys system. This system manages the 2001 addition's digitally-controlled air handlers and Cabinet Unit Heaters. This system is out of date and needs to be upgraded.

Electrical:

Electrical Service: Electrical service is provided from north east side of the property. The utility transformer is pad mounted and the secondary conductors are routed underground. The secondary of the transformer is 208/120V 3PH 4W. The utility meter #230032976 and is mounted on the main switchboard. The main switchboard is located in B&G Storage and is a 1600-amp service. The switchboard has one section that has the CT's. The 1600-amp main switch is on the bottom of the second section. The distribution section is a mixture of circuit breaker and switch and fuse construction. The switchboard is by Siemens and was installed in the early 1990's. There is an "emergency" service that is tapped off the utility transformer. The utility meter # 117853370 and is mounted on the south wall of B&G Storage. Emergency service disconnect switch is rated for 60 amps and is mounted on the south wall of B&G Storage. There is no emergency power back up source to the "emergency" service. It is just another main service disconnect and should be re-labeled as such. The maximum demand for the past 24 months is 169.56 kW. The main electrical service is adequately sized for the existing loads.

Fire Alarm System: The fire alarm control panel is a Notifier System 500. The system is a zoned system. The control panel is located in Mech/B&G Storage. The fire alarm system is connected to a Fire Watch 411UDAC Fire Alarm Communicator that uses phone lines to connect to the monitoring service. The annunciator panel is located in the Main Entry vestibule. The fire alarm control panel is over 30 years old. Most classrooms do not have ADA strobes.

Intercom System: The intercom system is a Aiphone NEM-40 with two-way communication. The head end unit / main console is located in Main Office 120A. The Aiphone systems ties into the pre-existing Bogen system in Storage Room next to Conference 110 via punch down blocks.

Bell System: The bell system is by Zenith and is over 40 years old. The bell system is controlled by an Intermatic ET279C time clock that was installed in 2008. There are limited or no replacement parts for the bell system or bells as Zenith has not made any bell systems for more than 30 years.

Clock System: Existing Simplex clock system is no longer used and has been removed. Now clocks are set manually. There is a mixture of old simplex clocks and battery operated clocks.

Security Systems: There is an intercom / camera station and card reader at the main entry.

The emergency lighting consists of unit battery lights. The exit signs have unit battery backup.

Plumbing:

The water service that enters the building is 6". A 4" branches off to feed the sprinkler system riser. A 2" branches off for the water service. The water service consists of a 2" water meter followed by a 2" reduced pressure backflow preventer.

Domestic Hot Water: Domestic Hot Water is provided by one gas fired domestic HW heater.

The hot water heater is an A.O. Smith model BTH 199 100, serial number 1123M001631. It is a glass-lined forced draft heater with a gas input of 199.9 MBH with a recovery rate of 230.2 Gal/Hr. It was installed in approximately 2011. A Therm-X-Trol ST-2BV expansion tank serves the hot water system.

Fire Protection:

Only the 2001 addition is protected by a sprinkler system. It was installed by the Global Fire Protection Company. It was designed to discharge at 0.1 gpm per square ft. over a maximum area of 1500 square ft. when supplied with 171.84 gpm at the base of the riser. A flow switch on the riser triggers the fire alarm system.

General Commentary:

Definition of Expected Useful Life:

When Expected Useful Life is discussed relative to building equipment it simply means that the ongoing cost to keep the equipment functioning properly is such that it will be less expensive to simply replace the equipment. It does not mean the equipment can't function for a few or more years with proper maintenance. It means the odds are very good that the next failure will be very expensive if not one which is not recoverable from. When replacing equipment because it is at or near the end of its useful life it is a great opportunity to look for replacement options that can save energy.

Boiler Systems:

Conventional fire tube or water tube hot water heating boilers have a useful life of 40 years and up to 50 years if properly maintained. Newer high efficient hot water boilers have a useful life of about 20 years. In order to actually achieve the energy savings in a high efficiency condensing boiler, the boiler operating temperature must be below 160°F. In order to achieve the extra efficiency in the newer high efficient condensing boilers all of the heating devices must be sized to operate on this lower temperature. This is not achievable in an existing building without removing and replacing most all of the existing heating equipment at the same time as replacing the boilers.

Packaged Electric Cooling Rooftop Units:

Generally, this is equipment that has one or more compressors and refrigerant. These systems are very susceptible to loss of refrigerant and or oil problems that lead to compressor failure. Debris in the refrigerant or lines can lead to further failures of replacement compressors. This is why the replacement compressor never lasts as long as the initial compressor.

There are many different classes of rooftop units or condensing units. The general theme of which is the quality of construction which influences how long the unit will last. It also reflects how the unit can be maintained. Light commercial rooftop units between 1 and 5 nominal tons have a useful life between 5 and ten years. Similar rooftop units between 6 and 25 tons have a useful life between 10 and 15 years. The medium commercial class can have a useful life of between 15 and 20 years. The Heavy commercial class can have a useful life of between 20 and 25 years.

Central Station Air Handling Unit Expected Useful Life:

This equipment consists of a fan and steam or hot water coil. They may also have chilled water coils for cooling. They also include temperature controls that are either pneumatic, electronic or digital. This type of equipment are rebuildable to a point and when properly maintained usually last about 40 years but can last longer. Usually the control system parts are replaced several times during the life of the equipment. The useful life also assumes the steam and water systems have proper water treatment in addition to the maintenance items recommended by the manufacture or the equipment.

Air Handling units that have refrigerant cooling coils also have a useful life of about 40 years except the refrigerant cooling coil and corresponding condensing unit only have a useful life of between 10 and 20 years depending on the unit size.

Recommendations:

Building Management System/Temperature Controls: Every option noted below includes the cost of new direct digital controls connected to a new Building Energy Management system. New system will be an open protocol type that can be serviced by more than one temperature control company.

Provide and install new head end computer to connect all the new direct digital controls together to provide scheduling, enhanced logging and reporting.

Our Statement of probable construction cost for Option is \$50,000.00.

Mechanical Recommendations:

The 1992 packaged rooftop units (RTU) and condensing units are past the end of their useful life.

1955 Addition units:

The statement of probable construction cost to replace the first RTU is \$25,000.00.

The statement of probable construction cost to replace the second RTU is \$12,000.00.

The statement of probable construction cost to replace the fifth RTU is \$20,000.00.

The statement of probable construction cost to replace the seventh RTU is \$25,000.00.

The statement of probable construction cost to replace the eight RTU is \$20,000.00.

1956 Addition Units:

The statement of probable construction cost to replace the second RTU is \$12,000.00.

The statement of probable construction cost to replace the condensing unit is \$36,000.00.

Classrooms:

The Classrooms are provided heating, ventilation and air conditioning via packaged electric cooling rooftop units with hot water reheat coils. These units are zoned by the exposure of the building. There is no individual room temperature controls. This will make some rooms uncomfortable if the students are not in the room that happens to have the thermostat.

Option: Remove the existing rooftop units and ductwork and provide a variable air volume system. Each classroom would get a variable air volume box and reheat coil. The existing finned tube would remain to provide perimeter heat. It would be repiped so that each classroom would have individual temperature control.

Air conditioning would be provided by a central air cooled chiller that would make chilled water to be used by the roof mounted variable air volume rooftop air handling units. These units would have a 30-40 year life instead of the 10-15 year life of the small packaged rooftop units.

The space above the existing ceilings is very small. This would preclude the use of a single air handling unit to serve all of the classrooms. As such the system, would be engineered to provide as few rooftop air handling units as possible. At a minimum, there would be three.

Our Statement of probable construction cost for this option is \$2,200,000.00.

Office Area:

The office area is provided heating, ventilation, and air conditioning by a single packaged rooftop unit that also serves the stage.

Option: Remove the existing packaged rooftop unit and provide a new variable air volume packaged rooftop unit. A single new rooftop air handling unit would be provided to serve all the offices. This unit would be a direct expansion rooftop unit so that the entire school doesn't need to be air conditioned when only the offices are occupied. A new single packaged rooftop unit would be provided for the stage or the stage could be connected to the variable air volume system for the classrooms if that option is accepted.

Our Statement of probable construction cost for this option is \$250,000.00.

Gymnasium/Multipurpose Room:

The gymnasium/multipurpose room is heated and ventilated by an air handling unit located in mechanical rooms located on the north side of the gymnasium. It is original to the building and is over 50 years old. It is at the end of its useful life.

We recommend that a new constant volume air handling unit be installed to supply heating, ventilating and air conditioning. Unit would have a chilled water coil and piping for connection to the central chilled water system for air conditioning. If the classroom VAV option is not taken then a roof mounted condensing unit would be installed similar to what is there currently.

Our Statement of probable construction cost for this option is \$165,000.00.

Electrical Recommendations:

The main switchboard and some of the panels in B&G Storage have the beginning of some corrosion, but with proper maintenance they should be okay for years to come. We recommend scheduling an outage in order to re-torque the connections and clean any interior corrosion that may exist. Exercise all breakers and switches at least 3 – 4 times. The approximate cost of this work is \$5,000.00 assuming breakers and switches do not need to be replaced.

The fire alarm system head end is obsolete. Maintaining the system will become difficult in the future as obtaining parts will become costly and time-consuming.

- We recommend as a minimum to upgrade the head end control panel. The approximate cost of this work is \$15,000.00. This price is assuming that the existing wiring and devices are in "good" working condition.
- In order to replace the entire system including the control panel, all devices and cabling to bring the entire system up to today's standards and codes would cost approximately \$130,000.00.

The intercom system is no longer manufactured. According to Aiphone, parts may become difficult to obtain in about 6 – 8 years. We recommend an intercom head end replacement at that point in time. Aiphone does not have a replacement intercom head end / master phone set

combo similar to what is installed. We recommend replacement with a system with a separate head end and master phone sets. The head end could be located where the old Bogen system was located (there are currently punch down blocks at this location for splices).

- Speakers, call-buttons and cabling may be re-used as long as they are in good working order. Depending on the replacement head end unit, call-in buttons may need to be replaced in order to be compatible. At least one master phone unit will be needed. The approximate cost of this work is \$25,000.00.
- The wall microphone speaker units are old and dated. We recommend replacement of these speakers only when the head end is replaced. The approximate additional cost of this work is \$15,000.00.
- The bell system has not been manufactured for over 30 years. We recommend removing the bell system and all hard-wired bells. This should be done at the same time as the intercom replacement since the existing Aiphone system was not designed to control a bell system. All classroom time changes would be signaled through the intercom system. The approximate additional cost of this work is \$15,000.00.

There is no master clock. In order for the clocks and bell schedule to be in synch with each other, we recommend using a wireless clock head end and replacement of all Simplex clocks and battery operated clocks to synchronized wireless secondary clocks. Bell schedule synchronization with the clock system may not be possible with the existing bell system. The approximate cost of this work is \$30,000.00.

