

DRAFT

Facilities Master Plan Report

July 2016



PERKINS
+ WILL

FACILITIES MASTER PLAN REPORT

DOCUMENT USE:

The Facilities Master Plan Report is a guide for architects, educators, administrators, parents, students, alumni and other District 202 community members to gain an understanding of the strategic vision for Lisle Community Unit School District 202 facilities.

There will be opportunities for the information presented in these pages to be further refined throughout the remaining phases of any resulting facility project.

The document is designed to:

- Present an understanding of the basic philosophy and requirements for Lisle District 202 facilities.
- Indicate grade configurations and campus locations.
- Present the Board of Education with master planning options to consider for incremental implementation.
- Serve as a working document that is compiled as a single source of reference with additional information added or replaced as needs and changes occur.

The document is not intended to:

- Limit the design opportunities for the facilities.
- Contain final design plans.

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SECTION 01. PROJECT OVERVIEW



PROJECT OVERVIEW

Executive Summary

Lisle Community Unit School District 202 has undertaken a comprehensive facilities master planning process to ensure that its facilities continue to support current and changing academic and co-curricular needs, and reflect community priorities while maintaining the district's educational vision and mission statements.

Facilities Community Engagement Charge:

The Board of Education authorized the Community Engagement Facilitating Team of Lisle CUSD 202 community and staff members to gather input from the Lisle CUSD 202 school community at large and advise the Board in the formulation of a Facilities Master Plan.

As a guideline for completing this charge, the Board suggested that the Facilitating Team consider, but not restrict itself to involving the Lisle 202 school community in the following:

Consider the findings of Vision 202 Report to the Community from 2015, specifically addressing the various aspects of the facilities that Vision 202 participants felt needed to be addressed, in order to effectively provide current and projected instructional programs and services, critical to promoting excellence in the Lisle CUSD 202 schools.

Continue to gather current, accurate and consistent information that reflects a broad base of Lisle CUSD 202 stakeholders' perceptions and priorities, relating to an in-depth understanding of District 202 facilities.

Ascertain goals and priorities for all Lisle CUSD 202 facilities.

Determine and prioritize the resources and operations needed to achieve identified goals and priorities for Lisle CUSD 202 facilities that are consistent with policies and practices to ensure the long-term fiscal responsibility and long-term stability of the District.

What is a Master Plan?

A Facilities Master Plan (FMP) takes a broad look at facilities within a District, assessing those facilities both from a physical and educational delivery viewpoint. The ultimate Master Plan recommends areas for improvement to each facility that provides a long-term view of the facility. While improvements may or may not ultimately take the same form as recommended in the Master Plan, the guidelines established are used to determine how improvements should be made. This safeguards the District from making decisions that will be undone or impede on other, future decisions.

The Master Plan Report is a living document, intended to be revisited, reviewed and revised every 5-10 years as educational delivery and student population needs evolve within the District.

The Process

One of the key recommendations born out of the Vision 202: Chapter One process in 2015 was to develop a facilities master plan to address the current and projected physical and educational needs of the District's physical assets and educational programs. As the District's long standing partner, Perkins+Will, was charged, along with the Facilitating Team, to lead a participatory facilities master planning process that would yield viable facility alternatives for consideration and selection, ultimately leading to this report with recommendations to be considered by the Board of Education. The master planning process began with a detailed physical and educational assessment of the current facilities. Many hours were spent touring the facilities, as well as, multiple presentations and meetings conducted with Lisle CUSD 202 faculty and administration, to gain insight about the spirit and culture of the schools, and to provide an opportunity for the faculty and staff to share their unique ideas and expertise.

PROJECT OVERVIEW

Executive Summary

Facilitating Team

Understanding the importance of receiving Lisle CUSD 202 community input and building a strong consensus around the facility master plan solutions, a facilitating team of 16 members was created to oversee the community engagement process. The facilitating team represented a group of parents, community members, faculty, administrators, alumni, board members and District architects who would facilitate the individual community engagement sessions as well as provide leadership and foster communication throughout the process. Their additional meetings distilled information gained from the CES's and worked to ensure the process was tailored to meet the specific needs of the Lisle CUSD 202 community.

Physical Assessment

Perkins+Will performed a detailed survey of the existing facilities and identified building elements and systems that will require maintenance or replacement over the next ten years. The schedule and graph below illustrate the estimated financial needs required to maintain the current Lisle CUSD 202 facilities over the next ten years without addressing any desired educational improvements.

CAPITAL IMPROVEMENT PLAN

July 15, 2016

Category Summary by Priority (includes 10 Yr. HLS & Cap. Imp.)

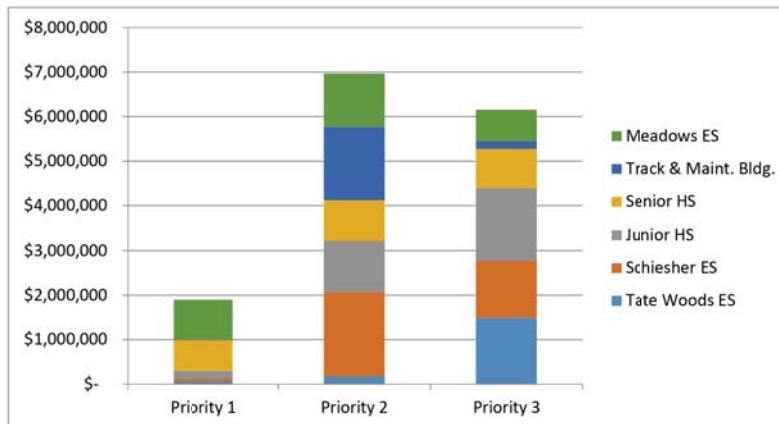
ALL FACILITIES

Priority 1: Poor condition, system or component needs replacement or repair within 1-3 years.

Priority 2: Fair condition, system or component will probably need replacement or repair within 3-5 years.

Priority 3: Good condition, system or component may need replacement or repair within 5-10 years.

ALL FACILITIES - ALL CATEGORIES	1-3 Years Priority 1	3-5 Years Priority 2	5-10 Years Priority 3	1-10 Years Total of Priorities 1-3
Tate Woods ES	\$ 54,000	\$ 173,000	\$ 1,488,000	\$ 1,715,000
Schiesher ES	\$ 62,000	\$ 1,895,000	\$ 1,280,000	\$ 3,237,000
Junior HS	\$ 181,000	\$ 1,146,000	\$ 1,627,000	\$ 2,955,000
Senior HS	\$ 692,000	\$ 905,000	\$ 877,000	\$ 2,474,000
Track & Maint. Bldg.	\$ 12,000	\$ 1,645,000	\$ 164,000	\$ 1,821,000
Meadows ES	\$ 895,000	\$ 1,201,000	\$ 717,000	\$ 2,813,000
TOTAL	\$ 1,896,000	\$ 6,965,000	\$ 6,153,000	\$ 15,015,000



Executive Summary

Educational Assessment

In addition to the physical assessment, Perkins+Will surveyed the facilities to assess their functional and educational delivery effectiveness. The Educational Assessment was the result of several sources of input including direct observation of the facilities while in use by the students and faculty, discussions with district and school administration, meetings with representative faculty from each of the facilities, faculty surveys, and student engagement. When presented to the community at CES-2 those observations were organized into the categories depicted below.



Community Engagement

Understanding the importance of engaging the school district and its constituents in an open, objective and transparent process, a series of five Community Engagements Sessions (CES) were held from January through May in 2016. These sessions allowed for thorough and thoughtful analysis, the collection of input, the vetting of ideas, and the creation of the necessary consensus behind solutions for a comprehensive Facilities Master Plan. Each session had a different focus in order to both educate and solicit feedback from the community.

- CES-1: Physical Condition of District Facilities
- CES-2: Educational Alignment of District Facilities
- CES-3: Review & Evaluate Facility Options
- CES-4: Facility Options & Logistics
- CES-5: Key Findings & Recommendations

PROJECT OVERVIEW

Executive Summary

Options for Consideration

Recommendations were developed for each of the Lisle CUSD 202 facilities, however, the elementary schools were the primary focus of the Community Engagement Sessions. Vision 202 Participants were asked to identify the most preferred location and number of buildings to house the elementary grades. They selected and prioritized the following three preferred options for new elementary schools:

First Choice - OPTION G - New PK-5 at Meadows



Second Choice - OPTION F - New PK-5 at Schiesher



Third Choice - OPTION C - New PK-2 at Meadows & New 3-5 at Schiesher



Facilities Master Plan Report

The presented master plan options, along with the facility assessment, represent a conceptual road map for the construction of new elementary facilities and renovation of all other District 202 facilities. This report outlines the process, the results of the facilities assessments, the Community Engagement Sessions and the recommended facilities master plan options. When the Board of Education selects an option and prioritizes the implementation of educational improvements, Section 05 Master Plan of this document can be populated to memorialize those decisions. This doesn't preclude changes to the Facilities Master Plan Report as needs change in the future, but this document will serve as an invaluable reference tool for current and future Board Members and District Administration personnel.

Author's Note

The commitment and dedication of the Lisle Community Unit District 202 administrators, facilitating team, faculty, students and community engagement session participants merit the appreciation and thanks of the entire Lisle CUSD 202 community. Countless hours have been donated toward a vision for the future that will better serve current and future generations of students.

In addition, we at Perkins+Will wish to convey our heartfelt thanks to everyone involved in this exciting process. We were always made to feel welcome and a part of the Lisle CUSD 202 "family". We extend our special thanks to the Vision 202 Team, whose dedication and perseverance made this process so successful.

Project Process

Vision 202: Chapter One

In order to create a collaborative forum, five Community Engagement Sessions (CES), as illustrated below, were held during which all district residents were invited to participate including parents, non-parents, future parents, business owners, intergovernmental representatives, employees, Lisle CUSD 202 representatives, and other community members. Participants worked in small groups to share ideas, discuss topics and provide input to the Board of Education for future planning.



Vision 202: Chapter Two

Chapter Two of the Vision 202 process is a continuation of the same spirit of collaboration as Chapter One. This series of engagement sessions were focused specifically on the development of a long range facilities master plan, which is a direct response to Recommendation 4.6 from Chapter One. Detailed descriptions of each of the Community Engagement Sessions are provided later on in this section.



PROJECT OVERVIEW

Project Process

Visioning Session

In order to understand how the district's educational objectives might translate into facility needs Perkins+Will conducted two half-day visioning workshops attended by the district administration, building principals and others key building faculty. The first workshop started with a look to the future focusing on societal changes that should be considered when establishing over-arching district facilities goals. The second half reviewed educational trends and concluded with a SWOT (strength, weaknesses, opportunities and threats) analysis of each of the schools performed by the attendees.

The second meeting began with a recap of the information developed in the previous meeting. Common themes were identified and a series of guiding principles were developed. These were later reviewed with the Facilitating Team and refined in to their final version shown below. The guiding principles would serve as a lens through which our design team analyzes each school facility relative to the educational adequacy described later in this section.

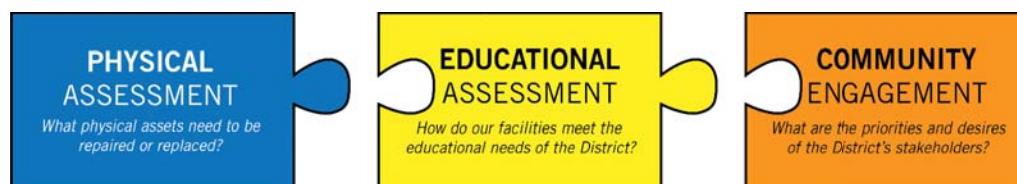
Guiding Principles

All Recommendations Should . . .

- ...create environments that are flexible for current and future educational needs
- ...encourage collaboration within the classroom, school, across the District, and with the world beyond
- ...inspire learning and engagement for students, staff, administration and the community
- ...provide a safe, accessible and healthy environment
- ...provide District-wide continuity of experience and resources
- ...provide students with the essential opportunities to develop future ready skills

Assessments

As a starting point for the facilities master planning process, detailed physical and educational assessments were completed for each of the District's facilities. Together these assessments, along with the community engagement stakeholder input, inform the development of facilities master plan solutions.



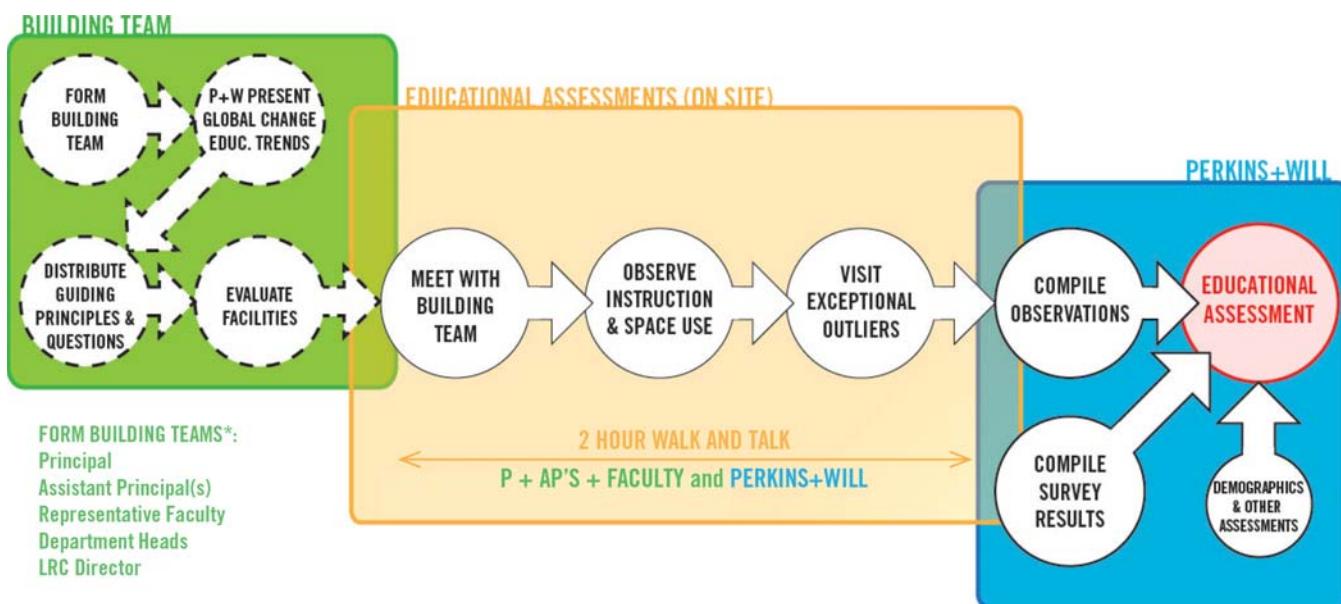
Project Process

Physical Assessment

The physical assessment involved a review of each building and site in regards to its condition, life cycle, required upgrades, repairs, maintenance, and general efficiency. It was supported by a visual survey of the building exterior including walls, windows, doors, roofing, fascias, soffits, etc. The classrooms, hallways, bathrooms, gymnasium, auditorium and other significant spaces were reviewed during the interior assessment. Rounding out the assessment was a general review of each building's mechanical, electrical and plumbing systems, including identification of existing building systems' type, age, life expectancy, anticipated general maintenance, and anticipated replacement year. (Reference Section 03 and the Appendix of this document for the detailed physical assessments.)

Educational Assessment

The educational assessment was kicked off with a visioning session held with a small group of District Administration, building Principals and other key building faculty members in order to establish overarching district facilities goals. With these goals in mind, Perkins+Will toured each school with its Principal and other relevant district staff. While at a facility, Perkins+Will team members took extensive field notes and photographs to record components that support or detract from the educational goals of the facility. Important among the areas investigated are: classroom size and features; programmatic adjacencies; safety and security features; etc. We also discussed other functional aspects of the building such as student traffic during class changes, and any other daily processes that might be forced on building occupants by an unresponsive or limited facility. In addition to these tours, input was also received from Faculty Surveys, Building Team meetings and Students Engagement as described in the following pages. All of these sources of input contributed to the development of the educational assessments. The graphic below helps illustrate the process involved in developing the educational assessment over time from all these various sources. (Reference chapter three and the Appendix of this document for the detailed educational assessments.)



PROJECT OVERVIEW

Project Process

Faculty Surveys

On November 4th and 6th in 2015, Perkins+Will gave a short presentation on Trends in Education to the faculty at each of the District's four schools along with an overview of the Facilities Master Plan process. After that presentation, a survey was sent out to all faculty with nine questions asking them to rate their facilities in different areas of educational adequacy. In addition to the faculty survey, a second survey was distributed to the classified staff in order gain as broad a perspective on both the educational and functional adequacy of the existing facilities. (Reference the Appendix of this document for the summaries and detailed responses to these surveys.)

Building Teams

A focused set of Building Team meetings was conducted with a small representative group of faculty members and the principal at each of the facilities to discuss educational issues. The building teams shared their insights into the educational deficiencies the facilities imposed upon their daily activities. They also identified desired qualities and functions to be included in master plan options. After the individual building team meetings several additional meetings were held with the combined Building Teams from each of the Elementary Schools and the Junior High Schools. These meetings were focused on educational impacts and implications various potential facility master plan options might have on educational delivery. While these discussions were focused more on potential solutions, they did offer more insights into the educational challenges posed by the existing facilities.

Student Engagement

Separate meetings were conducted at each of the schools, except Tate Woods, with a small group of students where the students were asked to identify deficiencies and desired improvements to their facilities. Several large scale prints of the school's floor plan was provided and the students were encouraged to write on the plans describing specific issues that affected their experiences during the school day.

Community Outreach

The District utilized a variety of ways to communicate with the community in order to spread the word about Vision 202 Chapter Two, as listed below. Some images of the various publications used to communicate are included in the Appendix of this document.

- Handouts
- Community Posters
- Backpack Flyers
- Key Figure Invitations
- Media Publications
- Community Partnerships
- Local Signage
- Facebook
- Twitter
- eNewsletter
- Email
- vision202.org

Project Process

Community Engagement Session One

This engagement session included an overview of the upcoming Community Engagement and Facilities Master Planning process, and a presentation on the results of the Physical Assessment of District Facilities. The participants were then asked to discuss each of the facilities and identify positive features and desired changes. Additional detailed information is provided in the agenda outline below. The entire presentation is included in the Appendix of this document as well as the verbatim responses provided by each table of participants.

1. Recap Vision 202: Chapter One
 - Highlight Sessions 1-5 Topics
 - Recommendations 4.1 & 4.6 identified need for Facility Master Plan:
 - 4.1 Facilities Master Plan - Assess the needs of all District buildings and grounds for current and projected instructional programs and services during the Facilities Master Plan process.
 - 4.6 Future Facilities Research - Analyze the long term educational and economic value of renovating, re-purposing, and/or building a new school for grades Pre-K through 5.
2. Overview of Vision 202: Chapter Two
 - CES 1: Physical Condition of Facilities
 - CES 2: Educational Alignment of Facilities
 - Facility Open House Tours
 - CES 3: Review & Evaluate Facility Options
 - CES 4: Financial Implications of Facility Options
 - CES 5: Key Findings & Recommendations
 - Board of Education Review and Approval of Facility Master Plan
3. Presentation: Physical Condition of District Facilities
 - Master Planning Process Overview
 - Existing Facilities and Student Transitions
 - Physical Assessment Highlights per Facility:
 - Significant Cost Items
 - Total Estimated Budget Costs for Priority 1 (1-3 years), Priority 2 (3-5 years) & Priority 3 (5-10 years)
 - See Appendix for Physical Assessment Summaries and Detailed Schedules
4. Small Group Work Activity / Reporting
 - Identify Positive Building Features and Desired Building Changes per Facility under the following categories:
 - Building Interior
 - Building Exterior
 - Site Grounds
 - Safety / Security
 - Parking / Lighting
 - Other
 - Each table reported out to the group at large the highlights of the table's information
5. Preview of Next Session (CES #2)
 - Facilities Open House Dates:
 - February 20, 2016 - Senior High & Tate Woods
 - February 27, 2016 - Schiesher & Junior High
 - Educational Assessment of District Facilities

PROJECT OVERVIEW

Project Process

Community Engagement Session Two

Key findings from CES #1 group activities were shared prior to the main presentation. This engagement session focused on the Educational and Functional Adequacy of the District's Facilities. The participants were then asked to discuss each of the facilities and identify what resonated with them from the presented material and to provide ideas for consideration during the Facility Master Plan Options development. Additional detailed information is provided in the agenda outline below. The entire presentation is included in the Appendix of this document as well as the verbatim responses provided by each table of participants.

1. Key Findings from CES #1

- Summary of Total Estimated Budget Costs associated with Physical Assessment
- Highlight Common Positive Building Features and Desired Building Changes
 - See Appendix for Executive Summaries of Key Findings from CES #1

2. Presentation: Educational Alignment of District Facilities

- Inspiring Trends in Education:
 - Creativity & Collaboration
 - Media Centered
 - Flexibility & Agility
 - Scalability
 - Evidence & Artifacts
- Educational / Functional Assessment Highlights per Facility under the following categories:
 - Early Childhood
 - Special Services
 - Small & Large Group
 - Science & Other Labs
 - Instructional Technology
 - Functional Sizing
 - Building Security
- 21st Century Learning Environments
 - Share recent examples of educational environments in each of the categories listed above

3. Small Group Work Activity / Reporting

- List what resonated with the table group regarding:
 - Trends in Education
 - Educational Assessment
 - Facility Possibilities
- Provide ideas and suggestions for CES #3 Facility Master Plan Options
- Each table reported out to the group at large the highlights of the table's information

4. Preview of Next Session (CES #3)

- Facilities Open House Dates:
 - February 20, 2016 - Senior High & Tate Woods
 - February 27, 2016 - Schiesher & Junior High
- Review & Evaluate Facility Options



Project Process

Facility Open House Tours

Community members were invited to visit each of the four school on two separate dates. Each of the schools hosted community members and led them through the facility. During the tours the school principals highlighted several of the most prominent issues imposed upon the students and faculty due to the current status of the existing facilities. These tours allowed the community first hand experience of the issues presented during Community Engagement Sessions #1 & #2.

Community Engagement Session Three

Key findings from CES #2 group activities were shared with the participants. The participants were asked to focus their considerations of the Facility Master Plan options toward the number of elementary school(s), one or two, and location of those elementary school(s). Some research was shared with the participants as additional background information when they were reviewing the options. The participants were then asked to discuss within their small groups each of the facility options and identify the group's top three preferred options listing advantages and concerns. Additional detailed information is provided in the agenda outline below. The entire presentation is included in the Appendix of this document as well as the verbatim responses provided by each table of participants.