The majority of the school is illuminated with T8 fluorescent light fixtures. In order to save energy, we recommend replacing the light fixtures with energy efficient LED fixtures and energy code compliant controls. Energy saving controls include dimming, occupancy / vacancy sensing and automatic daylighting controls. The approximate cost of this work is \$360,000.00.

The school district may want to consider adding a standby generator to provide backup power during utility power outages. We suggest the following equipment to be served by the generator. All sump pumps should be connected to the generator. One boiler and associated boiler pump to keep hot water circulating to avoid frozen pipes during a winter power outage. Many schools like to include their kitchen freezer and refrigerator as well. Many schools like to include emergency power in each data room as well. We also suggest if adding a transfer switch for the previously mentioned equipment, it would also make sense to add a separate transfer switch for life safety loads. Life safety loads include emergency lighting, exit signs, and fire alarm power. For a 125 kW natural gas generator with two transfer switches and panels for distribution, the estimated cost of this work is \$120,000.00. The additional work of removing existing emergency battery lights and connecting select interior light fixtures for emergency lighting would cost approximately \$25,000.00 extra. Adding emergency lighting to the generator could be done at the same time or as a separate phase or project. This cost does not include work associated with building the electrical room to house the additional equipment.

The school district may want to consider adding exterior exit discharge lighting to the public way around the building. In order to comply with current codes, emergency lighting is required for exit discharge illumination to the public way and must be connected to a battery or electrical back-up system. Per the NEC, there must be two separate sources of illumination for redundancy. The approximate cost of this work is \$15,600.00 when using two exterior rated architectural style unit battery lights at each exit door.

The exterior lighting is metal halide. In order to save energy, we recommend replacing the exterior light fixtures with energy efficient LED fixtures and energy code compliant controls. Energy saving controls include dimming / motion sensing for pole mount fixtures, time of day and daylight automatic shut off controls. This work includes exit discharge lighting using LED

wall packs with dual board / dual drivers and a central inverter. All LED lights are full cut-off for minimal glare to nearby residents. The approximate cost of this work is \$60,000.00.

If any LED lighting is used, we recommend adding surge protection to the main electrical service. The approximate cost of this work is \$5,000.00.

Plumbing Recommendations:

Existing plumbing equipment appears to be serviceable.

Fire Protection Recommendations:

Existing fire protection equipment appears to be serviceable.

STANDARD CONDITIONS

BERG ENGINEERING CONSULTANTS, LTD. has attempted to keep our comments objective in delineating the nature and physical state of the property and improvements. Inasmuch as our survey was of a limited nature, we cannot assume responsibility for latent defects or oversights and this report is not to be construed as an agreement or disagreement with differing opinions of others that may arise.

Since BERG ENGINEERING CONSULTANTS, LTD. has no control over the cost of labor, materials, equipment or services furnished by others, or over the Contractor(s)' methods of determining prices, or over competitive bidding or market conditions, BERG ENGINEERING CONSULTANTS, LTD.'s opinions of probable Costs provided for herein are to be made on the basis of BERG ENGINEERING CONSULTANTS, LTD.'s experience and qualifications and represent BERG ENGINEERING CONSULTANTS, LTD.'s best judgment as experienced and qualified professional engineers, familiar with the construction industry; but BERG ENGINEERING CONSULTANTS, LTD. cannot and does not guarantee that proposals, bids or actual Costs will not vary from these opinions.

BERG ENGINEERING CONSUTLANTS, LTD. take no responsibility for matters that may be legal in nature, accounting, surveys, drawings, specifications, original design/engineering, code compliance, and informational data, or opinions provided by others.



edwards engineering, inc.

1000 TOUHY AVENUE ELK GROVE VILLAGE, IL 60007-4922
TELEPHONE: (847) 364-8100 FAX: (847) 364-0188

CONTRACTORS / ENGINEERS

- AIR CONDITIONING • HEATING
- REFRIGERATION • VENTILATION
- PIPING • SHEET METAL
- SERVICE

June 1, 2017

Mr. Viktor Will
Pennoyer School – District 79
5200 N Cumberland Avenue
Norridge, IL, 60706

Re: economizer & mechanical cooling circuit repairs identified from our 1st inspection

Dear Mr. Will,

I'm submitting the following repair recommendations with pricing for your consideration:

RTU #S1 – replacement of failed economizer board. Cost of #S1 repair is \$528.00

RTU #S3 – replacement of deteriorated low voltage terminal strip and both compressor contactors. Also remove and clean the evaporator fan wheel which is very dirty. Cost of #S3 repairs is \$687.00

RTU #S8 – replacement of failed economizer board. Cost of #S8 repair is \$528.00

RTU #S10 – refrigerant leak evaluation on 1st stage of cooling. Cost of stated service is \$635.00 (*note - if brazing repair can be accommodated in 4 hour service period than no extra labor charge. Refrigerant furnished and more extensive repairs would be extra to the above stated price.

Trane RTU SN#112411640L – Economizer requires an update repair with OEM kit including control & outdoor air thermistor. Cost is \$1,167.00

Exclusions: Overtime, refrigerant, major leak repair, service not stated in our scope of work.

Sincerely,

Mike Bernauer
Account Manager
Edwards Engineering, Inc.

CUSTOMER ACCEPTANCE BY: _____ DATE: _____ AMOUNT: _____



Meeting Minutes

project: Facilities Master Plan
meeting date: 4-28-2017
re: Staff, Student and Parent Meetings
project no.: 2017.23

participants: **Sarah Adkins, Peter Rzepnewski , Olivia Radziszewski, Sarah Olsson, Christina Choy, Lisa Petergal, Willie Madueno, Carla Diate, Kathy Fricke, Grant Blake, Melissa Tranco, Mrs. Milano, Gina Dravilas, Diana Dylag, Jim Nelsen, Megan McManus, Victor Will, Jenna Schaberger, Dominic Golf, Lara Djukic, Kiera Strecker, Kay Malusa, Jim Galiotto, Katie Pisello, Jennifer Pucci, Various Unidentified Students and Parents, Matt Lowe , Brian Scully**

distribution: **Dr. Kristin Kopta, Gina Sierra, Eric Sickbert, Matt Lowe, Brian Scully**

I. **Spatial Concerns**

A. Learning spaces

1. Classrooms

a) Size

- (1) Larger classrooms for multitude of functions, group work
- (2) Higher ceilings
- (3) More classrooms

b) Layout

- (1) Connected small group or “calming” rooms
- (2) Space to store moved furniture
- (3) Flexible space
- (4) Collaborative spaces
- (5) Less intrusive perimeter heating, casework and storage

2. Non-classroom

a) Want opportunities/time to take learning outside classroom

b) Multi-use project rooms

- (1) Can be re-purposed as required
- (2) Group work rooms (centers)

- c) Dedicated science room for primary grades
- d) Open spaces off corridors
- e) Areas for make-up work/tests - similar to a study hall
- f) Hangout/chill room for students

(1) Whiteboards, comfortable, video games

- 3. Natural light
 - a) Larger windows allowing more natural light in all rooms
 - b) Functioning blinds (glare control in general)
- 4. Natural ventilation
 - a) More outside air
 - b) Operable windows (not all of them work)

(1) Like sliding operation

B. Teacher spaces

- 1. Would like dedicated professional development/planning/meeting spaces
 - a) Separate from copy room or teacher lounge
 - b) Collaborative opportunities
 - c) Teacher “chill” space – coffee house
 - d) Place to get away from classrooms
- 2. Lounge
 - a) Should be for eating, not planning, calls or work
 - b) Existing lounge needs upgrading
 - (1) Larger, more comfortable
 - (2) Proper water pressure and temperature
 - (3) New stove
 - (4) Want vending machines, snacks, food
 - (5) New tables and chairs – round?
 - (6) Upgrade finishes and make “homier”
 - (7) Add a TV to follow the news
- 3. Private phone call spaces
 - a) Personal and parent calls
- 4. Dedicated work room for copies, supplies, etc.
 - a) Need copier location other than office and teacher lounge

C. Library

- 1. Want study nooks in the library
 - a) Quiet, comfortable, cozy
 - b) Spaces to focus
 - c) Booths and recesses

2. Brighter and more inviting
3. Should be a true media center

D. Special needs

1. Space
 - a) Larger rooms
 - (1) Space to meet with both parents and students
 - (2) Storage for student-specific equipment
 - b) All rooms should have natural light
 - c) Space for relaxation and/or specific instruction
2. Sensory room
 - a) Needs to be a standalone room (not on stage)
 - (1) Sound proof
 - (2) Soft finishes and furniture
 - (3) Dimming, color changing lights (bubble?)
 - (4) Movable swing
 - (5) Slide
 - (6) Fiber optic wall
3. Want a life skills room
 - a) Kitchen equipment
 - (1) Microwave, refrigerator, oven
 - b) Bedroom
 - (1) Bed, dresser
 - c) Laundry
 - (1) Washer, dryer
4. Goal is to push into standard classrooms rather than pull students out
 - a) Mix with peers

E. Multipurpose/Cafeteria

1. Kitchen
 - a) More efficient serving process
 - b) Would prefer a higher functioning kitchen with fresh food
2. Seating
 - a) Preference is for round tables with chairs providing more seating and circulation space
 - b) Should be an area where students and teachers can eat together
3. Scheduling
 - a) More time to use room for multiple purposes
 - (1) Kindergarten PE
 - (2) Group activities

4. Room needs to be more inviting
- F. Music rooms
1. Raised platform flooring with open area for dance
 2. Projection of music onto wall/whiteboard
 3. Special acoustical treatments
 4. Need room for piano, instruments, chairs, dance, etc.
 5. Combine band and music in one room
- G. Science rooms
1. Gas for teacher demonstrations
 2. Teacher demonstration space with perimeter casework/sinks would be ideal rather than existing peninsulas
 3. Monitors at perimeter lab stations
 4. Natural light
- H. Gymnasium
1. Volume and natural light is good
 2. Would like to expand side courts allowing for multiple classes and tryouts
 3. Scoreboard needs to be protected
 4. Need connection to locker rooms – tunnel?
 5. More built-in equipment – soccer goals
- I. Toilet rooms
1. New toilet rooms
 - a) Larger, accessible
 - b) New fixtures, partitions, accessories
 2. More toilet rooms on upper level
 - a) Students don't have to travel as far to use toilet
 - b) Staff toilets on second floor
 3. Would like a dedicated special needs toilet room
 4. Need separate student and faculty toilet rooms
 5. Need a dedicated men's staff toilet room
 6. Need a dedicated Pre-K toilet
- J. Locker rooms
1. Need to be closer to or part of gym
 2. Larger and accessible
 3. Should contain offices for teacher supervision
- K. Storage
1. More storage in classrooms
 - a) Should be consistent throughout building
 - b) Need more equipment storage
 - c) There should be student access to some supplies

- (1) Proper heights for students
 - (2) Built-in steps/stools
- d) More built-ins rather than outside cabinets, shelves, etc.
- 2. Take lockers out of classrooms
 - a) Students like person storage in classroom – cubbies?
- 3. Corridor lockers
 - a) Need more & appropriately sized lockers to avoid sharing
 - b) Teachers like lockers in the corridors
- 4. Building storage
 - a) Need space for items stored in potential itinerant rooms, mechanical rooms, etc.
 - b) Tech equipment
- 5. Instrument storage
 - a) For music, band, etc.
- 6. Exterior storage
 - a) Gas, equipment, salt
- L. Corridors
 - 1. Widen and raise ceilings
 - 2. Widen doorways
 - 3. Want open learning spaces off corridor
 - a) Project display
- M. Favorite Places to Study/Hang-out
 - 1. Bedroom
 - 2. Livingroom
 - 3. Dining room table
 - 4. Playground
 - 5. Library
 - 6. High volumes with natural light
 - 7. Small scales with comfortable furnishings

II. **Mechanical**

- A. Thermal comfort
 - 1. Want consistent temperature across building
 - 2. Controls for all spaces
- B. Ventilation
 - 1. Functioning vent hoods in science room
 - 2. Consistent air across building
- C. Equipment
 - 1. New perimeter heating equipment in rooms

2. New controls for reheat coils
 3. New actuators
- D. Add a building automation system
1. Fewer roof top units with zoned VAV system (3-4 classrooms per zone)
 2. Controls each room through computer without manually opening and closing valves in interstitial space by hand

III. **Electrical**

A. Power

1. More outlets for equipment
2. USB charging stations desired
 - a) Charging stations for tablets, laptops, equipment

B. Lighting

1. More lighting controls
 - a) Dimming capabilities
2. Move away from fluorescent lighting can be an issue for special needs students
3. Grow lamps

IV. **Plumbing**

A. Drinking fountains

1. Replace drinking fountains throughout building
2. Add drinking fountains in the gymnasium
3. Bottle fillers with available cups and ice

B. Sinks in classrooms

1. Need functioning sinks in all rooms
2. Consistent water temperature with hot water

C. Toilet room fixtures

1. Lavatories with consistent water temperature including hot water

D. Infrastructure

1. Replace galvanized branch piping

V. **Technology**

A. Goal is one-to-one computing

1. Would like to be rid of shared carts due to space and scheduling limitations

B. Phones

1. Want phones in every classroom
 - a) Safety

- b) Parent calls
- C. Consistency throughout building desired
 - 1. Want more technology available without the building becoming “too techie”
 - 2. More smartboards and TVs
 - 3. Wireless projectors
- D. Stronger WiFi
- E. Intercom
 - 1. Replace so it can be hear consistently throughout building
 - 2. Integrate into spaces with AV requirements.

VI. **Acoustics**

- A. Sound transmission
 - 1. Prevent infiltration of sound from room to room and corridor to room
 - 2. Sound proof special needs spaces
 - 3. Prevent sound transfer from mechanical rooms
 - 4. Prevent squeaking and vibration from nearby stairwell doors and pressure changes
- B. Reverberation
 - 1. Ass sound dampening to music and band spaces
 - 2. Improved sound system and interface for music rooms and gymnasium
 - 3. Need sound proofing in larger spaces such as cafeteria

VII. **Accessibility**

- A. Circulation
 - 1. Provide access to all building levels
 - a) Need elevator or lift
 - 2. Widen corridors and doorways
- B. Toilet rooms
 - 1. Remodel toilet rooms to make ADA accessible
 - a) Required on each floor
- C. Classrooms
 - 1. Revise entryways to make accessible
- D. Gymnasium
 - 1. Accommodations for adaptive PE
 - 2. Swing in the gymnasium

VIII. **Finishes**

- A. Flooring
 - 1. Replace flooring throughout

2. Preference is for more carpet/soft flooring
 - a) Combination of soft and hard flooring would be best
 3. Prevent wet corridors on rainy day/snowy days
- B. Walls**
1. Want more whiteboards
 - a) Sliding whiteboards
 - b) Chalkboards aren't used
 - c) Writable walls
 2. Want corkboards
 3. Color
 - a) Brighter colors throughout – more exciting, stimulating
 - b) Use the school colors of blue and gold
 - c) Favorite colors: red, purple, blue, pink, turquoise
 4. Need display areas for student work

IX. Furniture

- A. Classroom**
1. Tables preferred over desks
 - a) Movable with whiteboard tops
 2. Flexible furniture to allow for room reconfiguration
 3. Comfortable chairs
 - a) Padding, armrests
 - b) Pillows
 4. Clipboards attached to desk to move work around room
 5. Space to store books and pencils in desk/table
- B. Specialty/non-classrooms**
1. Soft, cozy lounge furniture - couches
- C. Furniture should be consistent throughout building**
- D. Colorful, exciting**

X. Security

- A. Like office entrance sequence**
1. Office should be central in the building layout
- B. More cameras in and around building**
- C. Door hardware that allows for faculty “duck-in” during lockdown**
- D. Provide “places to hide” in smaller rooms**
- E. Open choke point of central staircase**

XI. Site/Exterior

A. General Use

1. Want outdoor learning, classroom spaces
 - a) Soft, planted - not asphalt
2. Lunch space for rewarded classes
3. Garden
4. More plants, flowers around site
5. Flagpole with flags outside building

B. Playground

1. Replace existing asphalt and bury exposed pipes
2. Want bigger and better – like Norridge
 - a) Seesaws, rocket ship, twisty slide, bigger slide, horseshoes

C. Fields

1. Level fields and dress to remove rocky conditions
2. Weed and dress softball field

D. Parking/Drop-Off

1. Revise sequence to separate traffic
2. Expand parking for more teacher and parent stalls
3. Add sidewalk directly from the corner to the Pre-K/Kindergarten entrance.

XII. Operations & Maintenance

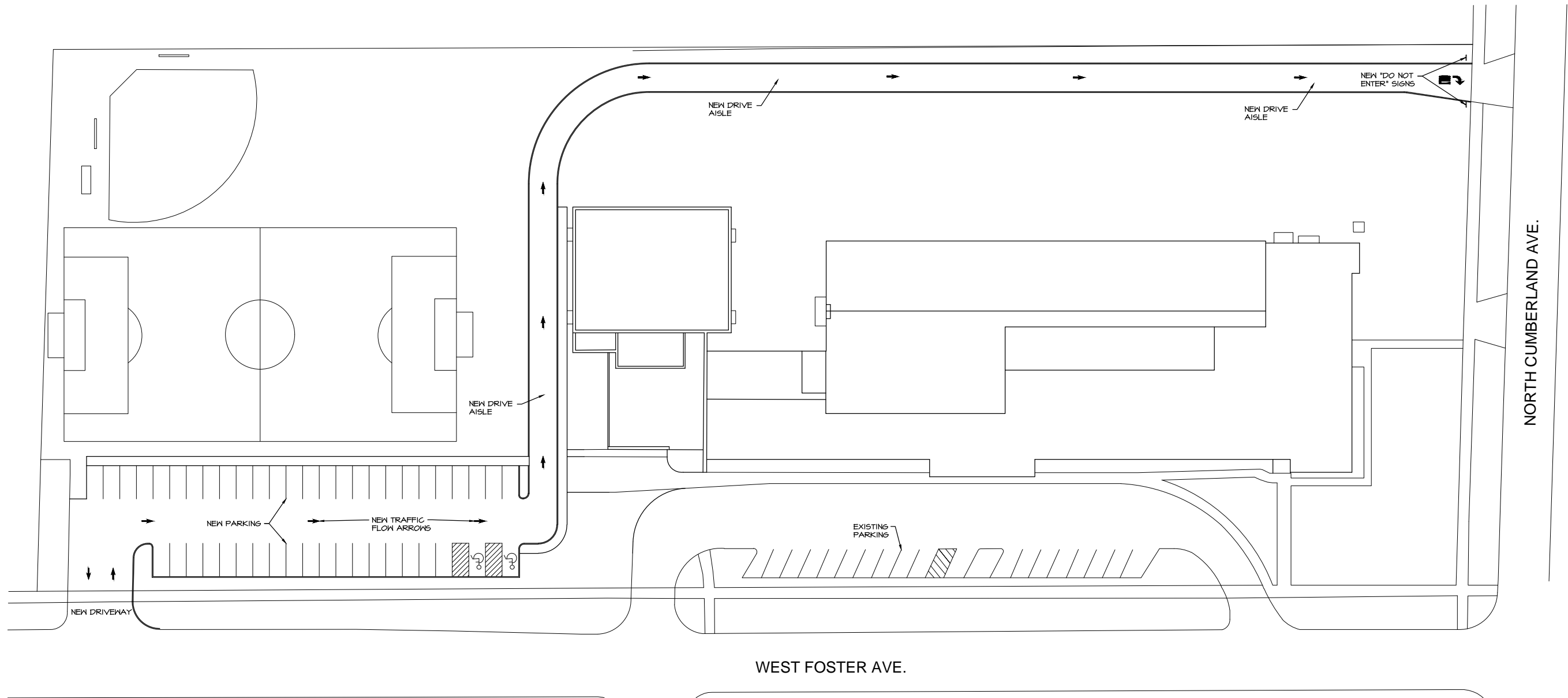
- A. Add janitor closets on each level to allow for cleaning of each level
- B. Create true receiving room
- C. Would prefer a centralized office