1. Key Findings from CES #2
 - Highlight common ideas that resonated with the participants of CES #2
 - List themes from suggestions provided for Facility Master Plan options
 - See Appendix for Executive Summaries of Key Findings from CES #2
2. Facility Considerations
 - Anticipated costs associated with identified Physical Assessment items
 - Focus review of options on number of Elementary Schools and Location
 - Relevant research on varying grade configurations
 - Impact of the options on a variety of categories regarding students, staff and parents
3. Presentation: Review & Evaluate Facility Options
 - Options organized in two categories:
 - Two Elementary Buildings at various sites
 - One Elementary Building at various sites
 - Eight Options presented identified as A-H
 - See Appendix for Options Summaries
4. Small Group Work Activity / Reporting
 - Individual Group Members Select Preferred Options
 - List Advantages and Concerns as well as additional questions or feedback related with each Option
 - The Group Selected Preferred Options based on the sums of the Individual Group Member Selections
 - Each table reported out to the group at large the highlights of the group's information
5. Preview of Next Session (CES #4)
 - Financial Implications of the Facility Options

PROJECT OVERVIEW

Project Process

Community Engagement Session Four

Key findings from CES #3 group activities were shared with the participants, as well as the anticipated funding available to the District for implementation of any Master Plan solution without requiring a referendum. Construction timeline and site logistics were presented for each of the top three preferred options identified in CES #3. The participants were asked to rank those three options in order of preference prior to budget information being provided. After the initial ranking, estimated program budgets were presented, and the participants were asked to prioritize the options again to see if the financial implications impacted their preferences. In addition to the table groups prioritization and commentary, each of the participants were asked to individually rank and comment on each of the options in order to ensure each attendee's voice was heard. Additional detailed information is provided in the agenda outline below. The entire presentation is included in the Appendix of this document as well as the verbatim responses provided by each table of participants.

1. Key Findings from CES #3

- Three Options preferred by participants of the Eight Options Presented at CES #3
- Themes from participant feedback on the three preferred Options
 - See Appendix for Executive Summaries of Key Findings from CES #3
- Responses to CES #3 participant questions

2. Financial Implications

- Review of funding intended for physical and educational improvement projects at Senior High and Junior High for next ten years
- Identification of anticipated funding available for Master Plan Option for Elementary Schools

3. Presentation: Facility Options & Logistics

- The following was presented for each of the three preferred Options C, F & G:
 - Timeline for demolition and construction activities
 - Logistical implications of phasing construction at Schiesher site
 - Potential future expansion of school buildings and parking for each option

4. Small Group Work Activity / Reporting

- Review CES #3 feedback and consider additional advantages and disadvantages for each of the preferred options with the additional construction logistical information
- Prioritize the three options in order of preference by the table group as a whole
- Each table reported to the Facilitating Team members the table's ranking, and all the rankings were collated and displayed to the group at large

5. Presentation: Financial Implication of Facility Options

- Program Budgets were presented for each of the three preferred Options C, F & G broken down as follows:
 - Direct Construction Budget: Inclusive of demolition, building construction, site construction, storm water detention, and site restoration
 - Indirect Construction Budget: Inclusive of contingencies, professional service fees, testing, furniture, and technology
- Options G and F are anticipated to be within the District's available funding sources to implement without a referendum
- Option C is the only option anticipated to require a referendum in order to implement

Project Process

6. Small Group Work Activity / Reporting
 - Re-prioritize the three options in order of preference by the table group as a whole taking the financial information into account
 - Again, each table reported to the Facilitating Team members the table's ranking, and all the rankings were collated and displayed to the group at large
 - Each table reported out to the group at large the highlights of the table's reasoning behind the ranking
7. Preview of Next Session (CES #5)
 - Key Findings & Recommendations

Community Engagement Session Five

An overview of the entire Community Engagement process was presented and the participants were asked to review Executive Summaries of the major themes identified from the CES participants' feedback in order to either confirm their accuracy or identify additional information the participants felt should be added to the summaries. Additional detailed information is provided in the agenda outline below. The entire presentation is included in the Appendix of this document as well as the verbatim responses provided by each table of participants.

1. Overview of Community Engagement Process
 - Highlight content and results of participant feedback from each of the previous Community Engagement Sessions
 - Review top three preferred options, in order of preference, and associated budgets
2. Review of Key Findings & Recommendations
 - Desired Facility Characteristics
 - 1.1 Flexibility
 - 1.2 Technology Ready
 - 1.3 Security
 - 1.4 Collaboration
 - 1.5 Work Spaces
 - 1.6 Transitions Between Buildings
 - 1.7 Learning Environments
 - Key Facility Considerations
 - 2.1 Option G – First Choice Option
 - 2.2 Option F – Second Choice Option
 - 2.3 Option C – Third Choice Option
 - 2.4 Elementary Grade Configuration
 - 2.5 School Location
 - 2.6 Financial Considerations
 - 2.7 Drop-off/Pick-up Logistics
 - 2.8 Advantages & Disadvantages of the Facility Options
 - Detailed descriptions of the Key Findings & Recommendations are included in Section 04 of this document
9. Small Group Work Activity / Reporting
 - Review executive summaries of each CES's participants feedback
 - Confirm the executive summaries covered the major themes for each CES, or
 - Identify any items missing from the executive summaries
 - Each table reported out to the group at large as to whether they felt the executive summaries accurately captured the major themes from all the CES's or if there was additional information that should be included

PROJECT OVERVIEW

Project Process

Board of Education Presentation, July 25, 2016

The Board was given an overview of the Facilities Master Plan process and results, including the physical and educational assessments, community engagement sessions, and the key findings and recommendations. After the overview of the process, the Board was walked through the Facilities Master Plan Report document and next steps. Additional detailed information is provided in the agenda outline below. The entire presentation will be included in the Appendix of this document.

1. Executive Summary

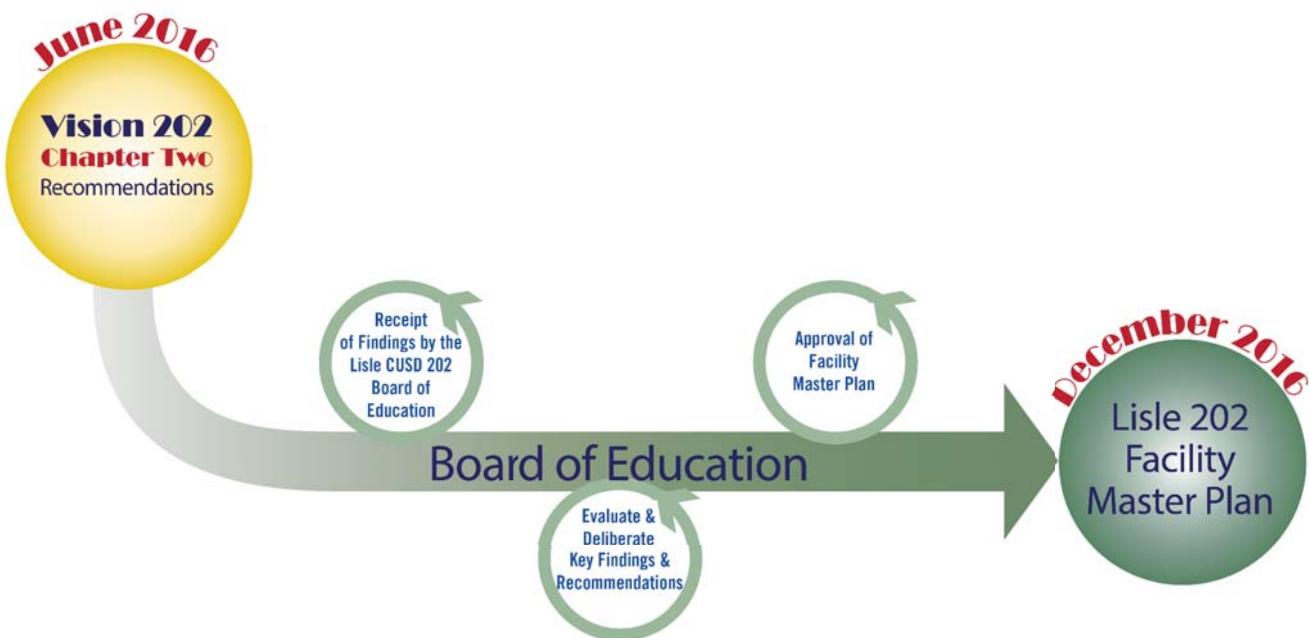
- Board Charge
- Physical Assessment
- Educational Assessment
- Community Engagement Sessions
- Vision 202 Chapter 2 Key Findings & Recommendations

2. Draft Facilities Master Plan Report

- Document Navigation
- Overview of Sections 1-6
- Facilities Options (Section 04)

3. Next Steps

- FMP Report Review
- Special Board Meeting to Request Clarifications, Ask Questions, Provide Direction toward Final FMP Report
- Approval of Final Facilities Master Plan



(The Appendix of this report contains all of the community engagement session and board of education presentations, executive summaries of CES participant feedback, verbatim responses of CES participant feedback, as well as other information created throughout the Facility Master Planning process that is not otherwise documented in this report. Refer to the table of contents for a complete listing of documents included in the Appendix.)

SECTION 02. PROJECT CONTEXT



PROJECT CONTEXT

District Information

LISLE COMMUNITY UNIT SCHOOL DISTRICT 202

Vision Statement

Lisle Community School District #202 believes that we must provide an educational environment which grants each student access to the highest quality and richest variety of integrated educational experiences, within our means. This environment will be created with the assistance of students' families, local businesses, educational agencies, and community and support groups. Our goal is continuous, measurable improvement, and excellence in the education of our students.

Mission Statement

To promote excellence in the Lisle Community Unit School District #202 Schools by providing a challenging, comprehensive, and viable educational program for all students, that will lead to the attainment of knowledge, competencies and skills, which, upon completion, will enable our students to be college and career ready, successful life-long learners, and productive members of society.

Beliefs

- **Student Focus:** Students share in the accountability for their own success.
- **Excellence:** We are committed to approaches and practices which maximize the educational impact for students.
- **Continuous Improvement:** Continuous school improvement is necessary to improve student achievement and understanding of their intellectual, social, and cultural differences.
- **Accountability:** We focus on results reflecting and balancing the needs and interests of students and all stakeholders.
- **Teamwork:** We work together to achieve District goals.
- **Service:** We believe educators should be responsive to students, parents, and the community.
- **Fiscal Responsibility:** Resources must be provided and managed in a fiscally responsible manner.

PROJECT CONTEXT

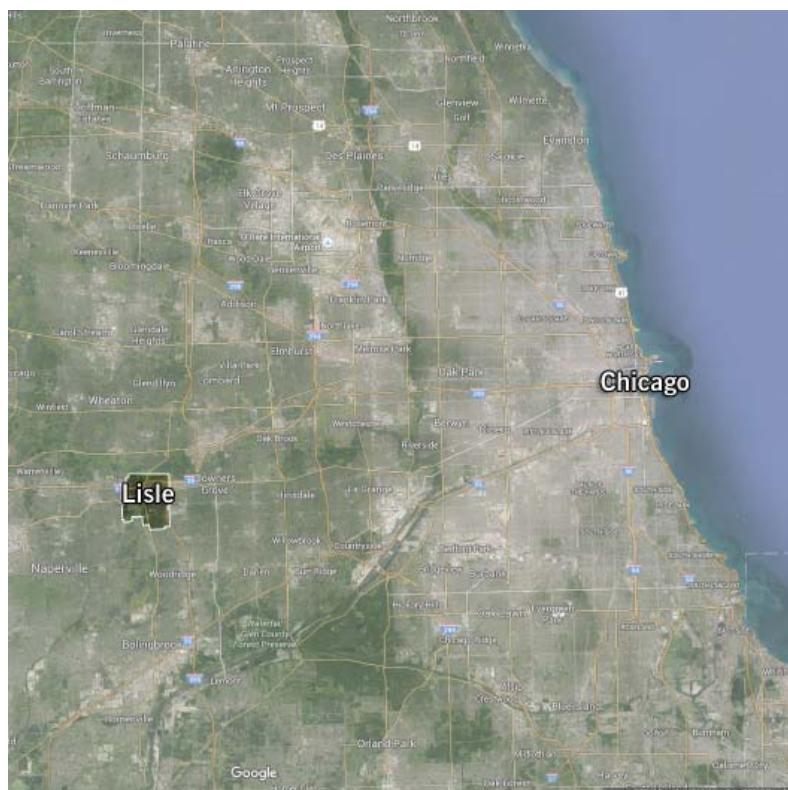
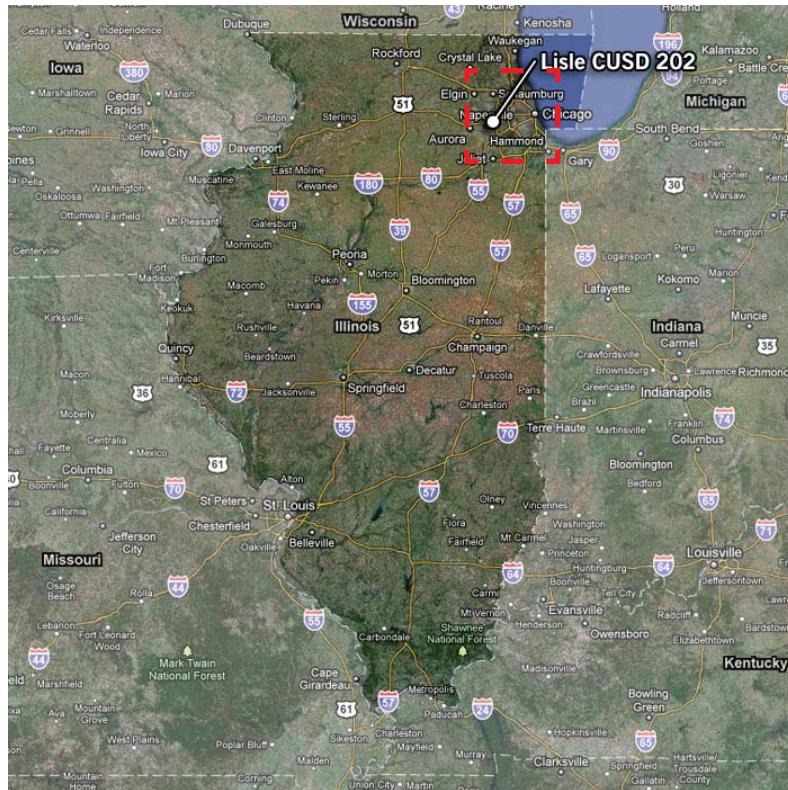
Regional Information

The Lisle Community Unit School District 202 is located in DuPage County in northwestern Illinois, approximately 25 miles west of Chicago. The District mainly serves the Village of Lisle with a small portion of Downers Grove to the east and various pockets of unincorporated areas.

Data sources from census 2010

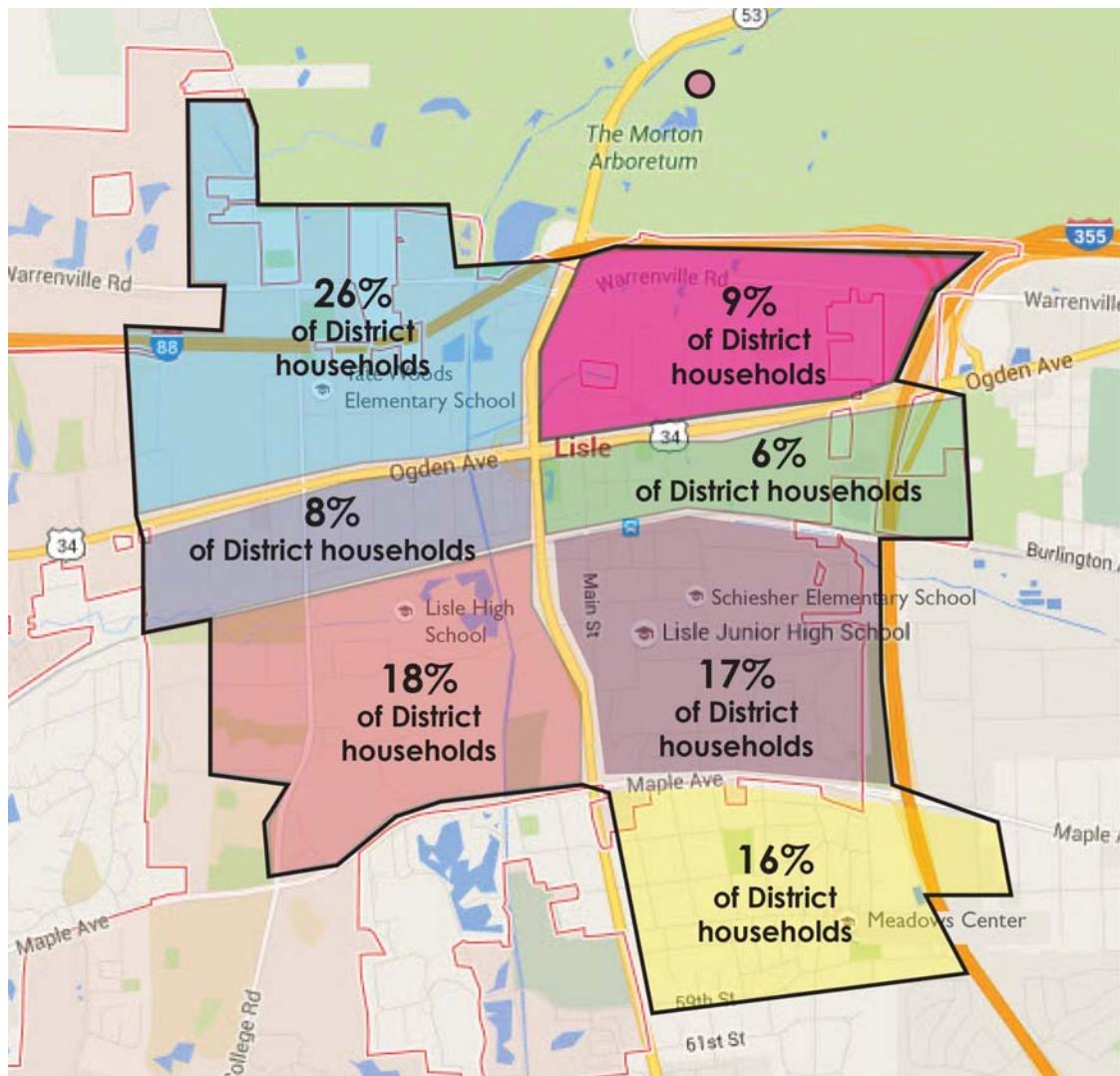
Lisle Community Unit School District 202

Area (square miles)	5.77
Total Population	13,642
Total Housing Units	6,602
Total Households	6,087
Family Households	3,395
Non-Family Households	2,692
Demographics:	
White	84.75%
African American	5.17%
Native American	0.12%
Asian	6.03%
Pacific Islander	0.04%
Other	1.74%
Two or More Races	2.15%



Student Households

The map below shows the percentage distribution of households with a student or students attending the Lisle CUSD 202 schools during the 2015-2016 school year. The yellow outline indicates the District boundary. Based on the percentages below the dividing lines of Route 53 and the BNSF Metra line divides the number of student households into approximately 50% north versus south and east versus west.



Based on 2015-2016 school year attendance

PROJECT CONTEXT

Current Facilities



Lisle District Administration Center

5211 Center Avenue
Lisle, Illinois 60532
t 630.493.8000
f 630.971.4054
www.lisle202.org



Tate Woods Elementary School

1736 Middleton Avenue
Lisle, Illinois 60532
t 630.493.8050



Schiesher Elementary School

5205 Kingston Avenue
Lisle, Illinois 60532
t 630.493.8000



Junior High School

5207 Center Avenue
Lisle, Illinois 60532
t 630.493.8200



Senior High School

1800 Short Street
Lisle, Illinois 60532
t 630.493.8300



Meadows Facility

Kindi Academy
5801 Westview Lane
Lisle, Illinois 60532
t 630.560.4900

Boundaries & Transitions

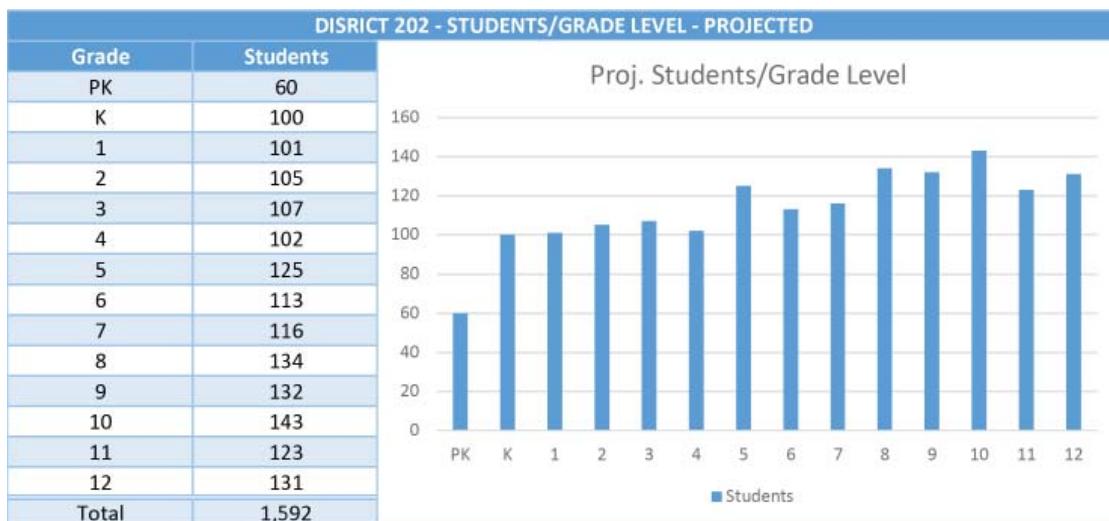
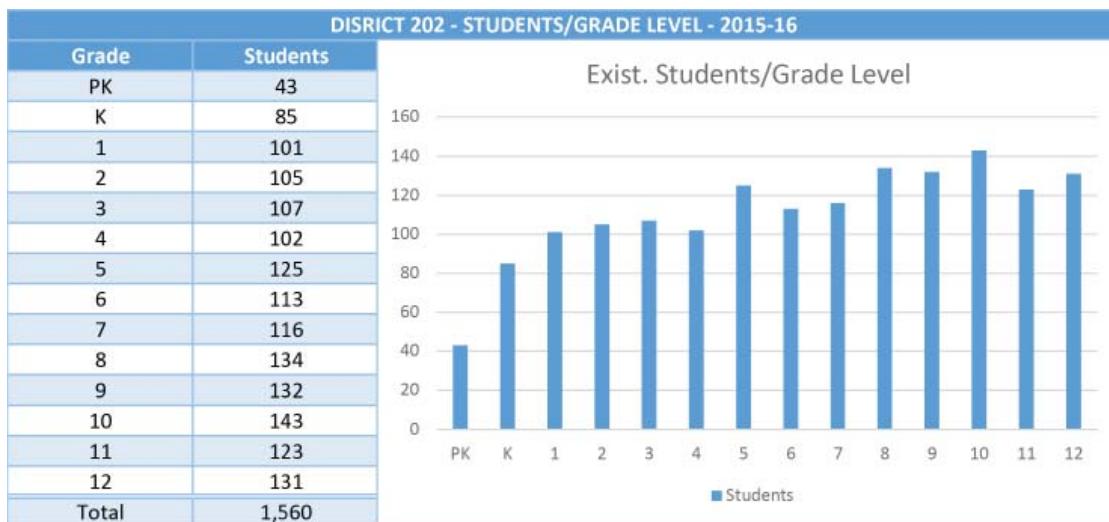
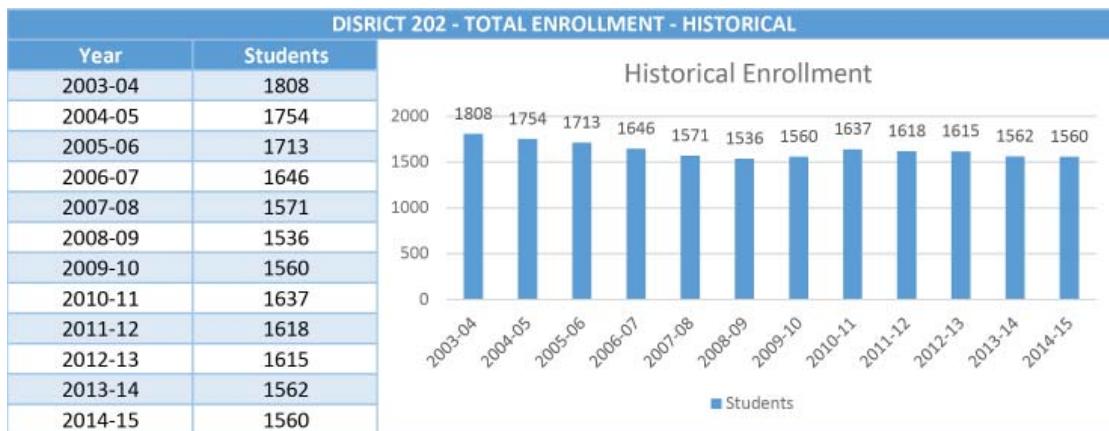
The map below shows the location of all the District's facilities within the yellow line of the District boundary. The grade levels and number of students at each of the facilities is shown to the left. The white arrows show the student transitions between each of the facilities as they progress from Prekindergarten through 12th grade.