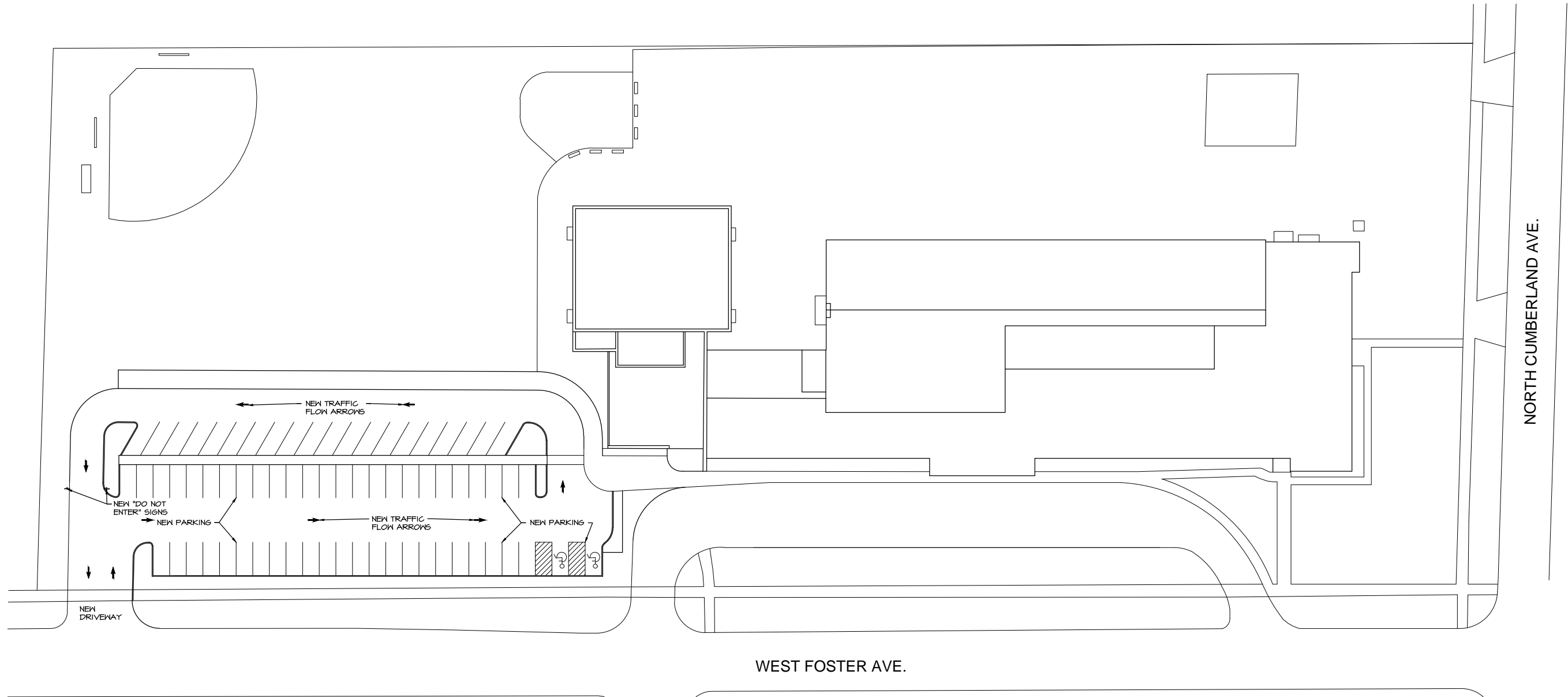
XIII. Miscellaneous Comments/Amenities

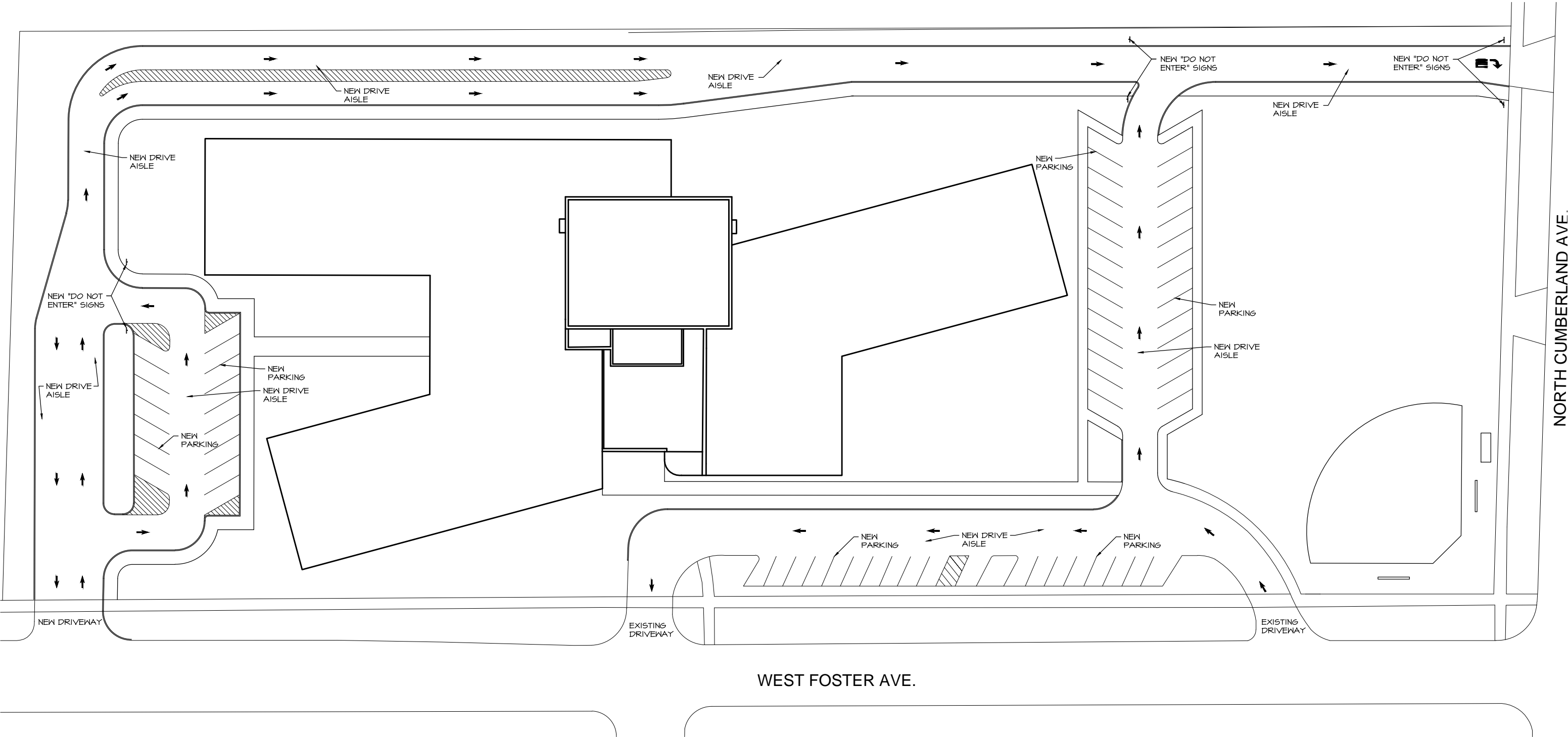
- A. Need general building expansion for more events
- B. More kid-friendly amenities
- C. Love the zoo
 1. Can see animals
 2. Learn about the animals from staff at the zoo
- D. Large fish tank
- E. The Board room needs to be improved as a face to the community
- F. Small refrigerators in science rooms and rooms housing students with special medical or dietary needs
- G. Dedicated space for health class
- H. School store
 1. \$1 cookies and snacks

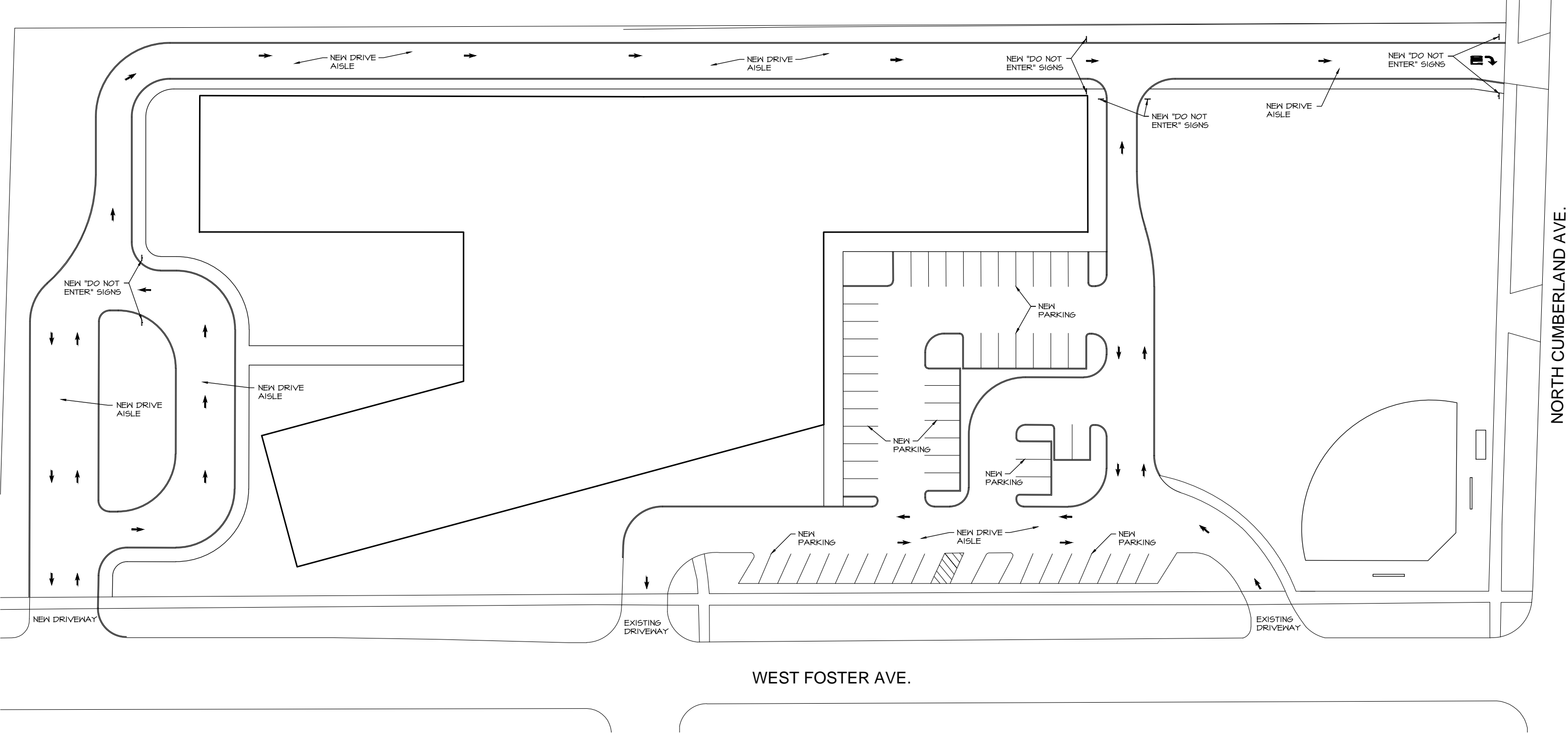
- 2. Pencils, books, paper
- I. Capture more space on the second floor
- J. Lead testing
- K. Bring nature inside the building
- L. Pre-School would like to be separated a bit from rest of building

The above constitutes our understanding of the meeting proceedings. Those present should review these meeting minutes and advise the Architect in writing of any errors, omissions or changes within five (5) days of their receipt.