Student counts are from the 2015-2016 school year

Enrollment

The graphs below shows the enrollment for the District; historic, current (2015-16 school year) and projected. The projected enrollment in the bottom graph was utilized for developing the master plan options. It anticipates increases in PK and K students, but otherwise matches the 2015-16 student counts.



Lisle Community Unit School District 202

Continuous Improvement Framework

To ensure all Lisle School District students graduate with the skills and knowledge necessary to succeed in the 21st Century, we will focus on the essential elements outlined in the Continuous Improvement Framework. The Framework was developed from research-based best practice, recommendations from the **Vision 202** Community Engagement process, and our commitment that every student will have the academic, creative problem solving, and social emotional skills to be successful in college and their careers.

Vision 202
Listening • Learning • Leading

Student Achievement	Programs & Services
District Finances	Facilities

See www.vision202.org for the more information on the Vision 202 Statements of Recommendation

Teaching and Learning

Establish systems at the District and Building levels to support and deliver high-quality teaching and learning.

- A. Utilize a **standards-aligned curriculum** that defines a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers in the 21st Century.
1.2 · 1.3 · 1.5 · 2.4 · 2.6 · 2.8
- B. Employ **instructional practices** that are evidence based and differentiated resulting in improved outcomes for all students.
1.5
- C. Develop and use standards-aligned **formative, interim and summative assessments** that provide the necessary data to make informed decisions to improve student learning and staff practices.
1.4
- D. Encourage student growth in **social & emotional development, cultural awareness, and global perspective**.
1.6 · 1.7 · 2.5

Educator Quality and Support System

Provide effective systems of support for students and staff that promote quality learning experiences.

- E. Recruit, employ, retain, and assign **highly qualified teachers, administrators, and support staff** who are able to improve and support quality instruction.
3.4
- F. Provide high quality, job-embedded, on-going mentoring and **professional development** for district and school staff aligned to teacher and student needs.
1.1 · 3.3
- G. Utilize a teacher and administrator **evaluation system to improve educator effectiveness** that incorporates both professional practice and student growth.
1.1
- H. Implement and use **systems** for collecting, storing, accessing, analyzing, and disseminating school and student-level data.
1.4
- I. Review and expand **programs and services** that support students' academic, cultural, physical, behavioral, and social & emotional needs.
1.3 · 2.1 · 2.4 · 2.5 · 2.6 · 2.8

District Finances

Maintain long-term financial stability through effective management of District resources.

- J. Effectively and efficiently **manage fiscal resources** through policies and practices that promote fiscal stability, financial accountability and ensure District goals are adequately supported.
3.1 · 3.2 · 3.6
- K. Provide **regular financial updates** to the community.
2.5
- L. Continue to **collaborate with other agencies** such as the Village, Park District, Fire District, Library and other school districts to pool resources and reduce or restrict spending.
4.2
- M. Explore **alternate revenue sources** such as grants, when available, to support District needs.
3.1 · 4.1 · 4.3 · 4.4 · 4.5 · 4.6

Learning Environments

Provide safe, secure and well maintained learning environments that support student learning.

- N. Maintain a **safe and effective classroom learning environment** that addresses factors that impact student achievement.
1.6 · 1.7 · 2.2
- O. Ensure that essential **safety, security and accessibility** are present at each facility.
2.3
- P. Develop a **Facility Master Plan** that identifies and prioritizes district-wide facility needs to enhance and support educational programs and safety.
4.2
- Q. Expand the **District's technology infrastructure** to an appropriate level to support future needs of students and staff and the devices they will employ.
3.1 · 4.1 · 4.3 · 4.4 · 4.5 · 4.6
- R. Collaboratively engage in a **culture of honesty and trust** that supports high-expectations and professionalism among staff, parents, students, and stakeholders.
2.7 · 3.5

Parent, Community, & Stakeholder Engagement

Stay connected with our community to determine priorities, foster partnerships and promote learning.

- S. Continue to utilize **communication and engagement mechanisms with families** to assist them in supporting and participating in the learning process of their students.
1.1 · 2.3
- T. Consider and address **recommendations from the Vision 202 community engagement sessions**.
- U. Continue to utilize **two-way communication processes** with all District stakeholders to collaborate on decisions that impact the future of the District.
1.1 through 4.6
- V. Remain committed to **highlighting student and staff achievements** through various media.
1.1 through 4.6

Framework based on the Illinois Center for School Improvement Model

SECTION 03. FACILITY ASSESSMENT

FACILITY ASSESSMENT - TATE WOODS

Physical Assessment

DETAILED REPORT

General

In addition to the information provided below regarding the physical conditions of the facility, a detailed, itemized report schedule of observed physical issues within the facility along with accompanying floor plan drawings containing keynote tags identifying the location of each violation have been prepared.

Content

The report schedule identifies specific information related to each individual issue including, but no limited to, location within the facility, general description, work type, estimated budget cost, and anticipated completion date to allow for detailed planning and projection of future work.

Physical Assessment Report Access

The report schedule will be regularly updated by both Perkins+Will and District 202. It will be a living document and an ongoing planning and projection tool for the District's capital improvement projects now and in the future. The current report schedule is included in the appendix of this report for reference.

DESCRIPTION OF EXISTING CONDITIONS

GENERAL

Enrollment

Elementary school Grades Pre-K, 1&2.
249 students.

Construction

Type 2C unprotected (original building); Type 2B protected (2000 addition).

Means of Egress

Adequate in arrangement, size, and protection. Original building not sprinklered West addition for the IMC is sprinklered.

Local Fire Alarm System

Automatic telephone dialer.

Nearest Fire Station

Station #55, 2005 Warrenville Rd., Lisle; 0.9 miles away

City Water

One 4" city water service enters boiler room and serves both sprinklers and domestic. The sprinkler service does have an RPZ type backflow preventor, while the domestic service has no means of backflow prevention.



Main building elevation facing Middleton Avenue



Main administrative office



Typical hallway



Typical classroom

FACILITY ASSESSMENT - TATE WOODS

Physical Assessment



Art classroom



Music classroom



Library Resource Center (LRC)



Multi-purpose room

CONSTRUCTION DETAILS

Year Built

Original building constructed 1959. Additions in 1969, 1972 and 1991.

Window replacement in 1989 and 1999 administrator renovation.

Height

1 story.

Ground Floor Area

32,200 square feet.

Exterior Wall Construction

Original 1959 building – brick face with concrete block back-up

Floor Construction

Ground floor – concrete slab on grade. Finish is typically vinyl, carpet, ceramic tile (toilets & wet areas).

Roof Construction

Single Ply Rubber EPDM fully adhered to mechanically fastened rigid insulation.

Warranty expired 10-21-01

Interior Wall Construction

CMU walls, Exposed wood beam and wood decking.

Interior Finish

CMU walls, Painted brick, Exposed wood beam and wood decking.

Transoms and Ceiling Level Glass

N/A

EGRESS FACILITIES

Grade Exits

Adequate and well arranged

Corridors

Adequate width, height and protection.

Stairways

N/A

Windows

Original windows replaced in 1989. Original building and 1990 window replacement provided windows as secondary means of escape.

Fire Escape

None.

Exit Signs

Exit lights are located in all paths of egress. All exit lights are equipped with battery back-up power.

Physical Assessment

Emergency Lighting

Emergency unit battery pack lights are located throughout the school in all paths of egress.

SPECIAL OCCUPANCIES

Library Center

Separated from remainder of building under non-separated use groups BOCA section 313.1.1.

Gymnasium

Not separated from remainder of building under non-separated use groups BOCA section 313.1.1.

Boiler Room

Located in Room 38 with class '?' fire rated door at entrance.

Storage Rooms

Storage rooms vary in s.f. and are not sprinklered. Rated separation partitions and fire rated doors are required.

UTILITIES

Heating Plant

The building has two Weil McLain hot water boilers. The boilers have a capacity of 664 MBH each. The Boiler/burner units fuel supply piping and devices are in code compliance. The boilers deliver hot water (through a) throughout the facility to heat the spaces.

Heat Distribution

The method of heat distribution is a two pipe hot water piping system. Building convectors, cabinet heaters and classroom unit ventilators provide heating to the spaces. A gas fired self-contained Mammoth multizone rooftop unit provides heat for the learning center wing. The units providing heat are automatically controlled by a Johnson electronic temperature control system.

Ventilation

Ventilation is provided to all student spaces. Unit ventilators and fan coil units provide ventilation to most other areas. The Mammoth Self-contained rooftop unit provides ventilation for learning center wing.

Power exhaust is provided for Toilet Rooms, Janitor's closets, kitchen and other miscellaneous areas. The Kitchen stove is exhausted through an exhaust hood.

Air Conditioning

The entire building has air conditioning which is provided by dedicated air cooled condensing units located on the roof of the building or on grade. The Learning center wing is air-conditioned by the Mammoth self contained rooftop unit.



Computer lab



Exterior lighting could be upgraded to LED for improved performance and operational savings.



Exterior sealant needs to be replaced around vents, doors and windows.



Storage must be supplemented with exterior storage shed.

FACILITY ASSESSMENT - TATE WOODS

Physical Assessment



Roof system is nearing the end of its expected service life.



Windows are residential grade. Should be commercial grade for improved performance and longevity.



Demountable partitions at classrooms surrounding LRC are not ideal for acoustics.



Multiple instances of door handles throughout are not ADA accessible.

Water Heater

Domestic hot water is provided by a Vanguard 75 MBH tank gas fired water heater. The water heater has a storage capacity of 75 gallons. The unit resides within the boiler room. A second 2KW electric water heater is located in the learning center wing janitor's closet and provides hot water for that wing. It has a storage capacity of 20 gallons.

Gas Service

The natural gas service enters the building in a dedicated gas service room. A 4" line then is distributed throughout the building providing gas to the kitchen and the boiler room equipment. The gas service runs exposed in the Boiler Room to the hot water heater and boilers and to other parts of the building.

Electrical Service

The building's electrical service runs underground from an exterior utility transformer to an 800A, 120/208V, 3-phase, 4-wire service switchboard located in boiler room. The main switch to the building is an 800A bolted pressure switch with 800A fuses. Distribution sections utilize switch and fuses to feed downstream panels and loads.

Lighting Systems

For the most part, lighting throughout the building is provided by recessed and surface mounted T8 fluorescent fixtures. A small amount of incandescent lighting is located in closets. There are only a few occupancy sensors installed throughout to automatically shut lights off.

Plumbing

One 4" city water service enters boiler room and serves both sprinklers and domestic. The sprinkler service does have an RPZ type backflow preventor, while the domestic service has no means of backflow prevention.

There are adequate numbers of plumbing fixtures throughout the building. The fixtures are newer and in good condition.

Some piping is building original galvanized piping and should be replaced since numerous repairs have been made.

PRIVATE PROTECTION

A Notifier System 5000 (circa 2005) fire alarm system is installed in the building. This panel accommodates older hard-wired devices as well as newer addressable devices. The main fire alarm control panel is located in the Main Office. A fire alarm annunciator panel is located in the west main entrance vestibule adjacent to the Main Office. The system is supervised and continuous ringing type with pull stations, horns, strobes, smoke and heat detectors and monitors the roof top units where indicated on the drawings. The system has battery back up.

Physical Assessment

Automatic Heat/Smoke Detection

Automatic heat/smoke detectors are installed throughout the building in areas required by code. Much of the building appears to have older non-addressable detection devices.

Sprinkler Piping

The building is partially protected by an automatic sprinkler system. The new, two classroom wing is protected and is served by a 4" riser. The riser does contain an RPZ type back flow prevention device. The Siamese connection is located on the parking lot side of the new addition.

Fire Extinguishers

Portable fire extinguishers are located as indicated on the drawings. These extinguishers and their location meet all code requirements.

SECURITY SYSTEM

There is a local Aiphone intercom located at the front entrance with an electric strike at one door. The school also utilized a card access system on exterior doors.

ASBESTOS ABATEMENT

Not tested

LEAD BASED PAINT

Not tested

PAVING

Drives, parking lots, and sidewalks are in good condition.



Major electrical equipment is original to building and beyond life expectancy.



Majority of plumbing piping is original to building and should be replaced.



Some penetrations through rated walls are not properly sealed with rated assemblies.



Major mechanical equipment is original to building and beyond life expectancy.

FACILITY ASSESSMENT - TATE WOODS

Educational Assessment



Circulation through building is not ideal



Observations - Early Childhood



Undersized space and lack of acoustical and visual separation impairs instruction by the multiple teachers, aides and specialists working within the space.



Storage is insufficient storage for necessary equipment and thematic curriculum materials. Program would benefit from shared storage.

SCHOOL OVERVIEW

Tate Woods is a 249 student Pre-K, 1-2 elementary school. The pre-kindergarten program is the initial entry point for children entering the district at the pre-k level. It also receives kindergarten students from Schiesher Elementary School.

The transition from Tate Woods, to Schiesher, then back to Tate Woods, then back to Schiesher is inefficient and creates excessive transitions for students during their early development.

The original building was built in 1959 with a major addition/renovation constructed in 1969, 1972, 1991, and 1998.

The total building area is approximately 32,200 GSF.

BUILDING EXTERIOR

Arrival & Dismissal

6 Busses drop-off and pick-up students along the curb and sidewalk south of the building on Middleton Avenue. Parents' drop-off in the parking lot across the street in the morning. Parent pick-up students along the same curb as the busses, but are sequenced ahead of the bus pick-up. Students being picked up by parents must get ready ahead of those students picked up by the buses, which results in lost instructional time. Parent and Bus pick-up in the same location is inefficient.

Parking

Staff and visitor parking is accommodated in the parking lot south of the school. There is some additional staff parking behind the school to the north. Generally there is enough parking provided for staff and visitors at the school. Cars attempting to leave the parking lot during bus pick-up must wait until all the buses leave. There is limited parking for any large events at the school.

Accessibility

All exterior entries appear to be accessible except for those issues identified in the Capital Improvement Report Schedule, which mainly include clearances at doors and door hardware.

Outdoor Spaces

There are no outdoor educational spaces currently utilized by the building. The green area to the east of the building is used for outdoor P.E. and recess, but also has potential for use as an educational outdoor space, but it is not enclosed to make it more secure and easier to keep students in this area. Occasionally students will wander or run out of this area. Enclosure, improved seating and a more intentional layout of this area would likely improve utilization.

Educational Assessment

The playground equipment is adequately sized for first and second grade students. It is not appropriately sized for the Pre-K students. Additionally the Pre-K classrooms are on the other side of the building. Pre-K students need easy access to outdoor playground equipment appropriately sized for them.

GENERAL BUILDING LAYOUT

Pre-K and special classroom occupy the southwestern classrooms. Music and Art are in the northwestern corner off the back hallway. The first and second grade classrooms are along the eastern corridor and surrounding the LRC. The interior courtyard is utilized primarily to provide daylight to the two first grade classrooms to the south of it. It is also used during good weather for reading and butterfly release and study.

The cafeteria, gymnasium and building administration are centralized. The LRC is easily accessible by those classrooms surrounding it. Classes are generally grouped throughout the building by grade level.

Building finishes are generally consistent with the age of the building and need periodic replacement. Circulation corridors are not laid out efficiently due to the sequencing of additions to the school. Art and music rooms are isolated and the back corridor is narrow.

Toilet facilities are provided near the main entrance and east of the gymnasium.

ACADEMIC & OTHER SPACES

Classrooms

The Pre-K classrooms are very undersized based on current standards. The Pre-K curriculum is thematic and requires easily accessible storage for activities associated with the various themes. There is no changing space. Changing and diapering must be done on the floor in a corner of the classroom.

All typical classrooms are all also undersized based on current standards.

Lack of space restricts ability to build and create projects. No space for long term projects to remain set up. This is typical of all classrooms, including Pre-K. Spaces do not allow for acoustical and visual separation when working individually with students or small groups.

Science labs are held in the multi-purpose room. Science materials are currently stored at the Meadows building.

Art & Music

Art is undersized with a need for additional material and project storage. The Art room has minimal access to natural daylight. The program is limited by the amount of space and the availability and type of storage. The size and furniture limitations do not easily allow for small group work.



Individual toilet rooms are not accessible and lack space for diaper and clothes changing, which is done behind a screen on floor within classroom.



Observations - Special Services



Program is placed in rooms not designed for its needs. Spaces lack acoustical and visual separation needed for working with individuals and in small groups.



Specialists' offices occupy former storage rooms. These are undersized, impairing work with students and collaboration between specialists.

FACILITY ASSESSMENT - TATE WOODS

Educational Assessment



Insufficient space within building requires Physical Therapist to work in hallway near main entrance and main office.



Special Services functions are decentralized hindering collaboration between specialists and increasing travel time resulting in loss of instructional time.



Observations - Small & Large Group



Classrooms need to enable learning in large group instruction, small group instruction, small group collaboration, and individual exploration.

Art & Music (continued)

The music room is very undersized and does not adequately meet the needs of the current program. The music program has insufficient storage for equipment and materials. There are movable partitions in the space to create zones for small groups from other disciplines (math and literacy).

Both art and music rooms are isolated from the remainder of the classroom instructional spaces.

Teachers & Administration

Teachers are assigned to a specific room. The main administrative office area is appropriately located adjacent to the main entrance. The size of the main administrative office is undersized for the functions it houses.

There is minimal space for teachers to collaborate within the school for curriculum development or professional development. What space exists is undersized to suit the needs of the faculty.

Special Education

The Special Education classrooms and offices are undersized in quantity and size for current needs. The SP.ED. programs currently occupy various spaces throughout the building impeding collaboration between specialists. The physical therapist currently works with students in the corridor outside the main office. Where these programs occupy typical classrooms the space is subdivided by furniture. These spaces require more flexibility in the size of groups that occupy the space and the ability for more acoustical and visual separation between the groups.

Ideally these programs would be centrally located between the grade levels in order to most efficiently service all grade levels. Specialists must use the hallway as pull out space as there is not intentionally designed pull out space for any of the classrooms. When specialist need to push-in to classrooms, they need the ability to engage the student within the classroom. Currently space and furniture is restricting the effectiveness of push-ins. When students have to travel to intervention spaces and then back to classroom, there is a lot of lost instructional time.

FUTURE READY LEARNING

Collaborative Space

Students were observed working in small groups within the classroom. There is typically a reading nook / mini-library in each of the classrooms. The inflexibility of the furniture did not allow for easy reconfiguration of the desks to more ideally serve that small group work. The size of the room and the inflexibility of the furniture restrict possibilities for small group activities. There is potential for reconfiguration of the corridors and walls separating the corridor from the classrooms to provide additional small group breakout space.

Educational Assessment

The classrooms surrounding the LRC utilize it as breakout for the students. The teachers in those classrooms have devised very effective processes through the use of music or chimes to signal for the students to return to the classroom. The use of the LRC as breakout eases the burden on the smaller classrooms surrounding it. However, there is no breakout space provided near the other classrooms for similar small group collaboration. While the other classrooms do send students to the LRC, the ease of access and return to those classrooms is not as efficient.

Display Space

Teachers utilize classroom and corridor walls for display of some student work and anchor charts, which are used by teachers to display lesson activities for reference by students. The organization of the display of these items was inconsistent. Wall space and storage can be reconfigured to create better accessibility to each of those items for students and teachers.

There is a lack of space to display 3-D student work and the amount of space for display of 2-D student work can be increased and better organized.

LIBRARY RESOURCE CENTER

The Library Resource Center (LRC) is located in the eastern half of the building. Classrooms surround the LRC and utilize regularly as breakout space.

The LRC has positioned itself as a multi-use space allowing for multiple groups to occupy the space simultaneously. The area south of the LRC has recently been renovated to allow for more individualized instruction and small breakout space as well as small group teacher collaboration.

One of the classrooms adjacent to the LRC functions as a dedicated computer lab with a small area in that room separated out for the ELL teacher. There is also a bank of computers along the west wall of the LRC. Potential one to one initiative at the District will likely reduce need for a dedicated computer lab.

There is a combination of some soft seating along with tables and chairs. The school has recently purchased some alternative seating which are more appropriately sized for the age of the students and allow for movement while seated. The soft seating and other new furniture are light enough to allow for easy reconfiguration. The other tables and stacks are not mobile, restricting flexibility to reconfigure the overall LRC.



Display and storage areas are limited. Ideally student Anchor Chart display would be at eye level and low storage for independent student access.



Library Resource Center (LRC) layout and furniture has been updated to allow for various size group and individual activities to occur simultaneously.



Classrooms surrounding LRC allow for easy access and flexibility. Students are allowed to breakout from classrooms for individual or small group studies.



Observations - Functional Sizing

FACILITY ASSESSMENT - TATE WOODS

Educational Assessment



Classrooms are undersized and furniture is inflexible restricting the ability to reconfigure for large and small group instruction.



Art room is undersized. Storage limitations restrict the types of projects. There is lack of space for long term projects.



Overall lack of office space. Technology office occupies a corner of the LRC. There is no professional space for teachers to prepare and collaborate.



Observations - Building Security

BUILDING SECURITY

Main exterior entry doors were locked and equipped with a video camera and intercom that was connected to the main office. The lock at the main entry was able to be electrically controlled from the main office. Without the use of the security cameras, the main office staff does not have a direct sight line of the main entrance or the immediate interior entryway.

Upon entry to the building, visitors are provided access to the main entry lobby / corridor. They are supposed to travel east to the entry door to the office, where they are asked to sign in with the main office staff. The entry lobby / corridor is not secured and visitors could move into the rest of the school once inside the exterior doors.

There are a total of 4 security cameras at Tate Woods providing surveillance of the building entrance and grounds. The building corridor doors separating it at various points that could be integrated into a building lockdown protocol in order to hinder movement through the building.

TECHNOLOGY

Classrooms were generally equipped with projectors and SMART boards or projectors with pull down screens.

Students are able to access a small number of computers stationed at tables or tablets in some of the classrooms. The dedicated computer stations in the LRC and adjacent dedicated computer lab are the more typical connection points for student interaction with technology. The classrooms do not have the appropriate infrastructure for more tablets, computers or Chromebooks within the classrooms.

Considerations for additional power access and wireless access will need to be addressed as technology tools are added. Some downsides to use of Chromebooks are that students are not able to print from the Chromebooks and there are some desired programs that cannot be run through them. This appears to be less of an issue at this grade level. There will always be program needs that cannot be run on Chromebooks.

STORAGE

Classroom storage should be reconfigured along with display space for student work and anchor charts so the student storage and anchor charts are easily accessible by students, while teacher storage is not. A consistent, organized solution throughout the classrooms would be more ideal. This consistency can span the grade levels as well to allow for easier transitions of students as well as teachers and aides.

Additional building storage is provided throughout the building, but is extremely limited. Currently there is a storage shed building in the northwestern corner of the property. Additional storage is provided at the Meadows building. Storage outside the building is not ideal.

Educational Assessment

FIXTURES, FURNITURE & EQUIPMENT

Classrooms were equipped with furniture of age appropriate scale. Furnishings were generally heavy and inflexible. Furniture is not noisy within the room when it is reconfigured due to the carpeting.

ENVIRONMENTAL QUALITY

Lighting

Typical lighting throughout the school was provided by direct 2x4 recessed, surface mounted or suspended fluorescent lighting fixtures with prismatic lenses. There was no indirect lighting observed within the school.

Natural Light & Ventilation

Most classrooms have access to natural light, though it is limited to a small corner of the room. Windows are equipped with horizontal blinds that allow for individual control.

Classrooms with exterior windows have operable vents for natural ventilation with insect screens. Most exterior windows throughout the building appear to be residential grade rather than commercial grade.

Acoustics

Acoustic control in classrooms was provided by the use of carpet flooring. The unit ventilators and lack of small group breakout spaces were the most significant detractors from classroom acoustic quality. Magnetic walls separating second grade classrooms, while useful for display, do not perform acoustically well.

CONTROLLABILITY OF SYSTEMS

Environmental control of classrooms is by unit ventilators. The classroom have the ability to adjust the control of the mechanical system +/- 2-3 degrees from the set point.

Lighting is controlled by ganged switches at the front of each classroom.



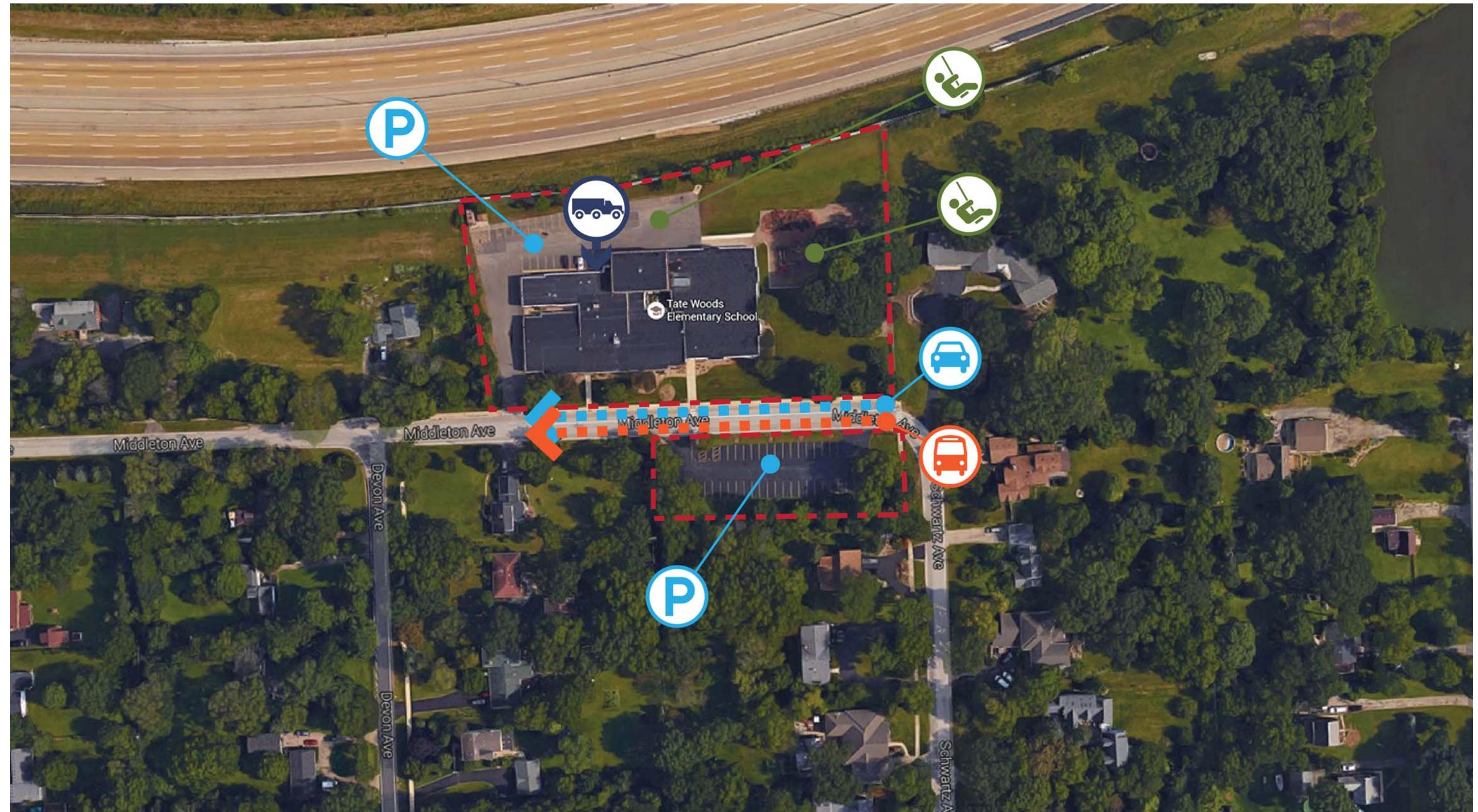
Exterior doors are locked. Visitors are use intercom to be buzzed through. Security cameras monitor the main entrance and entry corridor.



Once inside exterior doors, there is no secure vestibule. Best practices would have visitors directed into office prior to being allowed into rest of building.

FACILITY ASSESSMENT - TATE WOODS

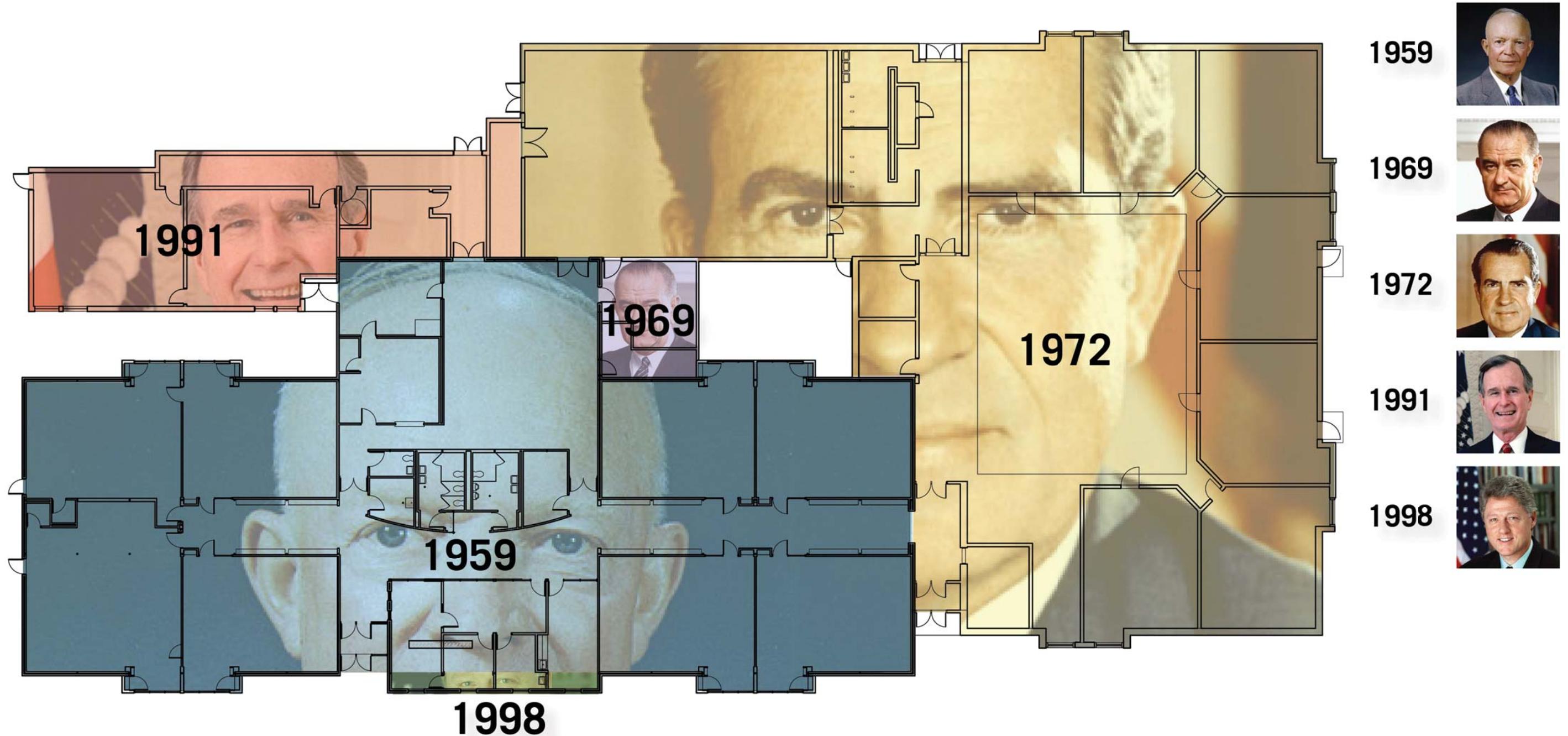
Site Analysis Diagram



Existing Site Diagram

FACILITY ASSESSMENT - TATE WOODS

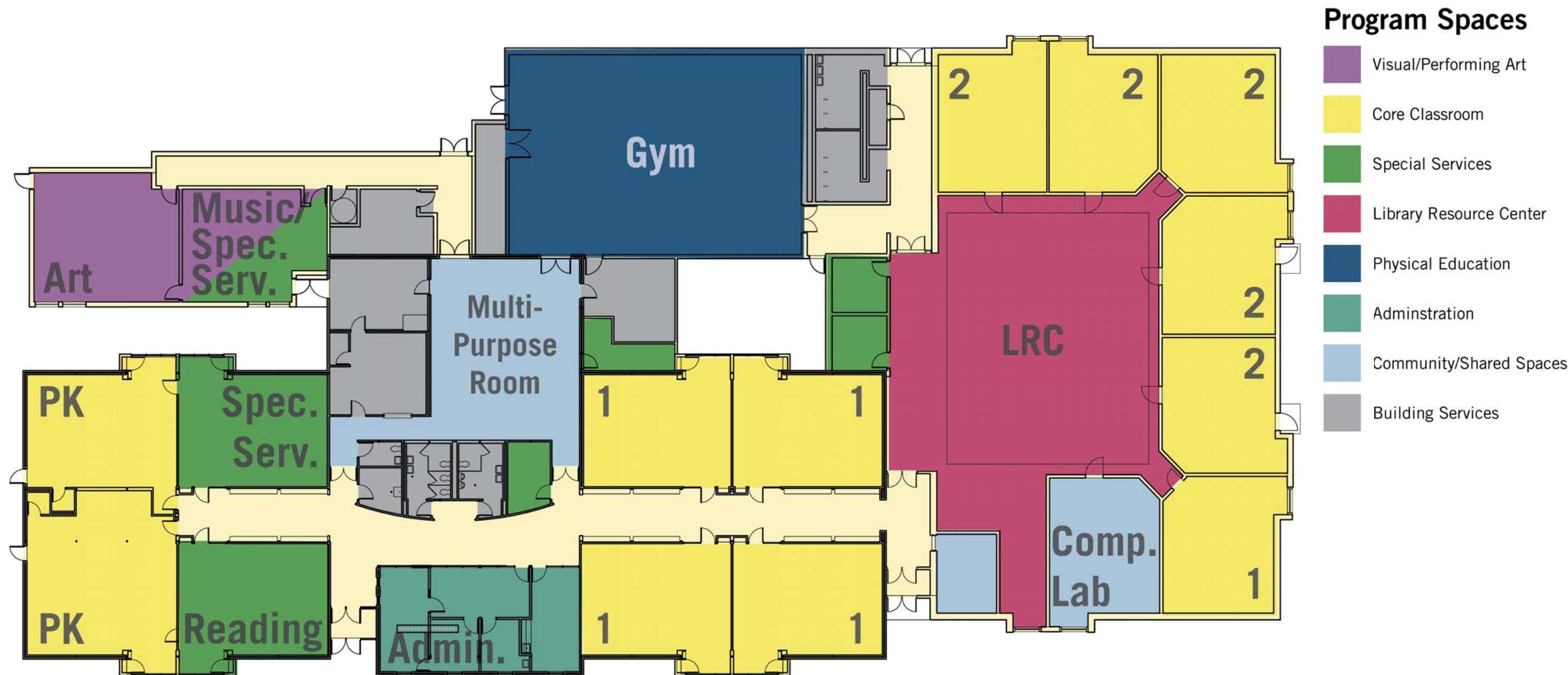
Building Chronology Diagram



Building Chronology by President at time of construction

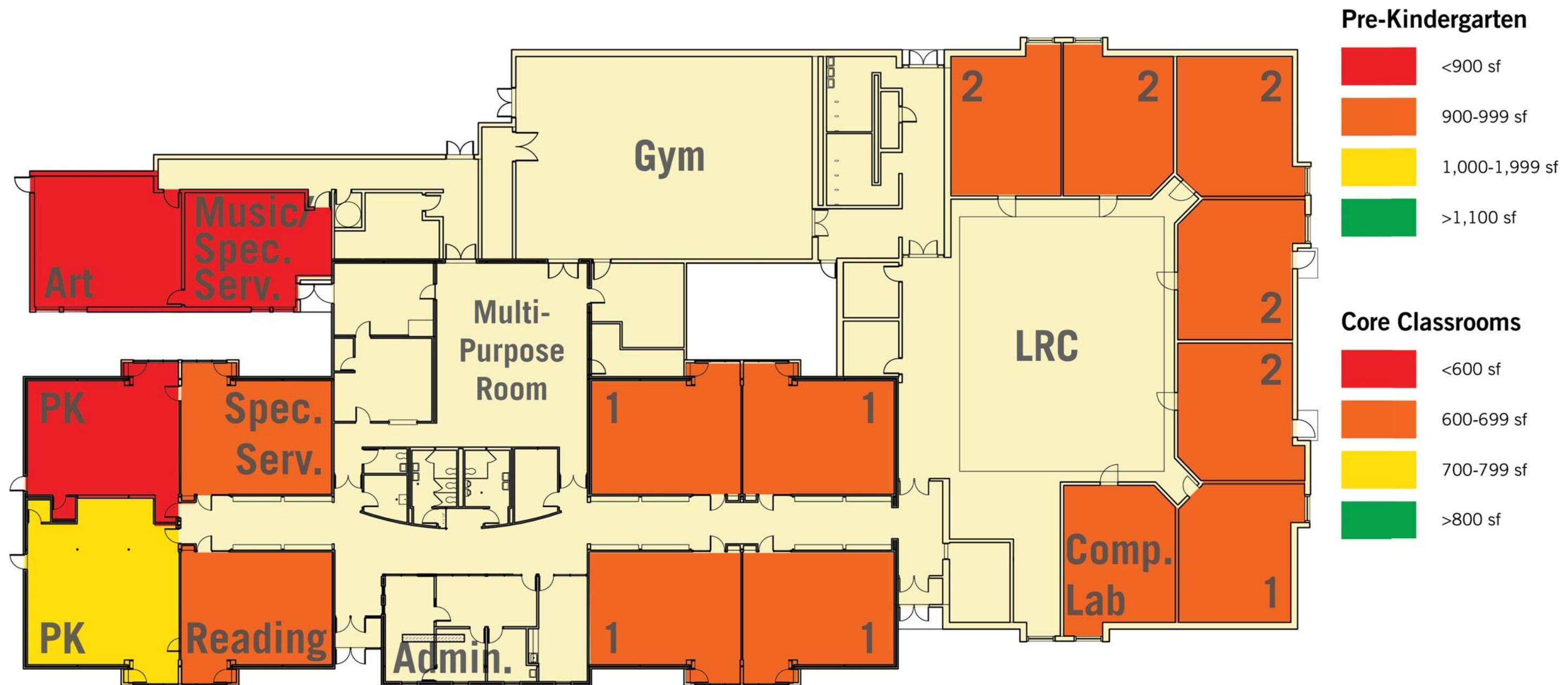
FACILITY ASSESSMENT - TATE WOODS

Program Layout Diagram



FACILITY ASSESSMENT - TATE WOODS

Room Size Heat Map Diagram



FACILITY ASSESSMENT - SCHIESHER

Physical Assessment

DETAILED REPORT

General

In addition to the information provided below regarding the physical conditions of the facility, a detailed, itemized report schedule of observed physical issues within the facility along with accompanying floor plan drawings containing keynote tags identifying the location of each violation have been prepared.

Content

The report schedule identifies specific information related to each individual issue including, but no limited to, location within the facility, general description, work type, estimated budget cost, and anticipated completion date to allow for detailed planning and projection of future work.

Physical Assessment Report Access

The report schedule will be regularly updated by both Perkins+Will and District 202. It will be a living document and an ongoing planning and projection tool for the District's capital improvement projects now and in the future. The current report schedule is included in the appendix of this report for reference.

DESCRIPTION OF EXISTING CONDITIONS

GENERAL

Enrollment

Elementary school grades Special Ed., K, 3-5.
419 students.

Construction

Type 3 unprotected (original building)

Means of Egress

Adequate in arrangement, size, and protection.

Local Fire Alarm System

Automatic telephone dialer.

Nearest Fire Station

Station #51, 1005 School St., Lisle; 1.0 miles away

City Water

There are two water services for this facility one located in boiler room PW102 (1-1/2" meter) the other in boiler room PW142 (2" meter). Each service has a RPZ backflow preventor installed.



Main building elevation facing Kingston Avenue



Main entrance at interior corner of building and back parking lot



Main administrative office



Lower level hallway, Kindergarten & 3rd grade

FACILITY ASSESSMENT - SCHIESHER

Physical Assessment



Upper level hallway, 4th-5th grade



Typical lower level classroom



Typical upper level classroom



Library Resource Center (LRC)

CONSTRUCTION DETAILS

Year Built

Original Building constructed in 1962 as an independent elementary and junior high.

Height

1 story.

Ground Floor Area

55,500 square feet.

Exterior Wall Construction

Original 1962 buildings – brick face with concrete block back-up

Floor Construction

Ground floor – concrete slab on grade. Finish is typically Vinyl, carpet, ceramic tile (toilets & wet areas).

Roof Construction

Original 1962 elementary building, 1964 and 1971 additions – Single Ply Rubber EPDM fully adhered over tectum deck on bulb tees spanning wood beams. 1964 addition.

Original 1962 junior high building – Standing seam metal roof.

Interior Wall Construction

Concrete block

Interior Finish: Painted CMU

Transoms and Ceiling Level Glass

Wire glass

EGRESS FACILITIES

Grade Exits

Adequate and well arranged

Corridors

Adequate width, height and protection.

Stairways

None.

Windows

Original windows replaced in 1990. Original building and 1990 replacement provide windows as secondary means of escape. Secondary means of egress not required for 2000 addition.

Fire Escape

None.

Exit Signs

Exit lights are located in all paths of egress. All exit lights are equipped with battery back-up power.

Physical Assessment

Emergency Lighting

Emergency unit battery pack lights are located throughout the school in all paths of egress.

SPECIAL OCCUPANCIES

Multi-Purpose Room

Not separated from remainder of building under non-separated use groups BOCA section 313.1.1.

Gymnasium

Original building – 12" solid masonry walls. Original doors on hold open.



Gymnasium

Boiler Room

Located in basement with class 'B' fire rated door at entrance.

Storage Rooms

All storage rooms are sprinklered. Rated separation partitions not required.

UTILITIES

Heating Plant

The building has two boiler rooms each with two hot water boilers. The Boiler room PW102 contains two 704 MBH Weil McLain hot water boilers using obsolete Gordon-Piatt burners. Boiler room PW142 contains two 1170 MBH Weil McLain hot water boilers with integral burner. The Boiler/burner units fuel supply piping and devices are in code compliance. The boilers deliver hot water throughout the facility to heat the spaces.

Heat Distribution

The method of heat distribution is a two pipe hot water piping system. Building convectors, cabinet heaters and classroom unit ventilators provide heating to the spaces. The units providing heat are automatically controlled by a Johnson electronic temperature control system.

Ventilation

Ventilation is provided to all student spaces. Unit ventilators and fan coil units provide ventilation to most other areas. An indoor air handling unit provides ventilation for the east gymnasium while an exhaust/intake system provides ventilation for the west gymnasium.

Ventilation (continued)

Power exhaust is provided for Toilet Rooms, Janitor's closets, kitchen and other miscellaneous areas. The Kitchen stove is exhausted through stainless steel exhaust hood.

Air Conditioning

Classrooms utilize unit ventilators with dedicated air cooled condensing units located on the roof of the building or on grade. Office and Library are served by packaged units.



Front parking lot has extensive cracking and is at end of useful life.



Rear parking lot has extensive cracking and is at end of useful life.



Exterior sealant needs to be replaced around vents, doors and windows.

FACILITY ASSESSMENT - SCHIESHER

Physical Assessment



Exterior sealant needs to be replaced around vents, doors and windows.



Roof system is well beyond the end of its expected service life and has extensive ponding issues.



Typical recessed doors do not have adequate ADA accessibility clearance on hallway side.



Several beams have required reinforcing due to deflection from increased loads from ponding over time.

Water Heater

Domestic hot water is provided by gas fired water heaters, one located in each boiler room. Boiler room PW102 contains a State Ultra Force tank type water heater. Boiler room PW142 has a AO Smith tank type water heater.

Gas Service

There are two natural gas services for this facility one located west of the kitchen and another enters the building on the south side. The kitchen gas service has a 2" meter while the south service has a 3" meter. The gas services supply the boilers, water heaters and the kitchen equipment.

Electrical Service

The building has two electrical services. One electrical service runs from an interior utility transformer to a 400A, 120/208V, 3-phase, 4-wire service switch located in Boiler Room PW-102. This service switch feeds a 400A circuit breaker distribution panel. The other electrical service runs underground from an exterior utility transformer to an 800A, 120/208V, 3-phase, 4-wire service switchboard in Boiler Room PW-142. The main breaker in this switchboard is rated at 800A. A distribution section utilizes switch and fuses to feed downstream panels and loads.

Lighting Systems

For the most part, lighting throughout the building is provided by recessed and surface mounted T8 fluorescent fixtures. A small amount of incandescent lighting is located in closets. There are only a few occupancy sensors installed throughout to automatically shut lights off.

Plumbing

There are two water services for this facility one located in boiler room SS-PW102 (1-1/2" meter) the other in boiler room SS-PW142 (2" meter). Each service has a RPZ backflow preventor installed.

There are adequate numbers of plumbing fixtures throughout the building. The fixtures are newer and in good condition.

Some of the plumbing piping is original galvanized piping and should be replaced.