LIFE SAFETY DECENNIAL SURVEY

PENNOYER ELEMENTARY SCHOOL

5200 N. Cumberland Avenue
Norridge, IL 60706

Pennoyer School District 79

April 12, 2017

DESCRIPTION OF EXISTING CONDITIONS

I – APPLICABLE CODES (used to evaluate each area of building):

- A. 1955, 1956, 1962 and 1964 portions: 23 Illinois Administrative Code Part 185
- B. 1967 Addition: 23 Illinois Administrative Code Part 175
- C. 2001 Addition: BOCA 1999

II – GENERAL

- A. ENROLLMENT:
 - 1. 412 Students, Grades Pre-Kindergarten to 8th
- B. CONSTRUCTION:
 - 1. 1955 Original Building: Type III, heavy timber, unsprinklered
 - 2. 1959 Addition: Type II, non-combustible, unsprinklered
 - 3. 1969 Addition: Type II, non-combustible, unsprinklered
 - 4. 2000 Addition: Type 2C, non-combustible, unprotected, unsprinklered
- C. MEANS OF EGRESS:
 - 1. Adequate in arrangement and size
- D. LOCAL FIRE ALARM SYSTEM:
 - 1. Village tie
- E. NEAREST FIRE STATION:
 - 1. 7447 W. Lawrence 60706
- F. WATER:
 - 1. The building is served by a 2 1/2-inch domestic water line for the whole building. The building uses well water as its main source of water.

III – CONSTRUCTION DETAILS

A. YEAR BUILT:

1. Refer to plan. Original Building : Constructed 1955
2. Gymnasium and classroom addition at west side of the original building: 1956.
3. Classroom addition on the east side of original building: 1962.
4. Classroom addition at north side of 1956 Addition: 1964.
5. Classroom addition at north side of original building: 1967.
6. Gymnasium and admin office addition at west end of 1956 addition: 2001.

B. HEIGHT:

1. 1955 Original Building: Single story
2. 1956 Addition: Single story with gymnasium and mezzanine above south end of stage
3. 1962 Addition: Single story
4. 1964 Addition: Single story with basement
5. 1967 Addition: Single story with basement
6. 2001 Addition: Single story w/ gymnasium

C. BUILDING FLOOR AREA: 59,424 square feet total including basement level

1. Basement Floor Level: 12,981 sq. ft
2. First Floor Level: 46,053 sq ft
3. Mezzanine Level: 390 sq ft

D. EXTERIOR WALL CONSTRUCTION:

1. 1955 Original Building: Face brick and concrete masonry units
2. 1956 Addition: Face brick and concrete masonry units
3. 1962 Addition: Face brick and concrete masonry units
4. 1964 Addition: Face brick and concrete masonry units
5. 1967 Addition: Face brick and concrete masonry units
6. 2001 Addition: Face brick and concrete masonry units

E. FLOOR CONSTRUCTION:

1. 1955 Original Building: Concrete slab-on-grade
2. 1956 Addition: Concrete slab-on-grade
3. 1962 Addition: Concrete slab-on-grade
4. 1964 Addition: Concrete slab-on-grade at basement. Concrete slab, joists, and beams supporting first floor.
5. 1967 Addition: Concrete slab-on-grade at basement. Concrete slab, joists, and beams supporting first floor.
6. 2001 Addition: Concrete slab-on-grade

F. ROOF CONSTRUCTION:

1. 1955 Original Building: Steel beams supporting Long span metal deck. Standing seam metal roofing.
2. 1956 Addition: Wood heavy-timber joists and wood deck. Standing seam metal roofing.
3. 1962 Addition: Steel joists, gypsum deck on bulb tees. Standing seam metal roofing.
4. 1964 Addition: Steel joists, gypsum deck on bulb tees. Standing seam metal roofing.
5. 1967 Addition: Steel joists, gypsum deck on bulb tees. Standing seam metal roofing.
6. 2001 Addition: Steel joists, steel roof deck. Built-up asphalt roofing.

G. INTERIOR WALL CONSTRUCTION:

1. Concrete masonry unit partitions.

H. INTERIOR FINISH:

1. Painted

IV – EGRESS FACILITIES

A. GRADE EXITS:

1. Adequate in arrangement

B. CORRIDORS:

1. Adequate in arrangement and size

C. STAIRWAYS:

1. Adequate in arrangement and size

D. WINDOWS:

1. Not used as a secondary means of egress

E. FIRE ESCAPES:

1. None

F. EMERGENCY/EXIT LIGHTING:

1. The exit lights and emergency lights are battery back-up.

V – SPECIAL OCCUPANCIES

A. GYMNASIUMS:

1. Adequately separated from surrounding areas.

B. CAFETERIA

1. Adequately separated from surrounding areas.

- C. BOILER ROOM:
 - 1. Adequately separated from surrounding areas.
- D. MECHANICAL EQUIPMENT AND STORAGE ROOMS:
 - 1. Adequately separated from surrounding areas.

VI – UTILITIES

- A. HEAT DISTRIBUTION:
 - 1. The method of heat distribution for all classrooms and miscellaneous areas is through rooftop units that are heated by natural gas.
- B. VENTILATION:
 - 1. Ventilation for all classrooms, gyms, administrative areas and any miscellaneous area is provided through the outside air intake hoods of the rooftop units. Roof mounted power exhaust fans provide ventilation for all toilet rooms.
- C. AIR CONDITIONING:
 - 1. Air conditioning for all spaces is through packaged DX rooftop units.
- D. WATER HEATER:
 - 1. Domestic hot water is provided by gas fired water heater located in the boiler room.
- E. GAS SERVICE:
 - 1. Natural gas enters the building in one location at the front of the building. A pressure regulator, meter and an outside shut-off valve are provided.
- F. ELECTRICAL SERVICE:
 - 1. The main electrical service is located in the main level maintenance room. The size of the service is 1600A at 208/120 Volt, 3-phase, 4-wire. The electric meter is located adjacent to the gear in the main maintenance room.
- G. PLUMBING:
 - 1. There appears to be an adequate number of plumbing fixtures for this facility. Fixtures include floor or wall mounted water closets with flush valves, wall mounted urinals with manual flush valves, and wall mounted lavatories with dual faucets. Sewage disposal is to the municipal sanitary sewer system.

VII – PRIVATE PROTECTION

- A. FIRE ALARM SYSTEM:
 - 1. The fire alarm panel is system by Notifier, SFP-400B series, addressable in the school. The main panel is located in office storage room with an annunciator panel at that main entrance.

B. PAGING/SOUND SYSTEM:

1. The paging/intercom system console is Bogden and in fair shape.

C. LIGHTING:

1. Majority of school has lay-in ceilings with 2x4 lay-in light fixtures, T8 lamps.

D. AUTOMATIC SPRINKLERS: The only portion of the building that is sprinklered is the 2001 addition.

E. FIRE EXTINGUISHERS:

1. Fire extinguishers are present and inspections up to date where required.

VIII – SECURITY SYSTEM

- A. AI-Phone locked entrance.

IX – ENERGY CONSERVATION

X – ASBESTOS ABATEMENT

- A. Asbestos-containing materials are present in the building. Asbestos management plan is on file at the school.

XI – LEAD-BASED PAINT

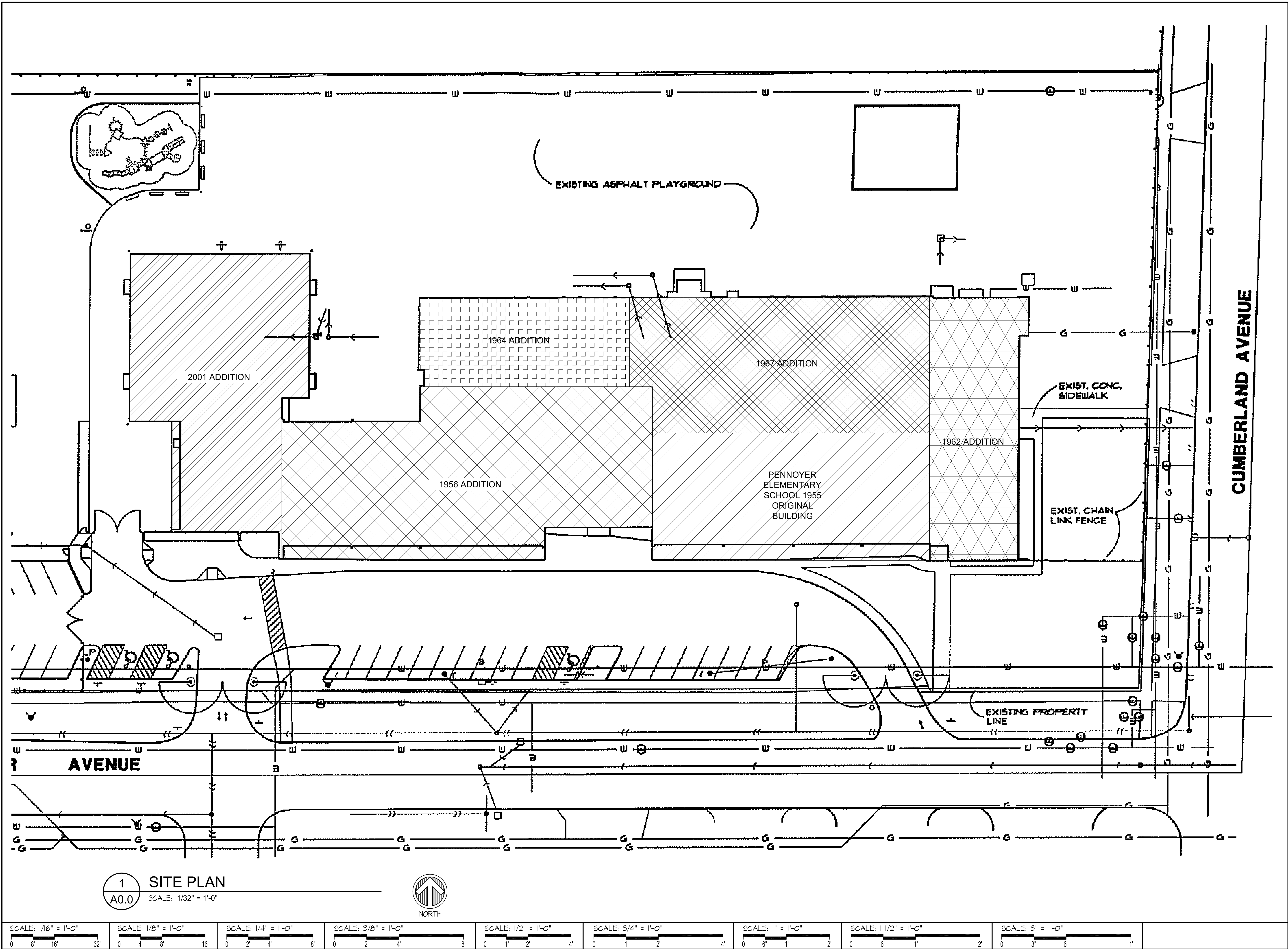
- A. The areas of the building pre-dating 1978 likely have lead paint present.

XII – PAVING

- A. Asphalt and concrete paving is generally in good serviceable condition.