PRIVATE PROTECTION

Fire Alarm System

A Notifier System 5000 (circa 2005) fire alarm system is installed in the building. This panel accommodates older hard-wired devices as well as newer addressable devices. The main fire alarm control panel is located in the west Boiler room. Fire alarm annunciator panel is located in south lobby main entrance adjacent to the Main Office. The system is supervised and continuous ringing type with pull stations, horns, strobes, smoke and heat detectors and monitors the roof top units where indicated on the drawings. The system has battery back up.

Physical Assessment

Automatic Heat/Smoke Detection

Automatic heat/smoke detectors are installed throughout the building in areas required by code. Much of the building appears to have older non-addressable detection devices.

Fire Sprinkler Piping

The building is not protected by an automatic sprinkler system.

Fire Extinguishers

Portable fire extinguishers are located as indicated on the drawings. These extinguishers and their location meet all code requirements.

SECURITY SYSTEM

There is a local Aiphone intercom located at the front entrance with an electric strike at one door. The school also utilized a card access system on exterior doors.

ASBESTOS ABATEMENT

Not tested

LEAD BASED PAINT

Not tested

PAVING

Drives and parking lots are in poor condition and should be re-paved.



Toilet room are not ADA accessible.



Major mechanical equipment is original to building and beyond life expectancy.



Many roof top units (RTU's) are well beyond life expectancy.



Majority of plumbing piping is original to building and should be replaced.

FACILITY ASSESSMENT - SCHIESHER

Educational Assessment



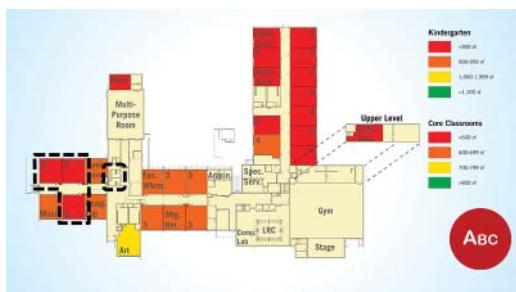
Circulation layout results in increased travel time.



Highlighted areas have congestion and accessibility issues.



Observations - Early Childhood



Kindergarten occupies former elementary classrooms which are undersized per current standards. Shared toilet rooms are down the corridor.

SCHOOL OVERVIEW

Schiesher is a 419 student K, 3-5 elementary school. The kindergarten program is the initial entry point for children entering the district who do not attend the Pre-K program at Tate Woods. It receives third grade students from Tate Woods Elementary School.

The transition from Tate Woods, to Schiesher, then back to Tate Woods, then back to Schiesher is inefficient and creates excessive transitions for students during their early development.

The original buildings were built in 1962 as two separate buildings on the site. One functioning as an elementary school and the other as the junior high school. A major addition was added to the junior high school in 1964. Another major addition was added in 1971, combining the separate buildings into one single elementary school.

The total building area is approximately 55,200 GSF.

BUILDING EXTERIOR

Arrival & Dismissal

8 Busses drop-off and pick-up students within the circular drive south of the building. Parents park in the lot across the street, and the children are walked across the street for drop-off and pick-up. There is a crossing guard at all arrival and dismissal times, however crossing the street for pick-up and drop-off is not ideal. The current layout mixes all three modes of arrival and dismissal, buses, cars and pedestrians. Ideally all three would be separated. There is not sufficient space to house the students in the building during inclement weather. Special transportation for special needs students takes place in the north parking lot, but is not ideal for staff parking entering and exiting.

Parking

Staff parking is accommodated in the parking lots north of the school, both east and west of the old west gymnasium. There is some visitor parking near the main entrance, which is on the north side of the 1971 addition. The parking lot west of Kingston Avenue is also used for visitor parking. Generally there is enough parking provided for staff and visitors at the school. There is limited parking for any large events at the school both during the day and in the evening.

The drive connecting the east and west halves of the north parking lot is a dangerous blind corner and not wide enough for two cars to pass each other. The main entrance is not obvious as it is hidden at the back of the building. Maneuvering around that corner is difficult for deliveries to the school, garbage pick-up, and emergency vehicles.

Accessibility

Most exterior entrances are accessible except for the door near the circular drive. That entrance has a single six inch step preventing wheelchair access. All the classroom doors in the original elementary wing of the building are not accessible due to clearance issue on the corridor.

Educational Assessment

side. The central lower area in the Library is not accessible due to the stair and has no ramp or lift. The stage in the main gymnasium is inaccessible. The small classroom sizes throughout the building are restrictive to anyone using a wheelchair.

The fourth and fifth grade wing is accessible with the use of a stair lift, but this is slow and must be operated while other students are not using the stairs. Therefore disabled student must use the lift before or after passing periods, resulting in lost instructional time. When the lift is not in working condition, a disabled student must travel outside, through the parking lot, to the north exterior ramp, up to entrance door 4 on the north side of the classroom wing in order to access the second floor.

The special services rooms above the gymnasium locker rooms is up an inaccessible set of five stairs.

There are a variety of accessibility issues in the toilet rooms throughout the building, which are identified in the Capital Improvement Report Schedule. The toilet rooms utilized by the kindergarteners are not scaled appropriately for their age. The only truly accessible toilet room is in the Resource classroom. Use of that toilet room disrupts other students working in the space.

Outdoor Spaces

There are no outdoor educational spaces currently utilized by the building. The green area south of the building and east of the circular drive is under-utilized and has the potential for better utilization as outdoor instructional space.

The playground equipment is adequately sized for third through fifth grade students. It is not appropriately sized for the kindergarten students. The open green space south of the building and south of the playground equipment is also used for P.E. and recess activities. Basketball hoops area on the west side of the building near entrance 11 may not be used during bus arrival times for PM kindergarten.

GENERAL BUILDING LAYOUT

The general layout of the building is a relatively simple "L" shape allowing for simplicity of movement through the building. The travel time from classrooms to other areas like music, art or specialists within the building is lengthier than is ideal and reduces instructional time. The intersection south of the small gym/cafeteria is a congestion point within the school.

The old elementary gymnasium is used as the cafeteria. The main gymnasium, LRC, building administration and main special education offices are located at the joint of the "L", allowing for easier access from both classroom wings. Classes are grouped by grade level with fourth and fifth grades on the north wing and third and kindergartners on the west wing.



Undersized space and lack of acoustical and visual separation impairs instruction by the multiple teachers, aides and specialists working within the space.



Lack of space results in display of Anchor Charts where they are not easily accessible by students. There is not storage space for long term projects.



Equipment is not sized appropriately for age of students. Kindergarten classrooms typically have individual toilet rooms accessed directly from the classroom.



Observations - Special Services

FACILITY ASSESSMENT - SCHIESHER

Educational Assessment



*Program is placed in rooms not designed for its needs.
Spaces lack acoustical and visual separation needed
for working with individuals and in small groups.*



Occupational Therapy / Physical Therapy (OT/PT) space is significantly undersized and inadequate.



There is not designed space for Pull-Out interventions with students. Classrooms also lack adequate Push-In space for interventions within the classroom.



Special Services functions are decentralized hindering collaboration between specialists and increasing travel time resulting in loss of instructional time.

GENERAL BUILDING LAYOUT (CONTINUED)

Building finishes are generally consistent with the age of the building and need periodic replacement. Circulation corridors are simply laid out for ease of navigation, however the length of the corridors to transverse from one end of the building to the other is not ideal.

Toilet facilities are provided in the fourth / fifth grade wing, and two sets between the third graders and the kindergartners. Kindergarten classrooms ideally should have individual toilet rooms within each classroom.

ACADEMIC & OTHER SPACES

Classrooms

Typical classrooms are all undersized based on current standards. Science lessons are taught in the individual classrooms. Supplies are brought to each of the classrooms from a small Science Prep Office. The building does not have a dedicated science lab.

The kindergarten classrooms are in what were originally standard size classrooms and are very undersized based on current standards. The kindergarten rooms surround the music room. The acoustical disturbance from the music room can be particularly disruptive for kindergarten students as they do not have the capability to fill in misheard words based upon the context of instructions by teachers.

Art & Music

Art is undersized with a need for additional material and project storage. The music program currently occupies what was intended as a standard elementary classroom. It is undersized and does not adequately meet the needs of the current program. It was not designed as a music room and lacks the acoustical separation or treatments typically seen in music rooms. The music program has insufficient storage for equipment and materials.

The band room is extremely undersized for the program needs. It occupies what was originally intended as storage for the original elementary school gymnasium. The school must transfer band students to the Senior High School for full practice. That travel time results in loss of instructional time.

The art, music and band rooms are isolated from the remainder of the classroom instructional spaces.

Teachers & Administration

Teachers are assigned to a specific room. The main administrative office area is appropriately located adjacent to the current main entrance, however the main entrance is poorly located on the site. The size of the main administrative office is sufficiently sized for its current functions, however it could be combined with other shared resources, such as a conference room and other functions, to provide more efficient layout of spaces within the building.

Educational Assessment

Currently there are a couple unprogrammed standard classrooms that are being used for faculty collaboration. While this helps meet the needs for faculty to collaborate now, there is minimal designated space for this function permanently within the school.

Special Education

The Special Education classrooms and offices are undersized in quantity and size for current needs. The SP.ED. programs currently occupy various spaces throughout the building impeding collaboration between specialists. Where these programs occupy typical classrooms the space is subdivided by furniture. These spaces require more flexibility in the size of groups that occupy the space and the ability for more acoustical and visual separation between the groups.

Ideally these programs would be centrally located between the grade levels in order to most efficiently service all grade levels. Specialists must use the hallway as pull out space as there is not intentionally designed pull out space for any of the classrooms. When students have to travel to intervention spaces and then back to classroom, there is a lot of lost instructional time. Additionally, clocks throughout the building are not synchronized, which can result in the specialist or student arriving earlier than the other and having to wait.

Students also need space adjacent to the classroom where they can take a break to settle themselves out of public view. Currently spaces set aside for this use are visible by other classmates.

The current space used for OT/PT in the main special education offices is grossly undersized and is more of a nook, rather than a real space.

FUTURE READY LEARNING

Collaborative Space

Students were observed working in small groups within the classroom. The inflexibility of the furniture did not allow for easy reconfiguration of the desks, so most classrooms appeared to have permanently set up the desks for small group work. The size of the room and the inflexibility of the furniture restrict possibilities for small group activities. There is potential for reconfiguration of the corridors and walls separating the corridor from the classrooms to provide additional small group breakout space, however the small size of the classrooms to begin with will hinder efforts to find an ideal solution for both the classroom and small group spaces.

Display Space

Teachers utilize classroom and corridor walls for display of some student work and anchor charts, which are used by teachers to display lesson activities for reference by students. The organization of the display of these items was inconsistent. Wall space and storage can be reconfigured to create better accessibility to each of those items for students and teachers.



Observations - Small & Large Group



Science lessons are held in core classrooms. Lack of dedicated science room restricts the type of lessons and experiments that can be performed.



Library Resource Center is undersized and inaccessible to students as well as visitors during school events.



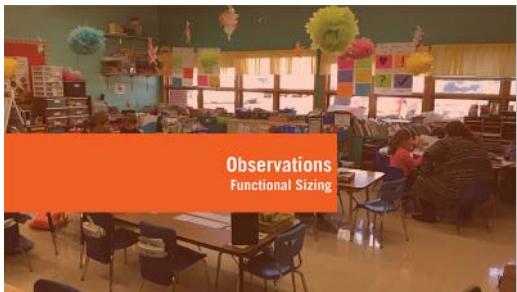
Dedicated computer lab is adjacent to LRC with good visibility. As technology becomes more mobile, these spaces offer opportunity for alternative uses.

FACILITY ASSESSMENT - SCHIESHER

Educational Assessment



Small nook off LRC allows for small group work or reading, but lacks any acoustical separation and had no furniture for students interact or work individually.



Observations - Functional Sizing



Classrooms are undersized and furniture is inflexible restricting the ability to reconfigure for large and small group instruction.



Art room is undersized. There is adequate space for general activities and projects, however . . .

Display Space (continued)

There is a lack of space to display 3-D student work and the amount of space for display of 2-D student work can be increased and better organized. Due to the lockers, hallways are not utilized for display of student work. Outlets are scarce in hallways.

LIBRARY RESOURCE CENTER

The Library Resource Center (LRC) is located near the main gymnasium at the intersection of the north and west hallways. The LRC is not very accessible to the kindergarten students due to the distance from the classrooms, the furniture and the general layout of the space.

The LRC is undersized and is further restricted in its use by the lower area in the center of the space. The western portion has been subdivided into a small group area and a computer lab. This allows a couple groups to better utilize the LRC simultaneously. A one to one initiative at the District will likely reduce need for a dedicated computer lab.

There are perimeter high stacks along the exterior walls and lower stacks encircling the lower center area. The students cannot reach the higher shelves of the stacks and must stand on stools to access the books. The lower middle stacks help maintain a sense of the larger space, however the permanence of the stacks and the lower central area highly restricts the flexibility of the space. There are tables and chairs in the central area for small group or larger group instruction, however it is unlikely more than one large group could actively use the space outside of the computer lab.

Teachers currently have to collect resources from the LRC and bring them to the Kindergarten classroom in order to access the book resources alongside technology resources, i.e. Chromebooks in the classroom.

There is acoustical bleeding from the adjacent gymnasium and it is distracting to activities in the LRC. The server room off the LRC has inadequate cooling and, as such, the door is kept open and a fan is constantly running creating constant noise within the space.

BUILDING SECURITY

Main exterior entry doors were locked and equipped with a video camera and intercom that was connected to the main office. The lock at the main entry was able to be electrically controlled from the main office.

Upon entry to the building, visitors are provided access to the main entry lobby / corridor. They are supposed to travel west to the service window to the office, where they are asked to sign in with the main office staff. The entry lobby / corridor is not secured and visitors could move into the rest of the school once inside the exterior doors.

Educational Assessment

There are a total of 4 security cameras at Schiesher providing surveillance of the building entrance and grounds. The building corridor doors separating it at various points that could be integrated into a building lockdown protocol in order to hinder movement through the building.

TECHNOLOGY

Classrooms were generally equipped with projectors and SMART boards or projectors with pull down screens.

Students are able to access a small number computers stations or Chromebooks in the classrooms. The dedicated computer stations in the LRC dedicated computer lab or the other dedicated computer lab near the kindergarten classrooms provide additional connection points for student interaction with technology. While temporary accommodations have been made to provide storage and charging for the classroom Chromebooks, more permanent infrastructure improvements are needed.

Schiesher Elementary is currently one to one with Chromebooks. Some downsides to use of Chromebooks are that students are not able to print from the Chromebooks and there are some desired programs that cannot be run through them. The additional computer program needs can be met in the dedicated computer stations and labs. There will always be program needs that cannot be run on Chromebooks.

STORAGE

Classroom storage should be reconfigured along with display space for student work and anchor charts so the student storage and anchor charts are easily accessible by students, while teacher storage is not. A consistent, organized solution throughout the classrooms would be more ideal.

Additional building storage is provided throughout the building, but is limited. Currently the girls locker room is not being used as a locker room, but as a storage room. Both the girls and boys use what was formerly just the boys' locker room for P.E.

FIXTURES, FURNITURE & EQUIPMENT

Classrooms were equipped with furniture of age appropriate scale. Furnishings were generally heavy and inflexible. Furniture is not noisy within the room when it is reconfigured due to the carpeting. Lockers are not appropriately sized for kindergarten students.

There were instances of alternative furniture solutions being used that allow for student movement while seated at their desks.

ENVIRONMENTAL QUALITY

Lighting

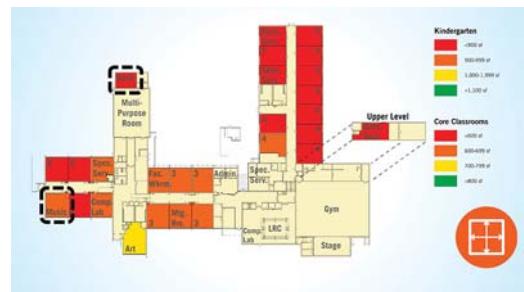
Typical lighting throughout the school was provided by direct 1x4 surface mounted fluorescent lighting fixtures with prismatic lenses. There was no indirect lighting observed within the school.



. . . storage in the Art room is significantly undersized for both supplies and long term projects. Sinks and counter space are not accessible.



Band room is in former gym equipment storage room. It is significantly undersized. Students must travel weekly to JHS, resulting in lost instructional time.



Rooms are undersized and at the far corners of the building. There is increased travel time, resulting in lost instructional time.



Observations - Building Security

FACILITY ASSESSMENT - SCHIESHER

Educational Assessment



Main visitor entrance is in the back of the building. Kindergarten access is through west entrance with no adjacent administrative space for monitoring.



Main entry doors are locked. Visitors are use intercom to be buzzed through. Security cameras monitor the main entrance and entry corridor.



There is not secure vestibule. Visitors have immediate access to the main corridor and must turn the corner to sign in at the main office.

Natural Light & Ventilation

Most classrooms have access to natural light. The rooms within the original elementary school have an entire wall of windows, while the original junior high school classrooms have only about half the exterior wall with windows. Windows are equipped with horizontal blinds that allow for individual control.

Classrooms with exterior windows have operable vents for natural ventilation with insect screens. Most exterior windows throughout the building appear to be residential grade rather than commercial grade.

The corridor walls in the original elementary school have glass above the lockers, which allows more daylight into the corridors. The LRC has no access to natural daylight, nor does the main gymnasium.

Acoustics

Acoustic control in classrooms was provided by the use of carpet flooring. Currently four classrooms do not have carpeting. The unit ventilators and lack of small group breakout spaces were the most significant detractors from classroom acoustic quality.

CONTROLLABILITY OF SYSTEMS

Environmental control of classrooms is by unit ventilators. The classroom have the ability to adjust the control of the mechanical system +/- 2-3 degrees from the set point. There is currently not air conditioning in the fourth / fifth grade wing. It gets very hot and humid in that wing, particularly because it is the highest area of the building and the heat rises up there through the corridors.

Lighting is controlled by ganged switches at the front of each classroom.

FACILITY ASSESSMENT - SCHIESHER

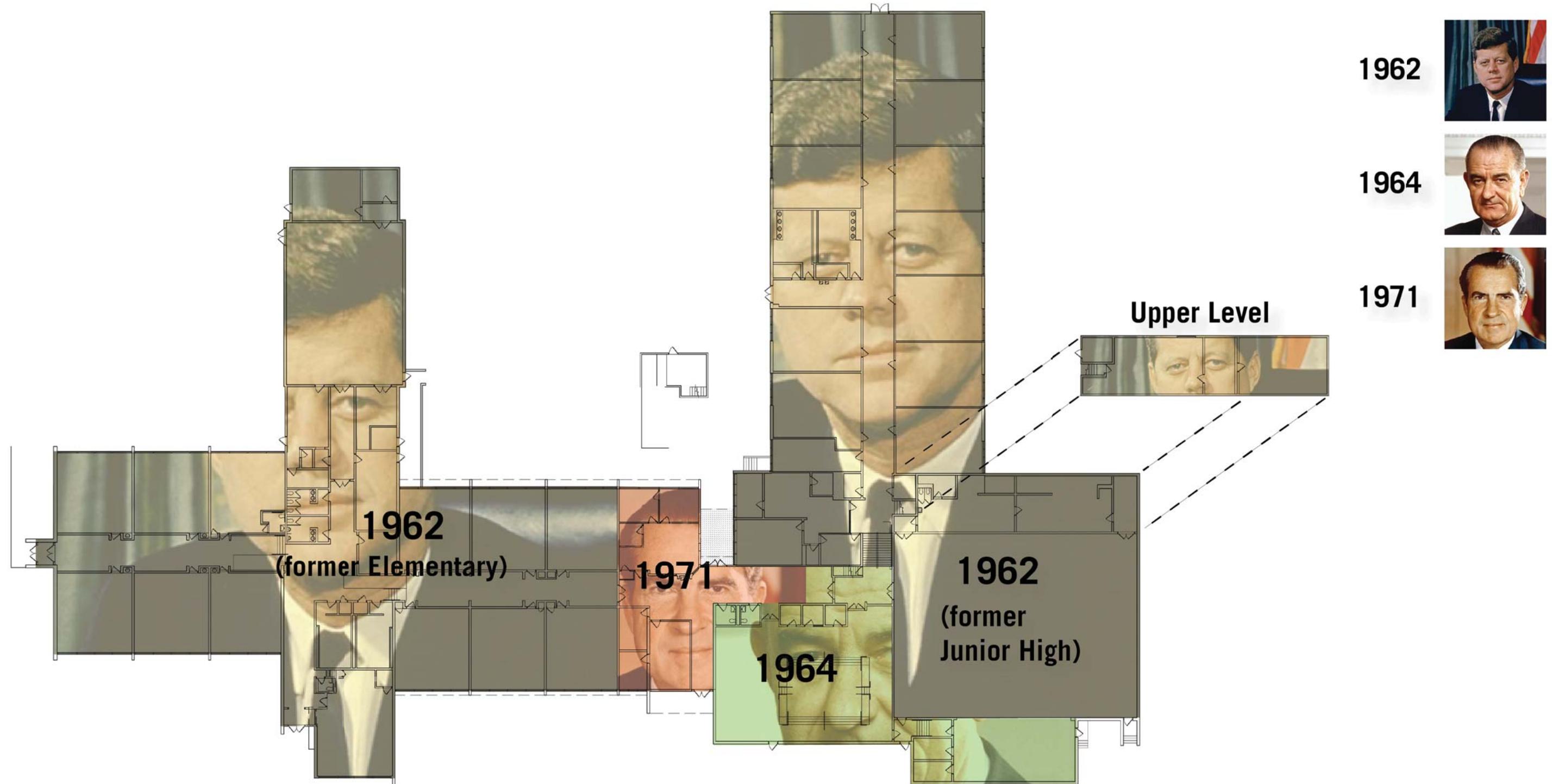
Site Analysis Diagram



Existing Site Diagram

FACILITY ASSESSMENT - SCHIESHER

Building Chronology Diagram

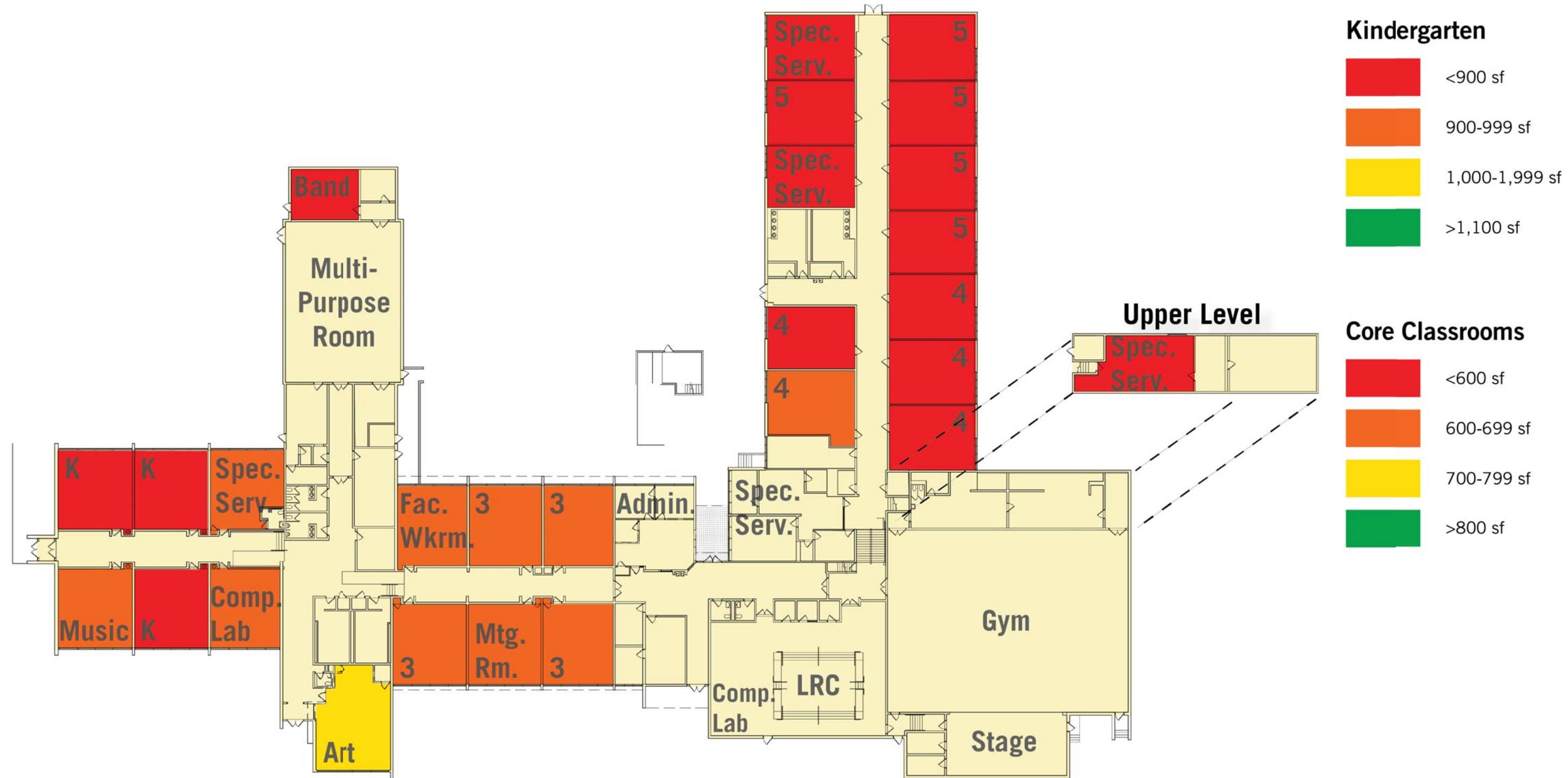


Building Chronology by President at time of construction



FACILITY ASSESSMENT - SCHIESHER

Room Size Heat Map Diagram



FACILITY ASSESSMENT - JUNIOR HIGH

Physical Assessment

DETAILED REPORT

General

In addition to the information provided below regarding the physical conditions of the facility, a detailed, itemized report schedule of observed physical issues within the facility along with accompanying floor plan drawings containing keynote tags identifying the location of each violation have been prepared.

Content

The report schedule identifies specific information related to each individual issue including, but no limited to, location within the facility, general description, work type, estimated budget cost, and anticipated completion date to allow for detailed planning and projection of future work.

Physical Assessment Report Access

The report schedule will be regularly updated by both Perkins+Will and District 202. It will be a living document and an ongoing planning and projection tool for the District's capital improvement projects now and in the future. The current report schedule is included in the appendix of this report for reference.

DESCRIPTION OF EXISTING CONDITIONS

GENERAL

Enrollment

Junior High School Grades 6-8.
363 students.

Construction

Type 2C unprotected

Means of Egress

Adequate in arrangement, size, and protection.

Local Fire Alarm System

Automatic telephone dialer. (Notifier System 5000)

Nearest Fire Station

Station #51, 1005 School St., Lisle; 0.8 miles away

City Water

One 4" city water service with 3" meter enters the building in room PW005 in the south west into the basement science area.



Main building elevation facing Center and Jonquil Avenues



Main entrance



Entry hallway with main administrative office to right



Hallway adjacent to interior courtyard

FACILITY ASSESSMENT - JUNIOR HIGH

Physical Assessment



Typical hallway



Typical classroom



Typical science lab



Library Resource Center (LRC)

CONSTRUCTION DETAILS

Year Built

Original Building constructed 1956; classroom, tech. center, & Learning Resource Center addition – 1960; wellness center, exercise & locker room, auditorium, and classroom addition – 1964, Extensive remodeling of original building – ?.

Height

Partial 2 story.

Ground Floor Area

95,400 square feet.

Exterior Wall Construction

Original 1956 building – brick face with concrete block back-up;

Floor Construction

Ground floor – concrete slab on grade. Finish is typically Vinyl, carpet, ceramic tile (toilets & wet areas).

Roof Construction

Single ply EPDM, fully adhered to mechanically fastened rigid insulation applied over several layers of previously installed roofing. Warranty expired 10-10-2001. Gymnasium roofing – white, fully adhered single ply, has been patched previously. New roofing work completed 2014.

Interior Wall Construction

Original 1956 building – plaster on gypsum tile. 1990, 1996 & 2000 additions - gyp. bd. on metal studs.

Interior Finish

Original 1956 building - CMU, brick, new ACT & VCT, and additions – painted gyp. bd.

Transoms and Ceiling Level Glass

N/A

EGRESS FACILITIES

Grade Exits

Adequate and well arranged

Corridors

Adequate width, height and protection.

Hallways are in good condition. VCT floor tiles, painted CMU walls, 2'x2' acoustic ceiling tiles with 2'x4' fluorescent light fixtures.

Stairways

One stairway leading to basement science wing in good condition.

Windows

Original windows replaced in 1989.

Fire Escape

None.

Physical Assessment

Exit Signs

Exit lights are located in all paths of egress. All exit lights are equipped with battery back up power.

Emergency Lighting

Emergency lights are located throughout the school in all paths of egress.

SPECIAL OCCUPANCIES

Gymnasium

Original building – 12" solid masonry walls. Wood roof trusses, ceiling tiles/lighting, wood flooring, painted CMU walls are in good condition.

Boiler Room

Located on first floor.

Storage Rooms

All Storage rooms meet safety requirements, unless where noted on drawings.

UTILITIES

Heating Plant

The building has two building original(1956) Fitzgibbons hot water boilers. They are equipped with obsolete Gordon-Piatt gas-fired burners installed in 1996. The boilers have a capacity of 4200 MBTU/HR each. The Boiler/burner units fuel supply piping and devices are in code compliance. The boilers deliver hot water throughout the facility to heat the spaces.

Heat Distribution

The method of heat distribution is a two pipe hot water system. Building convectors, cabinet heaters and classroom unit ventilators provide heat to the spaces. The units providing heat are automatically controlled by a Johnson electronic temperature control system.

Ventilation

Ventilation is provided to all student spaces. Unit ventilators and fan coil units provide ventilation to the classrooms and ancillary areas. Self contained roof top units with cooling and gas fired heat provide ventilation to athletic addition, commons, gymnasium and office areas.

Power exhaust is provided for Toilet Rooms, Janitor's closets, kitchen and other miscellaneous areas. The Kitchen stove is exhausted through stainless steel exhaust hood.

Air Conditioning

The entire building has air conditioning which is provided by air cooled condensing units located on the roof for each unit ventilator and fan coil unit. Self-contained rooftop units provide cooling to other area of the facility.



Auditorium



Gymnasium



Exterior sealant needs to be replaced around vents, doors and windows.



Several roof top units (RTU's) are beyond life expectancy.

FACILITY ASSESSMENT - JUNIOR HIGH

Physical Assessment



Some sections of roof top ductwork are showing signs of advanced age and should be replaced.



Major mechanical equipment is original to building and beyond life expectancy.



Majority of plumbing piping is original to building and should be replaced.



Some penetrations through rated walls are not properly sealed with rated assemblies.

Water Heater

Domestic hot water is provided by two water heaters one dedicated for kitchen use. The main water heater is located in the boiler room and is a Lochinvar 1125 MBH gas fired water heater with separate storage tank. The kitchen water heater is a Vanguard 75 MBH tank style water heater with a 75 gallon storage capacity. Both water heaters exceed 15 years in age.

Gas Service

Natural gas enters the boiler room at the north side of the building. The gas service runs exposed in the Boiler Room to the hot water heater and boilers, on the roof to serve rooftop equipment and other parts of the building.

Electrical Service

The building's electrical service runs underground from an exterior utility transformer to a 1600A, 120/208V, 3-phase, 4-wire service switchboard located in the Boiler Room. Part of the switchboard is original to the building. At some point the main switch was replaced and a new distribution section was added. The main switch to the building is a 1600A bolted pressure switch with 1600A fuses. Distribution sections utilize circuit breakers to feed downstream panels and loads.

Lighting Systems

For the most part, lighting throughout the building is provided by recessed and surface mounted T8 fluorescent fixtures. A small amount of incandescent lighting is located in closets. There are only a few occupancy sensors installed throughout to automatically shut lights off.

Plumbing

One 4" city water service with 3" meter enters the building in room PW005 in the south west portion of the basement science area. The service does have a RPZ backflow preventor installed.

There are adequate numbers of plumbing fixtures throughout the building. The fixtures are newer and in good condition.

Some of the plumbing piping is original galvanized piping and should be replaced since numerous repairs have been made.

FIRE PROTECTION

Fire Alarm System

A Notifier System 5000 (circa 2005) fire alarm system is installed in the building. This panel accommodates older hard-wired devices as well as newer addressable devices. The main fire alarm control panel is located in Custodians Office adjacent to the Boiler room. A fire alarm annunciator panel is located in the south main entrance lobby. The system is supervised and continuous ringing type with pull stations, horns, strobes, smoke and heat detectors and monitors the roof top units where indicated on the drawings. The system has battery back up.

Physical Assessment

Automatic Heat/Smoke Detection

Automatic heat/smoke detectors are installed throughout the building in areas required by code. Much of the building appears to have older non-addressable detection devices.

Fire Sprinkler Piping

The building is not protected by an automatic sprinkler system.

Fire Extinguishers

Portable fire extinguishers are located as indicated on the drawings. These extinguishers and their location meet all code requirements unless discussed in violation list.

SECURITY SYSTEM

There is a local Aiphone intercom located at the front entrance with an electric strike at one door. The school also utilized a card access system on exterior doors.

ASBESTOS ABATEMENT

Not tested

LEAD BASED PAINT

Not tested

PAVING

Drives, parking lots, and sidewalks are in good condition except where noted.



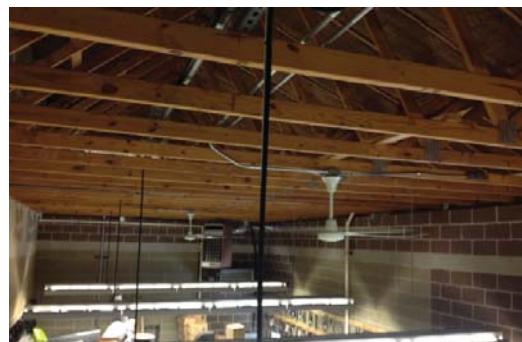
Typical wing walls at classroom doors do not have adequate ADA accessibility clearance on hallway side.



Tiered risers in band/choir room are not ADA accessible.



Track, bleachers and press box are beyond life expectancy and have issues requiring replacement or repair.



Maintenance building is not insulated.

FACILITY ASSESSMENT - JUNIOR HIGH

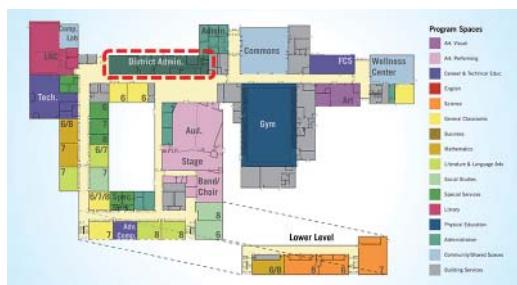
Educational Assessment



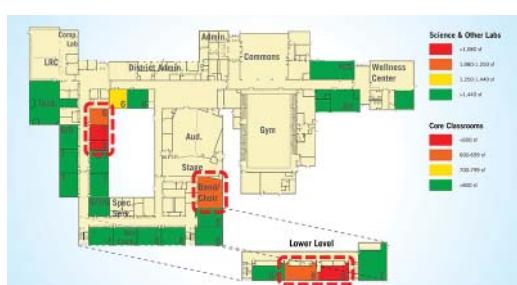
The highlighted areas have accessibility issues. The stair lift is very slow, and the band risers are inaccessible.



6th grade classrooms are dispersed around the building with no dedicated 6th grade hallway and lockers.



District Administration offices occupies valuable classroom space.



Classroom sizes are undersized for science, music and special services.

SCHOOL OVERVIEW

Lisle Junior High School is a 363 student 6-8 junior high school receiving students from Schiesher Elementary School.

The original building was built in 1956 as the former Senior High School with a major addition/renovation constructed in 1960, 1964, and 1980.

The total building area is approximately 95,400 GSF.

BUILDING EXTERIOR

Arrival & Dismissal

7 Busses drop-off and pick-up students along a recessed curb area at the curve between Jonquil and Central Avenue northwest of the building. Parents' drop-off and pick-up students in the small dedicated drop-off loop near the main entrance. The parent drop-off loop is not large enough for proper queuing of cars.

Parking

Staff and visitor parking is accommodated in the parking lot north of the school. Generally there is enough parking provided for staff and visitors at the school. There is limited parking for large events at the school and sports fields. There is additional parking available at the northeast corner of the track for events.

Accessibility

All exterior entries appear to be accessible except for those issues identified in the Capital Improvement Report Schedule.

The lower level is accessible via a stair lift, however the lift impedes use of the stair and therefore use of the lift must be done outside of passing periods. The lift is also slow to operate. These two factors result in loss of instruction time for disabled students.

The upper risers in the music room are inaccessible.

Outdoor Spaces

There are no outdoor educational spaces currently utilized by the building. The interior courtyard has potential for use as an educational outdoor space. Improved seating and a more intentional layout of this area would likely improve utilization. The area immediately northwest and west of the LRC has potential as outdoor instructional areas as well.

The main track for the District is on the Junior High School property to the east. The track currently does not have any lights, so no evening events can be hosted. The High School track team utilizes the track for practice and daytime events.

There is ample open green space to the southwest, southeast and east of the school for sporting events and physical education activities. Due to the angle of the building on the site the open spaces are broken up in a less than ideal manner for utilization for sporting events. The area between the building and the track bleachers, immediately south

Educational Assessment

of the maintenance garage is used for P.E. activities as well as soccer and football programs.

GENERAL BUILDING LAYOUT

The Junior High School is laid out with most of the main common functions centralized and along the northwestern end at the building. There is a lower level along the southeastern side of the building.

Classes are generally grouped by grade level with the exception of the 6th grade classrooms and lockers being separated. The District administration offices are adjacent to the building administration offices immediately to the southwest.

Building finishes are generally consistent with the age of the building and need periodic replacement. Circulation corridors appeared adequate for the number of students moving through the building.

Toilet facilities are provided near the main entrance and in the southwestern corridor near the auditorium.

ACADEMIC & OTHER SPACES

Classrooms

Typical classrooms are generally adequate in size based on current standards with a few exceptions.

Art & Music

Art is slightly undersized with a need for additional material and project storage. The Art room and the Family Computer Sciences, FCS, room are isolated from the remainder of the classroom instructional spaces.

The music room is undersized and does not adequately meet the needs of the current programs. Band and Choral share the same space with concrete tiered risers. The upper risers are inaccessible. The tiered risers serve the needs of Choir classes, but Band ideally would have a flat floor. The music program has insufficient storage for equipment and materials. More individual practice rooms are desired.

The auditorium can seat approximately 550 individuals. The movable partition to divide the space for use by two different groups is not used and may not be functional. The lobby immediately north of the auditorium is under-utilized.

Science

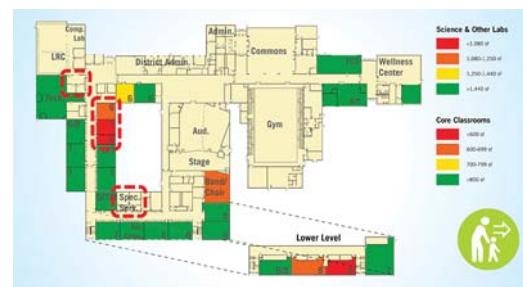
Science rooms are in lower level and have minimal access to natural daylight and ventilation. The rooms do not fully accommodate the number of students with their current size, layout and furniture. Experiment counters are permanently fixed along the perimeter with tables centrally located in the room. The tables weight, size and lack of casters are restricting flexibility and use of the space. The proportions of the spaces are very deep and narrow, also restricting flexibility of use. White board or writing surfaces within the rooms are not sufficient



Observations - Special Services



Specialists' offices occupy former storage rooms. These are undersized, impairing work with students and collaboration between specialists.



Special Services occupy spaces that were not designed for the needs of these programs. Ideally these would be grouped together for better collaboration.



Observations - Small & Large Group

FACILITY ASSESSMENT - JUNIOR HIGH

Educational Assessment



Library Resource Center (LRC) has ample space. Stacks and furniture help divide up the overall space for up to three classes.

Science (continued)

or ideally placed. Display space within the room is insufficient for the program needs in quantity and organization.

Tech Lab

Tech Center appeared oversized for the current program needs/usage. There are opportunities for reorganization of space within the current space and adjacent areas to provide additional desired resources for the program. The Tech Center's location adjacent to the LRC allows for opportunities for resources to be shared between those spaces, resulting in better utilization. There are wood tiered seating in southeastern corner of the space. The instructor finds the tiered seating area very useful for group instruction.



Some soft seating and flexible furniture is provided, allowing for small group work. LRC could be reconfigured to allow for even more student utilization.

The Family and Consumer Science, FCS, room is very inefficiently laid out. The furniture and the wood tiered seating is very restrictive and inflexible. The dimensions of the room are also inefficient, as it is very long and narrow.

Teachers & Administration

Teachers are generally assigned to a specific room, but there are currently more teachers than classrooms. The main administrative office area is appropriately located adjacent to the main entrance. The size of the main administrative office is generally adequate for the functions it houses. The District administration offices occupy the area between the building administration and the LRC. If the District administrative offices were relocated outside the building, it would allow for better organization of the grade levels and potentially alleviate other issues as well.

There is minimal space for teachers to collaborate within the school for curriculum development or professional development. What space exists is undersized to suit the needs of the faculty. Additional meeting space is needed for faculty to meet confidentially with parents and students.

Athletics

The main gymnasium appeared to be undersized for desired activities with retractable bleachers along the northeast and southwest walls. The gym cannot be subdivided making it difficult for multiple activities to occur within the space. There is no auxiliary gym to allow multiple sports teams to practice. Some storage is provided in the south corner of the gym. There is a smaller storage room in the east corner that is accessible from the exterior for outdoor activities.

Cheerleading and Dance students do not have a designated space for practicing, and must practice on the stage in the auditorium.

The Men's and Women's locker rooms do not have the same layout and accommodation of functions. There is no changing space in the Women's locker room for faculty.



Observations - Science & Other Labs



Science rooms are undersized and have poor proportions (long and narrow) and heavy furniture, making them inflexible.

Educational Assessment

The Wellness Center is used by P.E. and the Faculty. There are not showers in that area for the Faculty if they use the facility before school.

Special Education

The Special Education classrooms and offices are undersized for current needs. The school is looking to add a self-contained program and will need additional space for that program. These spaces require more flexibility in the size of groups that occupy the space and the ability for more acoustical separation between the groups. Ideally these programs would be centrally located between the grade levels in order to most efficiently service all grade levels. Currently the various offices are separated from each other.

FUTURE READY LEARNING

Collaborative Space

Students were observed working in small groups within the classroom. The inflexibility of the furniture did not allow for easy reconfiguration of the desks to more ideally serve that small group work. There is no breakout space provided near the classrooms for small group collaboration. When breaking out into small groups, there is need for special and acoustical separation. Currently some of the small groups breakout into the corridor, which is not designed to handle those activities. There is potential for reconfiguration of the corridors and walls separating the corridor from the classrooms to provide additional small group breakout space.

There is a desire for more cross-disciplinary collaboration including STEM and Humanities. Many STEM activities are currently being performed within various classrooms, but the activities are siloed and not coordinated between classrooms. Assignment of spaces within the building should be examined to maximize the potential for interaction and collaboration.

Display Space

There is a lack of space to display of 2-D or 3-D student work. Some instances of classroom walls being used for display of student work was observed, but it was inconsistent.

LEARNING RESOURCE CENTER

The Learning Resource Center (LRC) is located in the western corner of the building. Northeast and west of the LRC is open green space that could be developed into an outdoor teaching or breakout space to supplement the LRC.

The LRC has positioned itself as a multi-use space allowing for multiple groups to occupy the space simultaneously. Short stacks help divide up and define the smaller meeting spaces while still maintaining sense of larger space, with small full height stacks along the southeastern wall. The LRC can serve up to three full classes: one in the computer lab, two in the northwest and southeast halves of the main



Family Consumer Science space is adequately sized, but its proportions (long & narrow), furniture and stair risers restrict flexibility.



Observations - Instructional Technology



Dedicated computer lab is adjacent to LRC with good visibility. As technology becomes more mobile, these spaces offer opportunity for alternative uses.



Infrastructure is inadequate to support increase in mobile devices. Teachers are developing unique solutions to accommodate charging and storage.

FACILITY ASSESSMENT - JUNIOR HIGH

Educational Assessment



Observations - Functional Sizing



Single main gym cannot be subdivided to allow simultaneous use by multiple sports or activities. There is no auxiliary gym to provide additional support.



Auditorium lobby is under-utilized. It functions as breakout for events, but is otherwise unused. It has potential as small group activity areas.



Interior Courtyard is under-utilized. It provides light to adjacent classrooms, but could be redesigned and laid out as intentional outdoor educational spaces.

LEARNING RESOURCE CENTER (CONTINUED)

space. Only the southeast half has a projection screen for instruction.

Within the LRC is a large fixed computer lab separated by a temporary partition. Lab is currently overbooked. Potential one to one initiative at the District will likely reduce need for a dedicated computer lab.

There is a combination of some soft seating along with tables and chairs. The chairs have casters to allow for easy movement and reconfiguration. The soft seating, tables and stacks are not mobile, restricting flexibility to reconfigure the overall LRC.

BUILDING SECURITY

Main interior vestibule entry doors were locked and equipped with a video camera and intercom that was connected to the main office. The lock at the main entry was able to be electrically controlled from the main office.

Upon entry to the building, visitors are provided access to the main entry lobby where they are asked to sign in with the main office staff. The entry lobby is not secured and visitors could move into the rest of the school once inside the exterior doors.

There are a total of 13 security cameras at the Junior High providing surveillance of the building entrance and grounds. The building corridor doors separating it at various points that could be integrated into a building lockdown protocol in order to hinder movement through the building.

TECHNOLOGY

Classrooms were generally equipped with projectors and SMART boards or projectors with pull down screens.

Students are able to access computers stationed in some of the classrooms, the LRC, laptop carts and the dedicated computer lab. The classrooms do not have enough storage or access to power for current number of Chromebooks.

The District is exploring a potential move toward a one to one technology solution. Considerations for additional power access and wireless access will need to be addressed if the one to one solution is implemented. Some downsides to use of Chromebooks are that students are not able to print from the Chromebooks and there are some desired programs that cannot be run through them. There will always be program needs that cannot be run on Chromebooks.