END OF DESCRIPTION OF EXISTING CONDITIONS

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SCHOOL DISTRICT 79



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REV DESCRIPTION DATE

PENNOYER ELEMENTARY
SCHOOL 10 YEAR LIFE
SAFETY SURVEY

5200 N. CUMBERLAND AVENUE
NORRIDGE, IL 60706

SITE PLAN
PLAN

Project Number:
02-5567-01
Drawn By:

Sheet:

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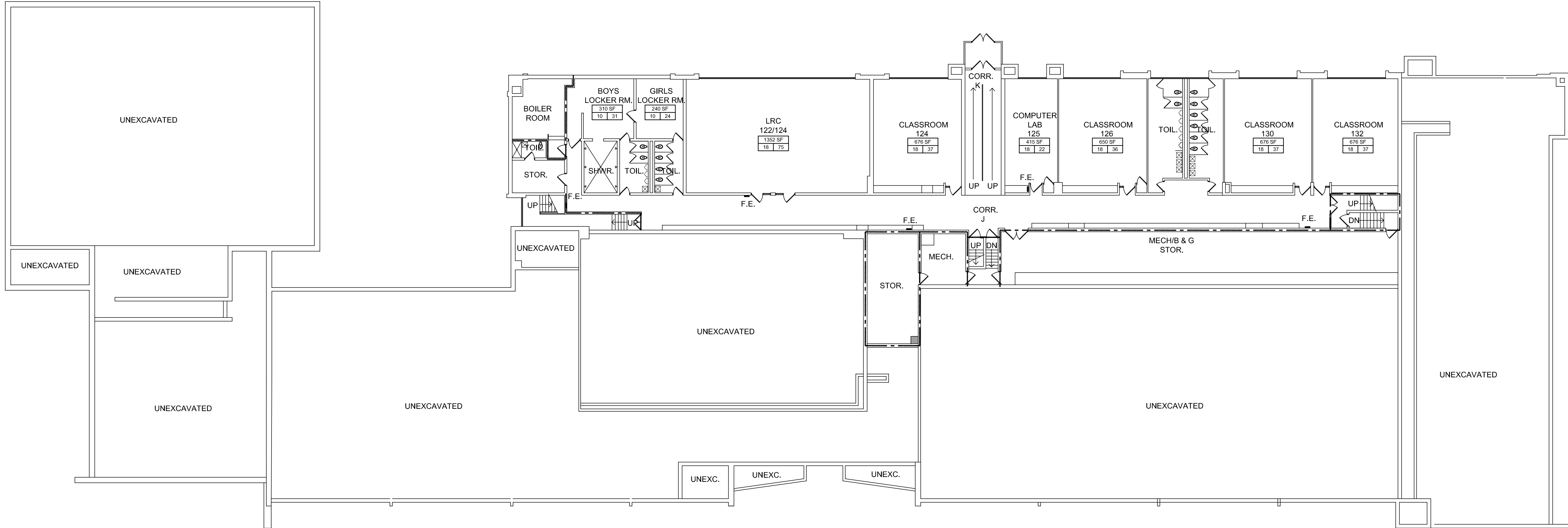
BUILDING GROSS SQ. FOOTAGES		LEGEND	
BASEMENT LEVEL:		1 HR FIRE RATED PARTITION	
1ST FLOOR LEVEL:		2 HR FIRE RATED PARTITION	
MEZZANINE LEVEL:		ROOM NAME	
BUILDING TOTAL:		ROOM NUMBER	
		ROOM AREA (SF)	
		OCCUPANT LOAD	
		USED AREA PER OCCUPANT (SF)	
		F.E. = FIRE EXTINGUISHER	



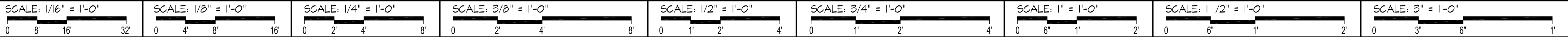
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1 LOWER LEVEL FLOOR PLAN
A1.1 SCALE: 1/16" = 1'-0"



REV	DESCRIPTION	DATE
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PENNOYER ELEMENTARY
SCHOOL 10 YEAR LIFE
SAFETY SURVEY

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LOWER LEVEL FLOOR PLA

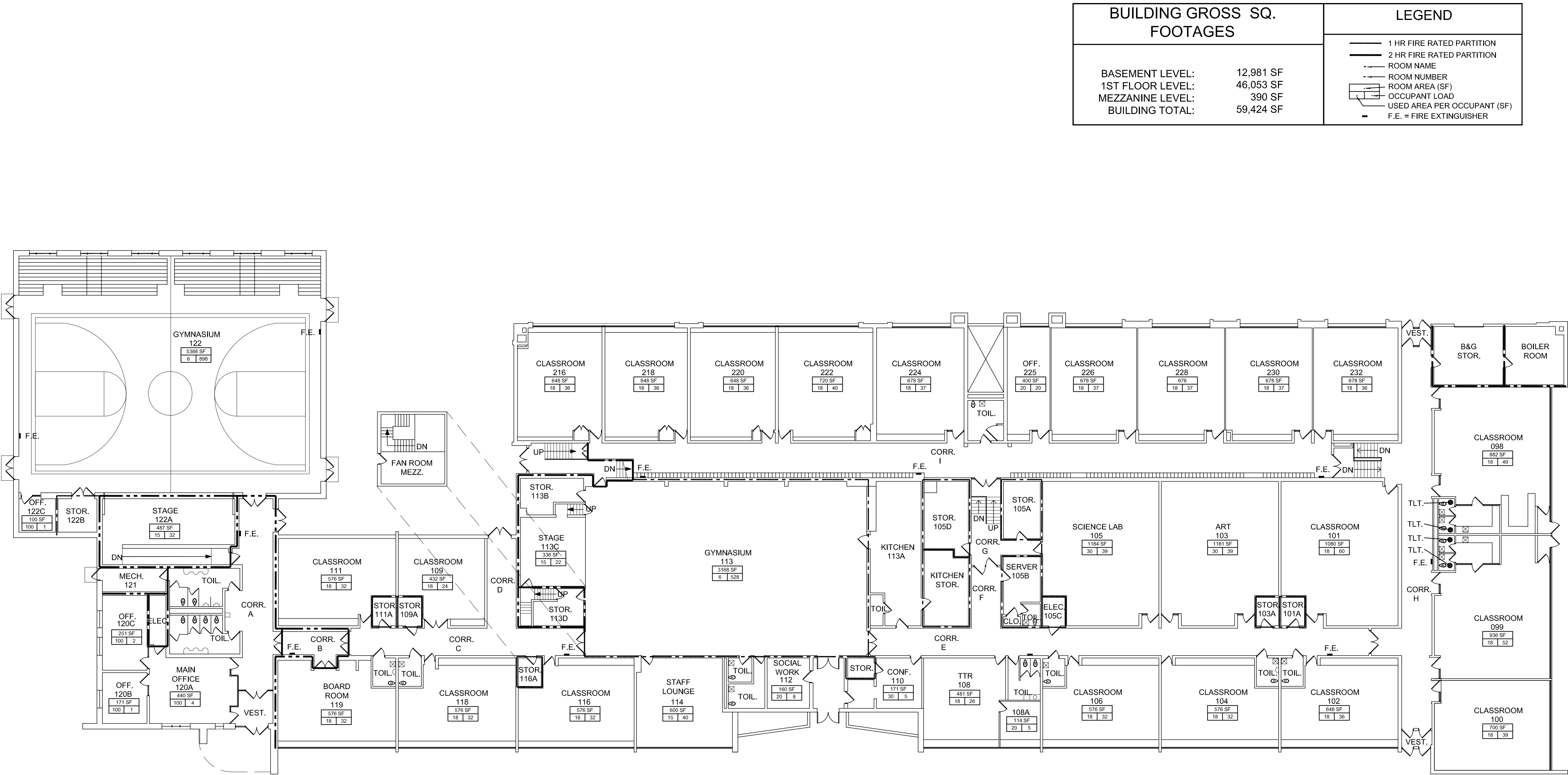
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1 FIRST FLOOR LEVEL PLAN
A1.1 SCALE: 1/16" = 1'-0"



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SAFETY SURVEY

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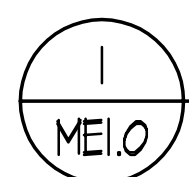
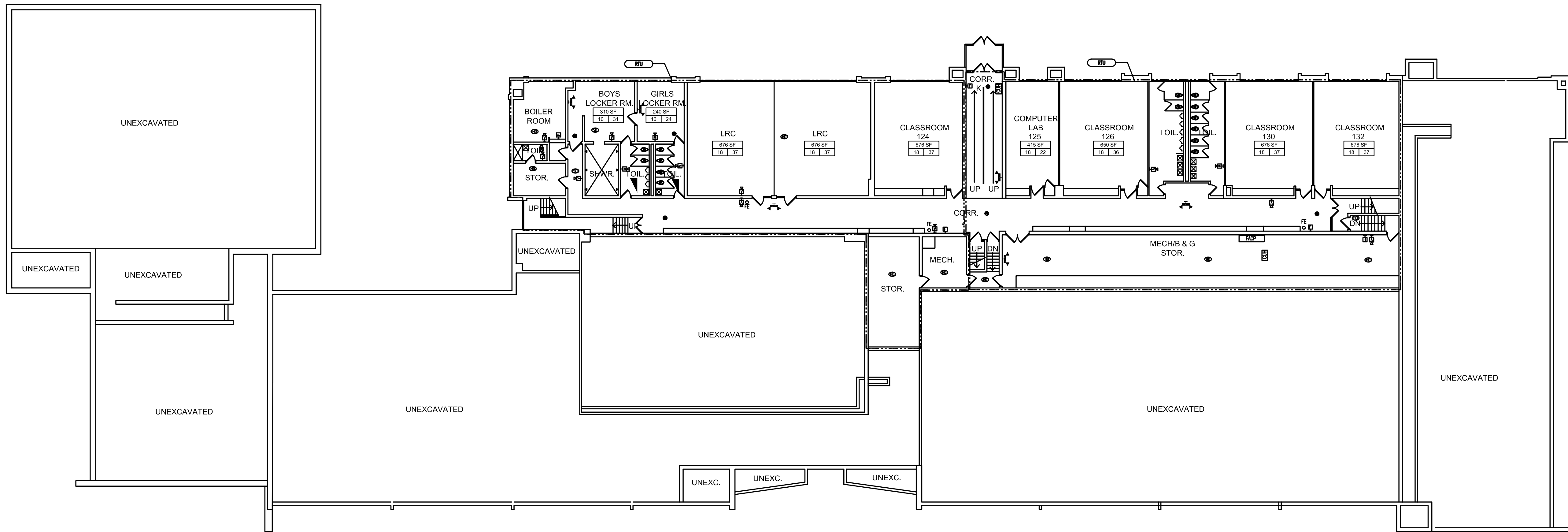
FIRST FLOOR LEVEL
PLAN

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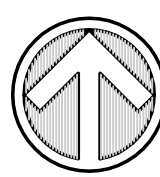
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LOWER LEVEL FLOOR PLAN

SCALE: 1/16" = 1'-0"



NORTH

SCALE: 1/16" = 1'-0"
0 8 16 32

SCALE: 1/8" = 1'-0"
0 4 8 16

SCALE: 1/4" = 1'-0"
0 2 4 8

SCALE: 3/8" = 1'-0"
0 2 4 8

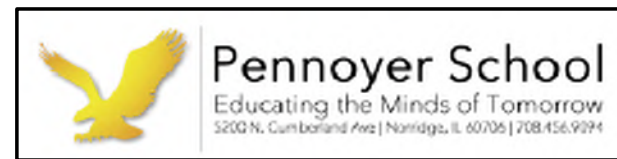
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SCALE: 3/4" = 1'-0"
0 1 2 4

SCALE: 1" = 1'-0"
0 6 1 2

SCALE: 1 1/2" = 1'-0"
0 6 1 2

SCALE: 3" = 1'-0"
0 3 6 1



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PENNOYER ELEMENTARY SCHOOL 10 YEAR LIFE SAFETY SURVEY

5200 N. CUMBERLAND AVENUE
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LOWER LEVEL FLOOR PLAN

Project Number:

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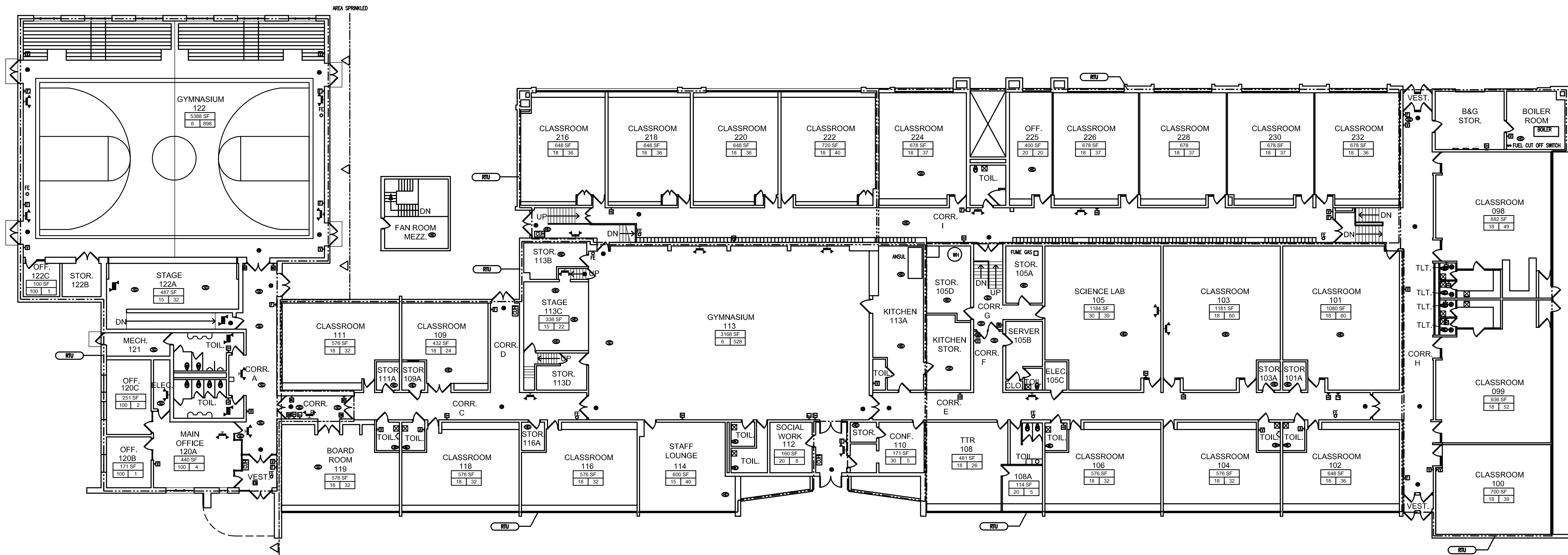
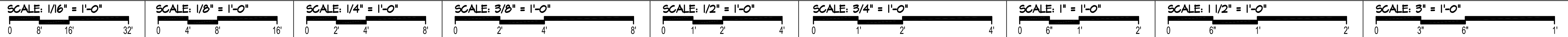
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ME1.1

FIRST FLOOR LEVEL PLAN

SCALE: 1/16" = 1'-0"

NORTH





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Educating the Minds of Tomorrow

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PENNOYER ELEMENTARY SCHOOL 10 YEAR LIFE SAFETY SURVEY		

5200 N. CUMBERLAND AVENUE
NORRIDGE, IL 60706

FIRST FLOOR LEVEL PLAN

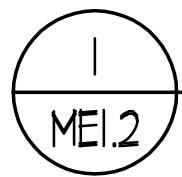
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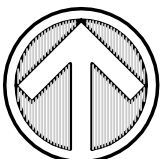
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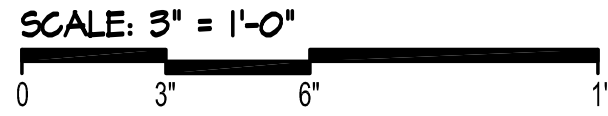
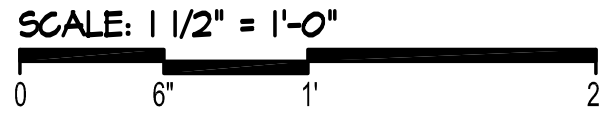
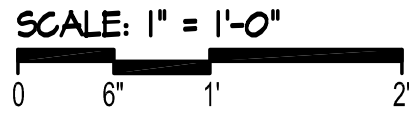
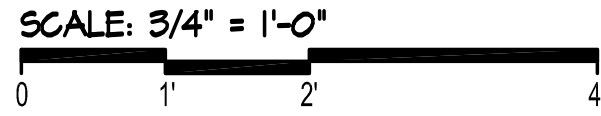
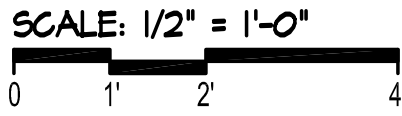
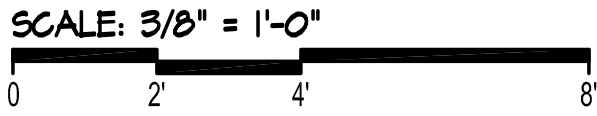
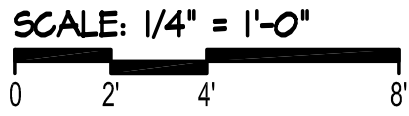
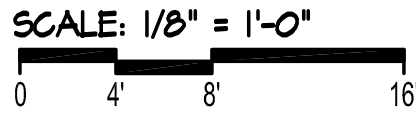
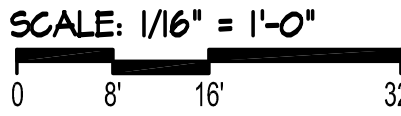


ROOF PLAN

SCALE: 1/16" = 1'-0"



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SCHOOL DISTRICT 79



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PENNOYER ELEMENTARY
SCHOOL 10 YEAR LIFE
SAFETY SURVEY

5200 N. CUMBERLAND AVENUE
NORRIDGE, IL 60706

ROOF PLAN

Project Number:
02-5567-01
Drawn By:

Sheet:

ME1.2

1. COUNTY CODE

016 Cook

2. DISTRICT CODE/NAME

0790 Pennoyer School District 79

3. FACILITY CODE/NAME

2001 Pennoyer Elementary School

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

4 Item I.D.	5 Location(s) (Room No)	6 Priority Code	7 Rule Violated	8 Description of the Violation	9 Recommendation to Correct Violation
A-1	10 locations (various)	b	185.390(i)(1)(D); 175.275; 96BOCA 714.1.4	Spaces around ducts, pipes, conduits, and other penetrations in walls and partitions shall be fire stopped to prevent the passage of fire, heat or smoke.	Fire seal around ducts, pipes, conduits, and other penetrations in walls and partitions with UL-rated firestopping systems complying with fire-resistance rating of walls and partitions..
A-2	3 doors, various locations at lower level	b	93BOCA F607.1	Corridors serving an occupant load greater than 30 shall provide an effective barrier to resist movement of smoke. Doors have louvers and do not provide an effective barrier to resist movement of smoke.	Close off louver openings to provide an effective barrier to smoke, and provide alternate method of relief air for room.
A-3	1 doors, Girls Locker Room	b	93BOCA F608.0	Egress door operation- Deadbolt Room occupancy requires free egress to access exit. Remove deadbolt lock. Hardware should allow free egress from inside room	Remove deadbolt lock and provide blank off plate.
A-4	39 doors, various locations	b	93BOCA F607.1	Corridors serving an occupant load greater than 30 shall provide an effective barrier to resist movement of smoke. All doors shall be self closing.	Provide UL-listed door closer. Remove remnants of old hold open devices
A-5	2 doors, various locations	b	93BOCA F608.0	Egress door operation- Thumb turn Corridor Doors require free egress. Remove Thumb turn lock.	Remove thumb turn lock and provide blank off plate.
A-6	Basement Storage Room	b	175 Table A	Floor construction shall be of 1 hour rated construction	Cover wood framing with (2) layers Type X gyp. board.
A-7	Storage 109A	b	185.390.g.4	Storage Rooms shall have not less than 30 minute rating and be an effective retardant to the passage of heat, smoke or gases	Remove sliding window and replace with fixed, safety-glass-rated wire glass window and frame, or replace with stud and drywall infill.
A-8	19 doors, various locations	b	185.380.c.10.F.ii	Corridor access door vision panels shall be 1/4-inch thick wired glass	Provide 1/4-inch thick safety-glass-rated wired glass.