Wireless connectivity was generally reported as improving, but more work is needed, particularly if a one to one solution.

Educational Assessment

STORAGE

Classrooms are not equipped with a consistent fixed storage for students and classroom supplies. A consistent solution for the storage of Chromebooks is not supplied in the classroom. Additional building storage is provided throughout the building, but is limited. There were instances of items being stored in hallways, particularly near the wellness center at the north end of the building.



Observations - Building Security

FIXTURES, FURNITURE & EQUIPMENT

Classrooms were equipped with furniture of age appropriate scale. Furnishings were generally heavy and inflexible. Furniture is noisy within the room when furniture is reconfigured.

ENVIRONMENTAL QUALITY

Lighting

Typical lighting throughout the school was provided by direct 2x4 recessed or surface mounted fluorescent lighting fixtures with prismatic lenses. There was no indirect lighting observed within the school.



Exterior doors are locked. Visitors are use intercom to be buzzed through. Security cameras monitor the main entrance and entry corridor.

Natural Light & Ventilation

Most classrooms have access to natural light. Windows are equipped with horizontal blinds that allow for individual control. Classrooms in the lower level and one classroom in the southern corner of the building on the first floor have little to no access to natural light.



There is not a secure vestibule. Visitors have immediate access to the main corridor.

Classrooms with exterior windows have operable vents for natural ventilation with insect screens. Most exterior windows throughout the building appear to be residential grade rather than commercial grade.

Acoustics

Acoustic control in classrooms was provided by 2x4 suspended acoustic ceiling tile system. The unit ventilators were the most significant detractor from classroom acoustic quality. When classes are in small groups, the classroom can get loud.

CONTROLLABILITY OF SYSTEMS

Environmental control of classrooms is by unit ventilators. The classroom have the ability to adjust the control of the mechanical system +/- 2-3 degrees from the set point.

Lighting is controlled by ganged switches at the front of each classroom.



Visitors check in at window to main office. Entrance and main office could be reconfigured to better align with best practices.

FACILITY ASSESSMENT - JUNIOR HIGH

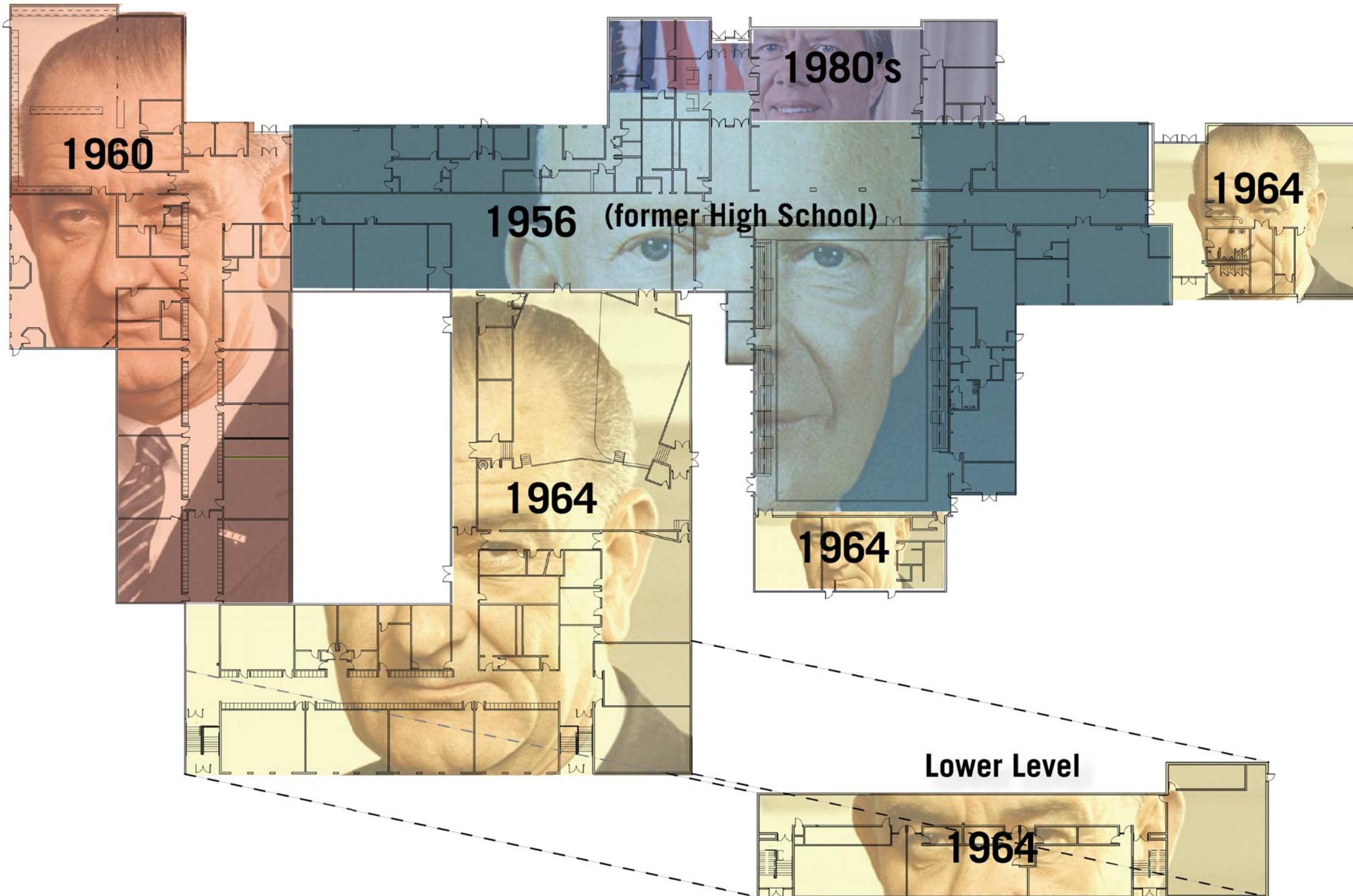
Site Analysis Diagram



Existing Site Diagram

FACILITY ASSESSMENT - JUNIOR HIGH

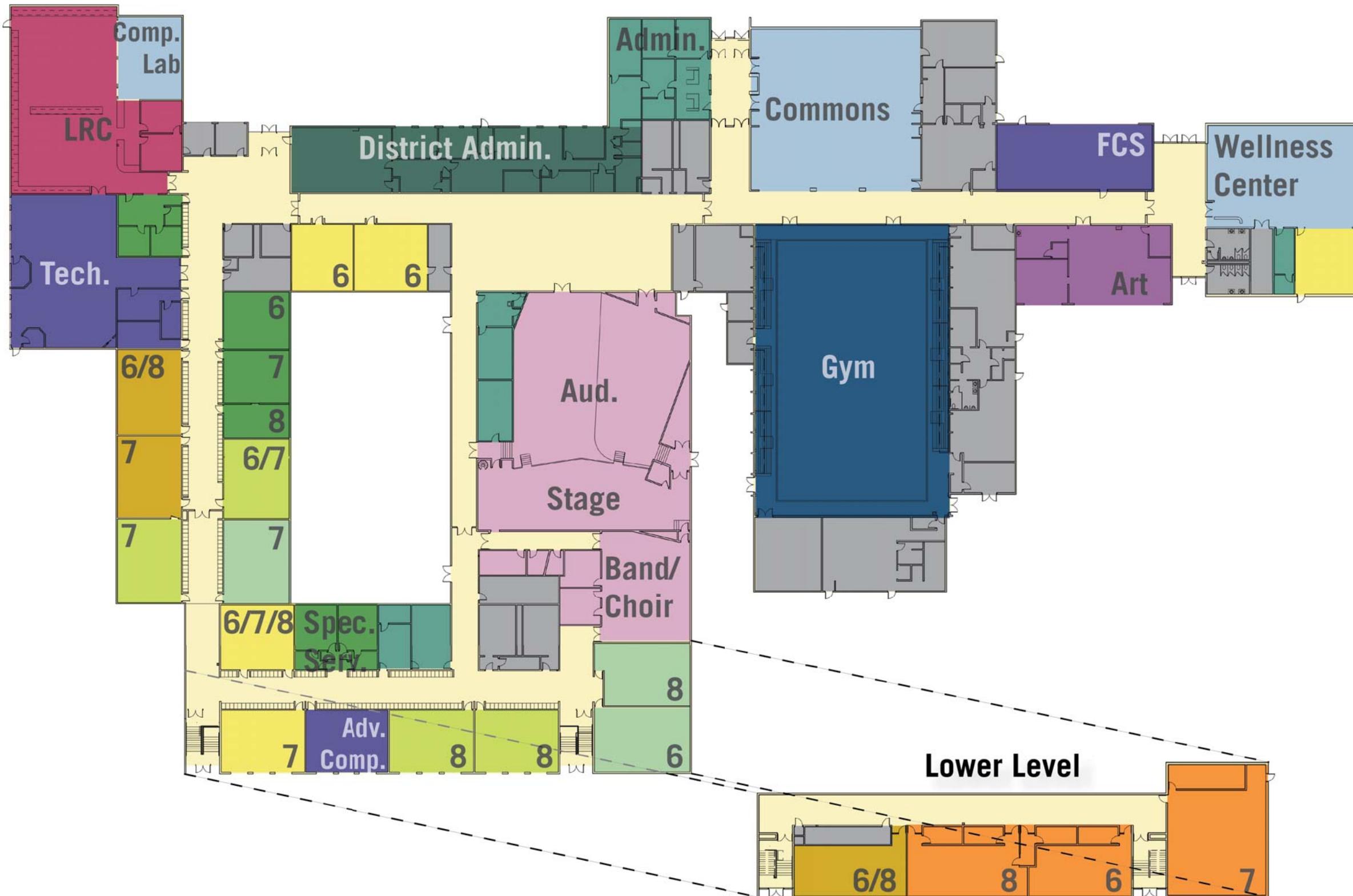
Building Chronology Diagram



Building Chronology by President at time of construction

FACILITY ASSESSMENT - JUNIOR HIGH

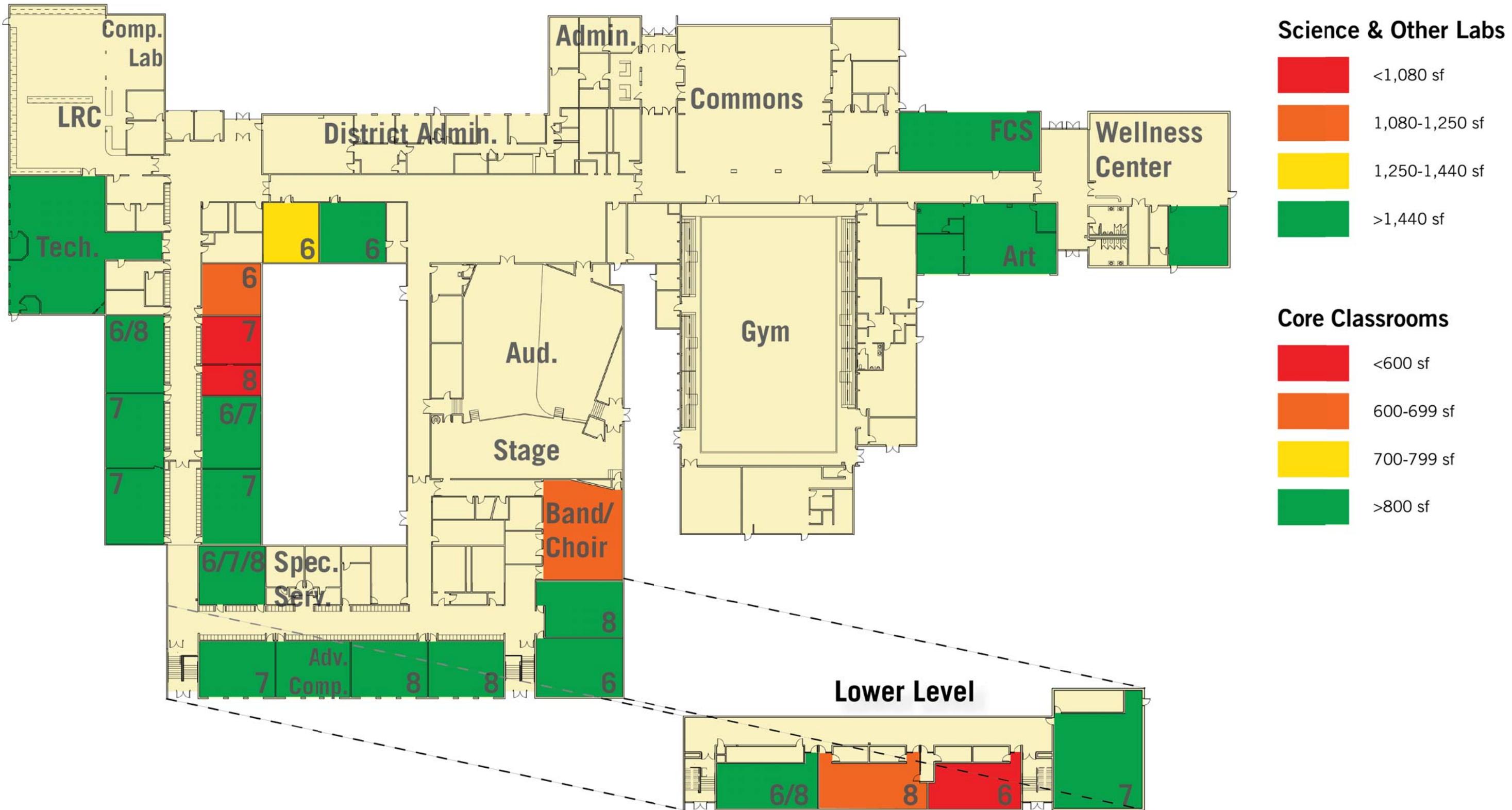
Program Layout Diagram



Program Spaces

- Art: Visual
- Art: Performing
- Career & Technical Educ.
- English
- Science
- General Classrooms
- Business
- Mathematics
- Literature & Language Arts
- Social Studies
- Special Services
- Library
- Physical Education
- Administration
- Community/Shared Spaces
- Building Services

Room Size Heat Map Diagram



First Floor & Lower Level - Room Sizes Heat Map

FACILITY ASSESSMENT - SENIOR HIGH

Physical Assessment

DETAILED REPORT

General

In addition to the information provided below regarding the physical conditions of the facility, a detailed, itemized report schedule of observed physical issues within the facility along with accompanying floor plan drawings containing keynote tags identifying the location of each violation have been prepared.

Content

The report schedule identifies specific information related to each individual issue including, but no limited to, location within the facility, general description, work type, estimated budget cost, and anticipated completion date to allow for detailed planning and projection of future work.

Physical Assessment Report Access

The report schedule will be regularly updated by both Perkins+Will and District 202. It will be a living document and an ongoing planning and projection tool for the District's capital improvement projects now and in the future. The current report schedule is included in the appendix of this report for reference.

DESCRIPTION OF EXISTING CONDITIONS

GENERAL

Enrollment

Grades 9-12

514 students.

Construction

Type 2C; Type 2B protected.

Means of Egress

Adequate in arrangement, size, and protection.

Local Fire Alarm System

Automatic telephone dialer.

Nearest Fire Station

Station #51, 1005 School St., Lisle; 1.1 miles away

City Water

One 4" city water service enters the building from the west side of the building.



Main building elevations facing Short Street



Main entrance



Common/cafeteria



Typical hallway

FACILITY ASSESSMENT - SENIOR HIGH

Physical Assessment



Typical classroom



Typical science lab



Choir room



Library Resource Center (LRC)

CONSTRUCTION DETAILS

Year Built

1972 - Original Building Constructed.

2002 - Addition / Renovation:

- Auditorium
- Band/Chorus/Drama
- Kitchen, full service
- Building service dock
- Expanded Media Center
- Renovated Science Classrooms
- New Windows

Height

2 stories.

Ground Floor Area

163,514 square feet. (building footprint)

Exterior Wall Construction

Original 1972 building is Masonry, metal panel with steel frame – brick face with concrete block back-up; 2002 addition – masonry cavity wall (brick face with 2" airspace, 2" rigid insulation, concrete block back-up).

Floor Construction

1972 – concrete slab on grade.

2002 addition – poured concrete over metal deck on steel joists. Finish is typically vinyl, carpet ceramic tile (toilets & wet areas) and wood (gymnasiums).

Roof Construction

Original 1972 building– built-up roof over insulation over metal deck on steel joists.

2002 additions – singly ply fully adhered TPO over metal deck on steel joists.

Interior Wall Construction

Original 1972 building - concrete block.

2002 additions– concrete block & gyp. bd.

Interior Finish

Original 1972 building – painted plaster on concrete block, & gyp. bd.

2002 additions – painted concrete block & painted gyp. bd.

Transoms and Ceiling Level Glass

None

Physical Assessment

EGRESS FACILITIES

Grade Exits

Adequate and well arranged

Corridors

Adequate width, height and protection.

Stairways

Stairs are steel stringers with concrete filled metal pan tread. Adequate width and protection provided as required, unless otherwise noted.

Windows

Original windows replaced in 2002

Fire Escape

None.

Exit Signs

Exit lights are located in all paths of egress. All exit lights are equipped with battery back up power and/or connected to the emergency generator

Emergency Lighting

Emergency lights are located throughout the school in all paths of egress. Emergency lighting is either connected via the emergency generator or is an emergency unit battery pack fixture.

SPECIAL OCCUPANCIES

Multi-Purpose Room

Separated from remainder of building.

Gymnasiums

Separated from remainder of building.

Boiler Room

Located in basement with class 'B' fire rated door at entrance.

Storage Rooms

Storage rooms in excess of 100 s.f. have rated separation partitions & fire doors unless otherwise noted.

UTILITIES

Heating Plant

The building is heated through indirect gas fired furnaces in multi-zone rooftop units.

Heat Distribution

The method of heat distribution is through a series of multi-zone roof top units. The units providing heat are automatically controlled by a Johnson electronic temperature control system. Miscellaneous electric terminal heating units provide spot heating for vestibules and stairs.



Auditorium



North gymnasium



Exterior parking lot lighting could be upgraded to LED for improved performance and operational savings.



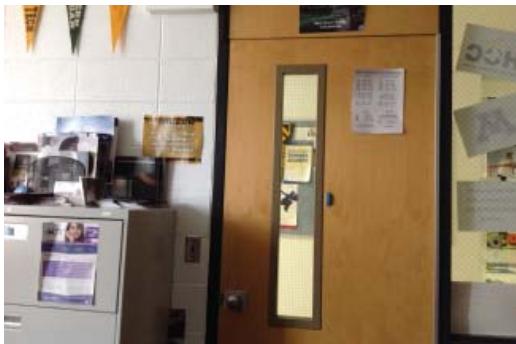
North parking lot has extensive cracking and is at end of useful life.

FACILITY ASSESSMENT - SENIOR HIGH

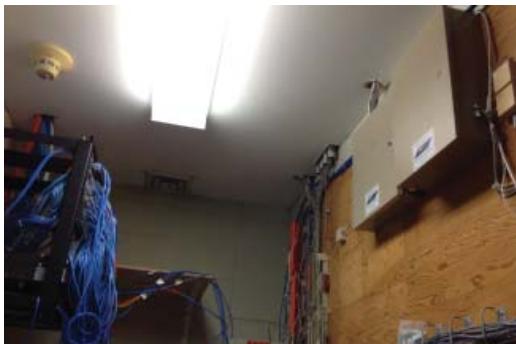
Physical Assessment



Tiered risers in study hall are not ADA accessible. Room is currently being renovated and risers removed.



Multiple instances of door handles throughout are not ADA accessible.



Some penetrations through rated walls are not properly sealed with rated assemblies.



Some plumbing piping is original to building. Piping behind plastic was recently replaced due to leaks.

Ventilation

Ventilation is provided to all student spaces. Self contained roof top units with cooling and gas fired heat provide ventilation to all portions of the facility.

Power exhaust is provided for all Toilet Rooms, Janitor's Closets, Kitchen and other required areas. The Kitchen stove is exhausted through stainless steel exhaust hood.

Air Conditioning

The entire building has air conditioning by self contained roof top units with cooling and gas fired heat that also provide ventilation to all portions of the facility.

Water Heater

Three water heaters provide domestic hot water to the facility. A 399 MBH PVI unit provides hot water for the kitchen and is located in D-104. 2 water heaters are located in Water Heater room B-115, AO Smith, 199 MBH tank type water heater and a Rheem 199 MBH tank type water heater manifolded together to provide hot water for the rest of the facility.

Gas Service

Natural gas enters the building on the west side of the facility and provides gas for the kitchen equipment, emergency generator, two water heaters and the rooftop units. The gas line is run on the roof and drops down to serve the listed equipment.

Electrical Service

The building's electrical service runs underground from an exterior utility transformer to a 3000A, 277/480V, 3-phase, 4-wire service switchboard in an electrical room adjacent to the receiving area. The switchboard has a 3000A high pressure contact switch and fuse with ground fault protection. 120/208V loads are connected via transformers located throughout the building.

The building has an 80kw, 277/480v, 3 ph, 4w natural gas emergency generator which provides power to critical emergency systems. 120/208V emergency loads are connected via transformers.

Lighting Systems

For the most part, lighting throughout the building is provided by recessed and surface mounted T8 fluorescent fixtures. A small amount of incandescent lighting is located in closets. There are only a few occupancy sensors installed throughout to automatically shut lights off.

Plumbing

One 4" city water service enters the building from the west side of the building into the mechanical room located just north of the boy's locker room. A backflow preventor is not installed.

Physical Assessment

There are adequate numbers of plumbing fixtures throughout the building. The fixtures are newer and in good condition.

Some of the plumbing piping is original galvanized piping and should be replaced since numerous repairs have been made.

FIRE PROTECTION

Fire Alarm System

A Notifier AM2020 fire alarm system is installed in the building. This panel accommodates older hard-wired devices as well as newer addressable devices. The main fire alarm control panel is located in Electrical Room adjacent to the Fine Arts Storage Room B-118. A fire alarm annunciator panel is located in Reception B-110. The system is supervised and continuous ringing type with pull stations, horns, strobes, smoke and heat detectors and monitors the roof top units where indicated on the drawings. The system has battery back up.

Automatic Heat/Smoke Detection

Automatic heat/smoke detectors are installed throughout the building in areas required by code.

Fire Sprinkler Piping

The building is partially protected by an automatic sprinkler system. The building is served by an 8" water main dedicated for fire protection. The sprinkler riser is located in "sprinkler Room" A-137 and serves the recent 2002 additions and the interconnecting corridors.

Fire Extinguishers

Portable fire extinguishers are located as indicated on the drawings. These extinguishers and their location meet all code requirements.

SECURITY SYSTEM

There is a local Aiphone intercom located at the front entrance with an electric strike at one door. The school also utilized a card access system on exterior doors.

ASBESTOS ABATEMENT

Not tested

LEAD BASED PAINT

Not tested

PAVING

The east drives, east parking lots, and all sidewalks are in good condition. The north and west parking lots and drives are in poor conditions and should be re-paved.



Exterior sealant in some select locations needs to be replaced at flashing and other joints.



Some sections of roof system is nearing the end of its expected service life.



Several roof ladders are not OSHA compliant.



Some roof top units (RTU's) are beyond life expectancy.