4 Item I.D.	5 Location(s) (Room No)	6 Priority Code	7 Rule Violated	8 Description of the Violation	9 Recommendation to Correct Violation
A-9	Kitchen	b	185.360.d.1.A	Assembly Occupancies are to be separated from remainder of building with protected, self closing openings	Provide 1 hour rated fire shutter between gym and Kitchen
E-1	Stage 155	b	IFC09: 4604.5	Missing Exit sign at Stage	Provide new LED battery exit light
E-2	Corridor 150	b	IFC09: 1030.4	Missing visible Exit from Corridor at North East Exit	Provide new LED battery exit light
E-3	Corridor H, Corridor 151, Corridor 116B, Corridor F	b	185.370(a)(5)	Missing Exit sign at doors	Provide new LED battery exit light
E-4	Corridor G, Corridor 116B, Corridor F	b	185.370(a)(6)	Missing Emergency Light	Provide new wall type emergency battery light
E-5	Corridor A	b	175.480(a)	Missing Exit Sign	Provide new LED battery exit light
P-1	Classroom 103	a	185.710	No solids interceptor on sinks	Provide new solids interceptor and adequate insulation under sinks
P-2	Toilet 117A, Toilet 118A	c		No insulation on lavatory drains	Insulate lavatory drains to comply with ADA requirements
P-3	Toilet 128A, Toilet 128A	c		No insulation on lavatory drains	Insulate lavatory drains to comply with ADA requirements
M-1	Kitchen 113A	b	185.460(a)(2)	No exhaust provided for kitchen	Provide exhaust fan
M-2	Boys Locker Rm, Girls Locker Rm	b	185.460(c)	No exhaust air provided to relieve objectionable odors	Provide exhaust fan
M-3	Storage (Lower Level)	a	1993 BOCA Fire Prevention Code - F-607.2	Louver in door does not prevent passage of smoke	Patch opening in door (see item A-2). Provide relief air opening with fire damper in corridor wall
M-4	Toilet 117A	a	1993 BOCA Fire Prevention Code - F-607.2	Louver in door does not prevent passage of smoke	Patch opening in door (see item A-2). Provide relief air opening with fire damper in corridor wall
M-5	Toilet 118A	a	1993 BOCA Fire Prevention Code - F-607.2	Louver in door does not prevent passage of smoke	Patch opening in door (see item A-2). Provide relief air opening with fire damper in corridor wall

1. COUNTY CODE

016 Cook

2. DISTRICT CODE/NAME

0790 Pennoyer School District 79

3. FACILITY CODE/NAME

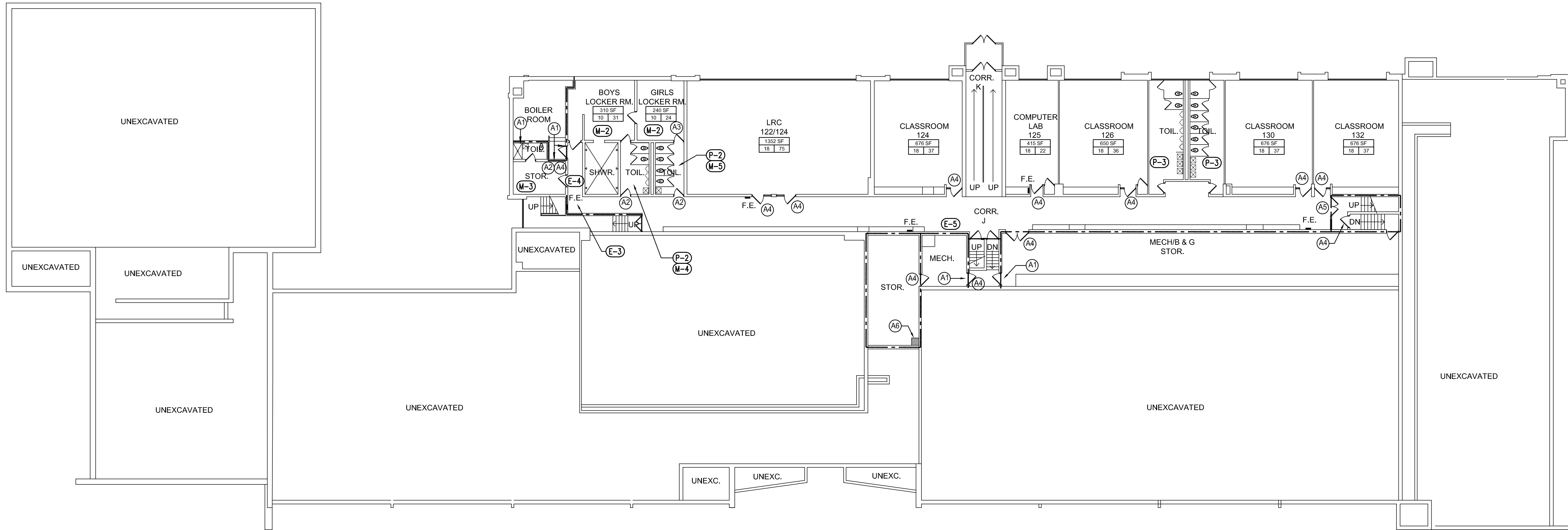
2001 Pennoyer Elementary School

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

4 Item I.D.	5 Action I.D.	6 Priority Code	7 Specification(s)	8 Units of Measure	9 Quantity	10 Labor Code	Unit Cost	11 Estimated Cost	14 Estimated Completion Date	15 Funding Type
A-1	f	b	Fire seal around ducts, pipes, conduits, and other penetrations in walls and partitions.with UL-rated firestopping systems complying with fire-resistance rating of walls and partitions..	EA	10	b	100	\$1,000	Within 5 years	
A-2	f	b	Close off louver openings to provide an effective barrier to smoke, and provide alternate method of relief air for room.	EA	3	b	200	\$600	Within 5 years	
A-3	f	b	Remove deadbolt lock and provide blank off plate.	EA	1	b	100	\$100	Within 5 years	
A-4	f	b	Install UL Listed Door closer	EA	40	b	500	\$20,000	Within 5 years	
A-5	f	b	Remove thumb turn lock and provide blank off plate.	EA	2	b	150	\$300	Within 5 years	
A-6	f	b	Cover wood framing with (2) layers Type X gyp. board.	EA	1	b	500	\$500	Within 5 years	
A-7	f	b	Remove sliding window and replace with fixed, safety-glass-rated wire glass window	EA	1	b	2500	\$2,500	Within 5 years	
A-8	f	b	Provide 1/4-inch thick safety-glass-rated wired glass.	EA	19	b	500	\$9,500	Within 5 years	
A-9	e	b	Provide 1 hour rated fire shutter between gym and Kitchen	EA	1	b	10000	\$10,000	Within 5 years	
E-1	f	b	Provide new LED battery exit light	EA	1	b	650		Within 5 years	
E-2	f	b	Provide new LED battery exit light	EA	1	b	650	\$650	Within 5 years	
E-3	f	b	Provide new LED battery exit light	EA	4	b	750	\$3,000	Within 5 years	
E-4	f	b	Provide new wall type emergency battery light	AE	3	b	650	\$1,950	Within 5 years	
E-5	f	b	Provide new LED battery exit light	EA	1	b	650	\$650	Within 5 years	

4 Item I.D.	5 Action I.D.	6 Priority Code	7 Specification(s)	8 Units of Measure	9 Quantity	10 Labor Code	Unit Cost	11 Estimated Cost	14 Estimated Completion Date	15 Funding Type
P-1	f	b	Provide new solids interceptor and adequate insulation under sinks	LS	1	b	1200	\$1,200	Within 5 years	
P-2	f	c	Insulate lavatory drains to comply with ADA requirements	EA	2	a	100	\$200	Recommended	
P-3	f	c	Insulate lavatory drains to comply with ADA requirements	EA	7	a	100	\$700	Recommended	
M-1	f	b	Provide exhaust fan	LS	1	b	1500	\$1,500	Within 5 years	
M-2	f	b	Provide exhaust fan	LS	1	b	1500	\$1,500	Within 5 years	
M-3	f	b	Patch opening in door (see item A-2). Provide relief air opening with fire damper in corridor wall	EA	1	b	2000	\$2,000	Within 5 years	
M-4	f	b	Patch opening in door (see item A-2). Provide relief air opening with fire damper in corridor wall	EA	1	b	2000	\$2,000	Within 5 years	
M-5	f	b	Patch opening in door (see item A-2). Provide relief air opening with fire damper in corridor wall	EA	1	b	2000	\$2,000	Within 5 years	

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1 LOWER LEVEL VIOLATIONS PLAN
A1.1 SCALE: 1/16" = 1'-0"



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PENNOYER ELEMENTARY
SCHOOL 10 YEAR LIFE
SAFETY SURVEY

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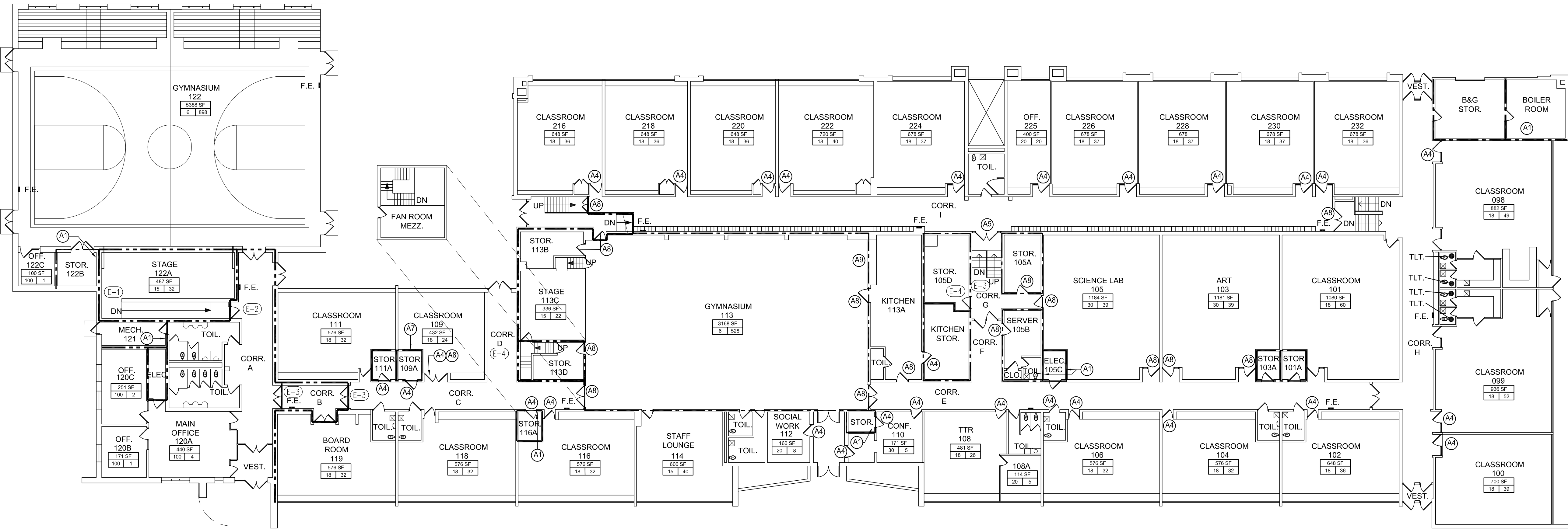
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PLAN

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1 FIRST FLOOR VIOLATION PLAN
A1.1 SCALE: 1/16" = 1'-0"



SCALE: 1/16" = 1'-0"

SCALE: 1/8" = 1'-0"

SCALE: 1/4" = 1'-0"

SCALE: 3/4" = 1'-0"

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SCALE: 1 1/2" = 1'-0"

SCALE: 3" = 1'-0"



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SAFETY SURVEY

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FIRST FLOOR LEVEL
VIOLATION PLAN

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