FACILITY ASSESSMENT - SENIOR HIGH

Educational Assessment



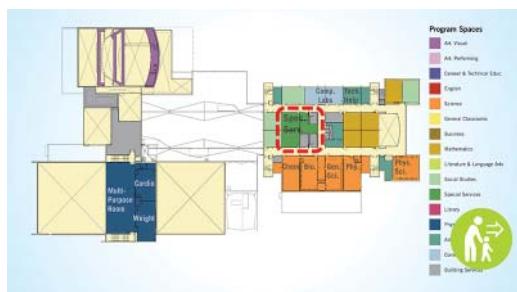
Circulation throughout building is clear in an organized pattern.



Observations - Special Services



Special Services functions are decentralized hindering collaboration between specialists. - 1st Floor



Special Services functions are decentralized hindering collaboration between specialists. - 2nd Floor

SCHOOL OVERVIEW

Lisle Senior High School is a 529 student 9-12 high school receiving students from Lisle Junior High School.

The original building was built in 1972 with a major addition/renovation constructed in 2002.

The total building area is approximately 143,882 GSF.

BUILDING EXTERIOR

Arrival & Dismissal

XX Busses drop-off and pick-up students along a dedicated bus drop off loop on the east side of the building. Parent drop-off and pick-up students along the north and west sides of the building.

Parking

Staff and visitor parking is accommodated in three parking areas on the east, west and north sides of the school. The north and west lots are dedicated for staff parking. Student and visitor parking are provided in the east lot. Generally there is enough parking provided for staff and visitors at the school. **XX#** of parking spaces are made available to Juniors and Seniors.

Accessibility

All exterior entries appear to be accessible.

Outdoor Spaces

There are no outdoor educational spaces currently utilized by the building. During lunch periods, students will access the grass area southeast of the building administration area and eat their lunches on the grass. What limited seating there is in this area is in poor shape.

- Improved seating and a more intentional layout of this area would likely improve utilization.
- There are additional opportunities for higher utilization of outdoor spaces immediately south of the library on the south side of the building and north of the band room on the north side of the building.

The play field on site to the east of the building and parking lot does not accommodate the competitive sports teams **with the exception of Soccer**. It is currently primarily used for Physical Education classes and team practices. The football team currently plays home games at Benedictine University. The baseball team utilizes the fields on Park District property immediately to the school's south. There is a cooperative agreement between the School District and the Park District allowing school usage of that parcel. Track events can be held at the Junior High School's Wilde Field, but there are no lights for night events.

Educational Assessment

GENERAL BUILDING LAYOUT

The Senior High School is laid out with main common functions at the north half of the building with a two story classroom wing along the south half of the building. Classes are grouped by department.

Building finishes are generally consistent with the age of the building and need periodic replacement.

Building circulation corridors appeared adequate for the number of students moving through the building. In several instances, corridors were also being used for equipment storage or small group break out space.

Toilet facilities are provided centrally within the classroom wing and on the north end of the commons.

ACADEMIC & OTHER SPACES

Classrooms

Typical classrooms are generally undersized based on current standards. Classrooms within the original building area are mostly separated by temporary partitions which appear to stop at the underside of the acoustical ceiling. This construction likely results in acoustical bridging between classrooms.

Study Hall, room 101, is under-utilized and inflexible due to tiered seating area. It is currently being renovated into a student services office suite.

Art & Music

Art and Music spaces were adequately sized for their programs. There is adequate storage between first and second floor for musical equipment. Disadvantage of second floor storage area is that instruction time is utilized to transfer equipment from second floor storage to music rooms. Easier access to music equipment storage is desired. Midi lab sound bleeds into choral room. Scene shop is not large enough for creation of plays and sets.

Science

Rooms do not fully accommodate the number of students with their current size, layout and furniture. Experiment counters and tables are permanently fixed in the room restricting flexibility and use of the space. The proportions of the spaces are very deep and narrow, also restricting flexibility of use. There is no natural daylight in the science rooms. White board or writing surfaces within the rooms are not sufficient or ideally placed. Group work is hindered due to poor acoustics within the room. There is some acoustical bridging that occurs at doors connecting classrooms.



Under-utilized study hall is currently under construction to be converted into a students services suite.



Potential for more centralized Students Services Suite.



Observations - Small & Large Group



Typical classrooms do not have access to small group work space. Faculty offices and meeting rooms are under-utilized and could serve as small group space.

FACILITY ASSESSMENT - SENIOR HIGH

Educational Assessment



LRC uses furniture to help separate into multiple zones for small and large group work, but furniture does allow for easy reconfiguration.



LRC uses furniture to help separate into multiple zones for small and large group work, but furniture does allow for easy re-configuration.



Observations - Science & Other Labs



Science labs have fixed tables that do not allow for flexibility in the curriculum. There are no windows to allow daylight into the science labs.

Tech Lab

Woods room is moving more to an engineering based program along with tech lab. Tech lab along with woods room is oversized for current program. Robotics program is beginning. Tech lab and wood room could be reconfigured to better align with current and projected future of program. In addition to robotics lab area, a video production area is desired. There is potential for shared use of resources utilized by tech program.

Teachers & Administration

Teachers are generally assigned to a specific room. There are several group office spaces intermixed with the classrooms that are underutilized. The main administrative office area is appropriately located adjacent to the main entrance. The size of the main administrative office is generally adequate for the functions it houses. Anticipated needs in the immediate future will exceed the available space within the main administrative office area.

Athletics

The main gymnasium appeared to provide adequate space for activities with retractable bleachers along the north and south walls of both the main and auxiliary gyms. Some storage is provided in the southwest corner of the main gym and in the northeast and southeast corners of the auxiliary gym. Current storage is insufficient for athletic equipment needs.

Gym PA system and acoustics are in poor condition. Cheerleading and Dance students do not have a designated space for practicing, and must practice in the hallways. Cheerleading was observed practicing on the upper balcony during a site visit. Separate PE and Coaches office desired. Athletic trainer and Coaches/Officials changing rooms are viewed as too small. There is no classroom in the athletics area for team discussions.

Special Education

The Special Education classrooms and offices are inefficiently laid out for current needs. These spaces require more flexibility in the size of groups that occupy the space and the ability for more acoustical separation between the groups. Current spaces are used for both struggling students and AP students. Only two current self-contained Special Education classes for Math and Reading. Majority of other Special Education students are integrated.

FUTURE READY LEARNING

Collaborative Space

There is no space provided for breakout space either near or inside classrooms for small group collaboration.

Display Space

There is a lack of space to display of 2-D or 3-D student work.

Educational Assessment

LIBRARY RESOURCE CENTER

The Library Resource Center (LRC) is located centrally within the south classroom wing and opens to east and west first floor corridor. The location allows for quick access by all grade levels. South of the LRC is an open courtyard space that could be developed into an outdoor teaching or breakout space to supplement the LRC.

The LRC has positioned itself as a multi-use space allowing for multiple groups to occupy the space simultaneously. Short stacks help divide up and define the smaller meeting spaces while still maintaining sense of larger space.

The LRC is primarily used by small groups of students as access point to technology. Often used by students in study hall to access the library computers. Number of students allowed to sign into library is limited and the number of computers in library is limited. Often students will waste time traveling back and forth between study hall and library, unable to access a computer.

An adjacent, large fixed computer lab is utilized by English department regularly, but is not available to individual or small groups of students. Pending one to one initiative at the District will likely reduce need for dedicated computer lab.

BUILDING SECURITY

Main interior vestibule entry doors were locked and equipped with a video camera and intercom that was connected to the main office. The lock at the main entry was able to be electrically controlled from the main office.

Upon entry to the building, visitors are provided access to the main entry lobby that opens into the main office. Electronically controlled locks keep visitors from proceeding further into the building.

There are a total of 25 security cameras at the Senior High providing surveillance of the building and grounds. The building has firewalls and rated doors separating it into thirds that could be integrated into a building lockdown protocol in order to hinder movement through the building.

TECHNOLOGY

Classrooms were generally equipped with projectors and SMART boards or projectors with pull down screens.

Students are able to access computers and laptops stationed in some of the classrooms, the LRC, laptop carts and the dedicated computer lab. Students are currently losing instruction time with the need to travel from classrooms without computer to other locations.



Technology center has ample space exceeding its current use offering potential for growth. Adjacency to LRC offers opportunities for synergies in space use.



Wood Shop adjacent to technology program presents opportunities for adapted use in combination with engineering.



Observations - Instructional Technology



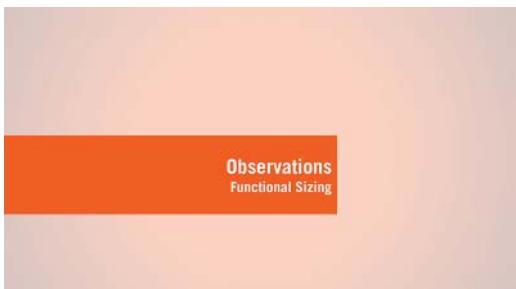
Dedicated computer lab adjacent to LRC used by classes. It is not available to individual or small groups of students.

FACILITY ASSESSMENT - SENIOR HIGH

Educational Assessment



Students visit LRC during study hall to access computers, but student access is limited. Travel back and forth to Study Hall results in lost time.



Observations - Functional Sizing



Classrooms are undersized per current standards, however average class size is 20 students. Furniture is inflexible and creates noise when rearranged.



Walls separating classrooms are temporary demountable partitions up to underside of ceiling and do not properly separate rooms acoustically.

TECHNOLOGY (CONTINUED)

The District is exploring a potential move toward a one to one technology solution. Considerations for additional power access and wireless access will need to be addressed if the one to one solution is implemented.

Wireless connectivity was generally reported as improving, but more work is needed, particularly if a one to one solution. There is a noticeable slowdown during lunchtime.

STORAGE

Classes are equipped with fixed storage for students and classroom supplies. Additional building storage is provided throughout the building, but is limited. Several instances of items being stored in hallways and mechanical areas was observed. Items stored in hallways restrict required egress widths for exiting. Items stored in mechanical areas violate code requirements regarding fire safety.

FIXTURES, FURNITURE & EQUIPMENT

Classrooms were equipped with furniture of age appropriate scale. Furnishings were generally heavy and inflexible. Furniture is noisy within the room when furniture is reconfigured. There is also acoustical transmission from the second floor to the lower floor when furniture or equipment is moved.

ENVIRONMENTAL QUALITY

Lighting

Classroom lighting was provided by direct 2x4 recessed fluorescent lighting fixtures with prismatic lenses. Indirect lighting is provided in the LRC.

Natural Light & Ventilation

Most classrooms have access to natural light. Windows are equipped with horizontal blinds that allow for individual control. Classrooms in the central area of the south wing and the western science labs do not have access to natural light.

Classrooms along the east and south sides of the building have operable vents for natural ventilation with insect screens.

Acoustics

Acoustic control in classrooms was provided by 2x4 suspended acoustic ceiling tile system. There is also acoustical bridging between the classrooms due to the temporary partitions used as demising walls.

CONTROLLABILITY OF SYSTEMS

Environmental control of classrooms is by multi-zone roof top units. The classroom have the ability to adjust the control of the mechanical system +/- 2-3 degrees from the set point.

Lighting is controlled by ganged switches at the front of each classroom.

Educational Assessment



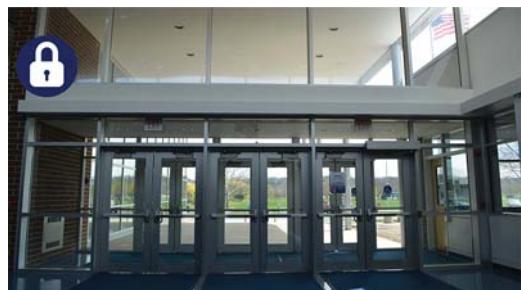
Lack of storage throughout the building results in items being stored in hallways and other building services areas.



Observations - Building Security



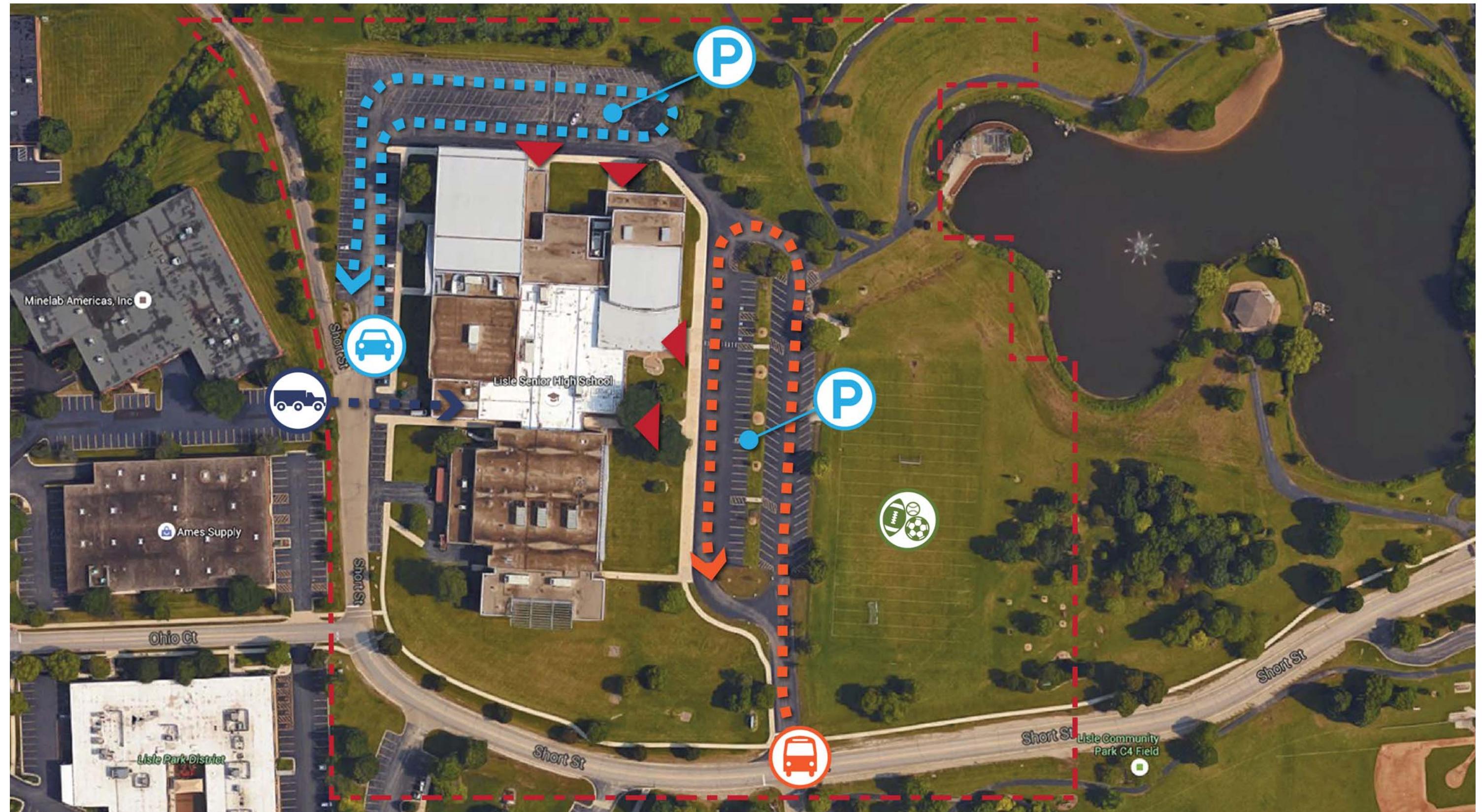
Single exterior door is open during the school day.



Vestibule is secure with good visibility from the office of approach. Visitors are buzzed into the office and checked in prior to gaining access to the school.

FACILITY ASSESSMENT - SENIOR HIGH

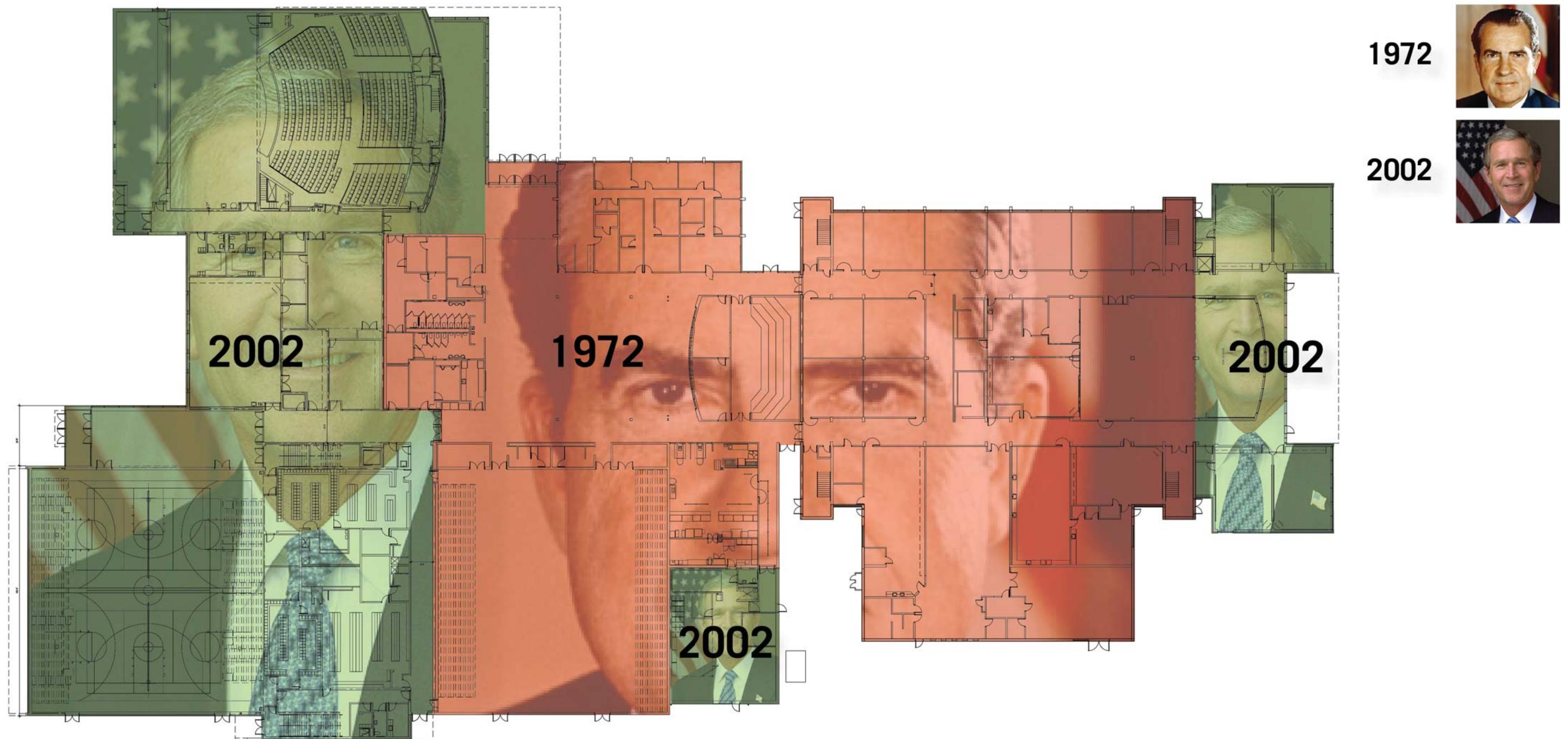
Site Analysis Diagram



Existing Site Diagram

FACILITY ASSESSMENT - SENIOR HIGH

Building Chronology Diagram



Building Chronology by President at time of construction

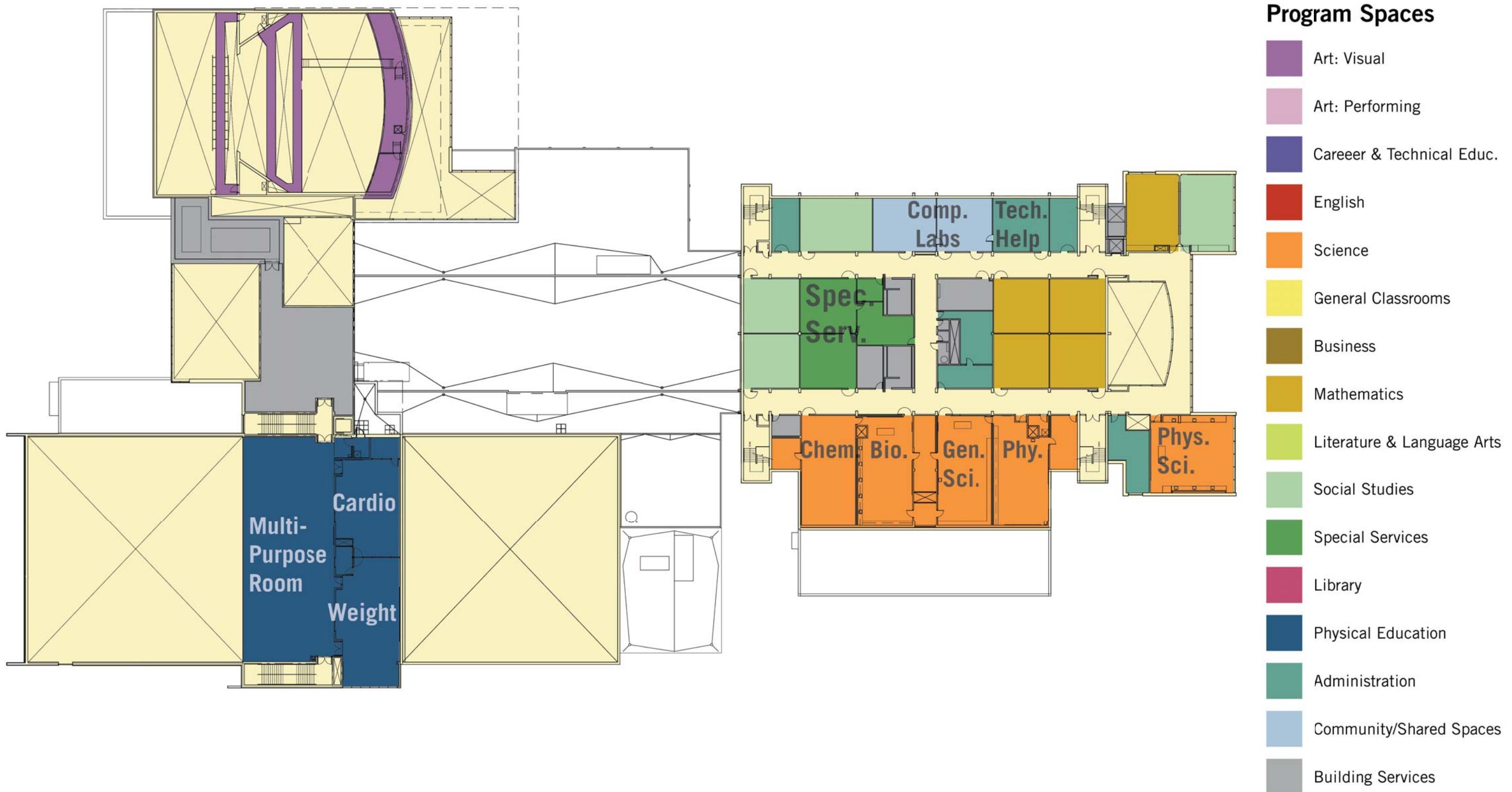
FACILITY ASSESSMENT - SENIOR HIGH

Program Layout Diagram



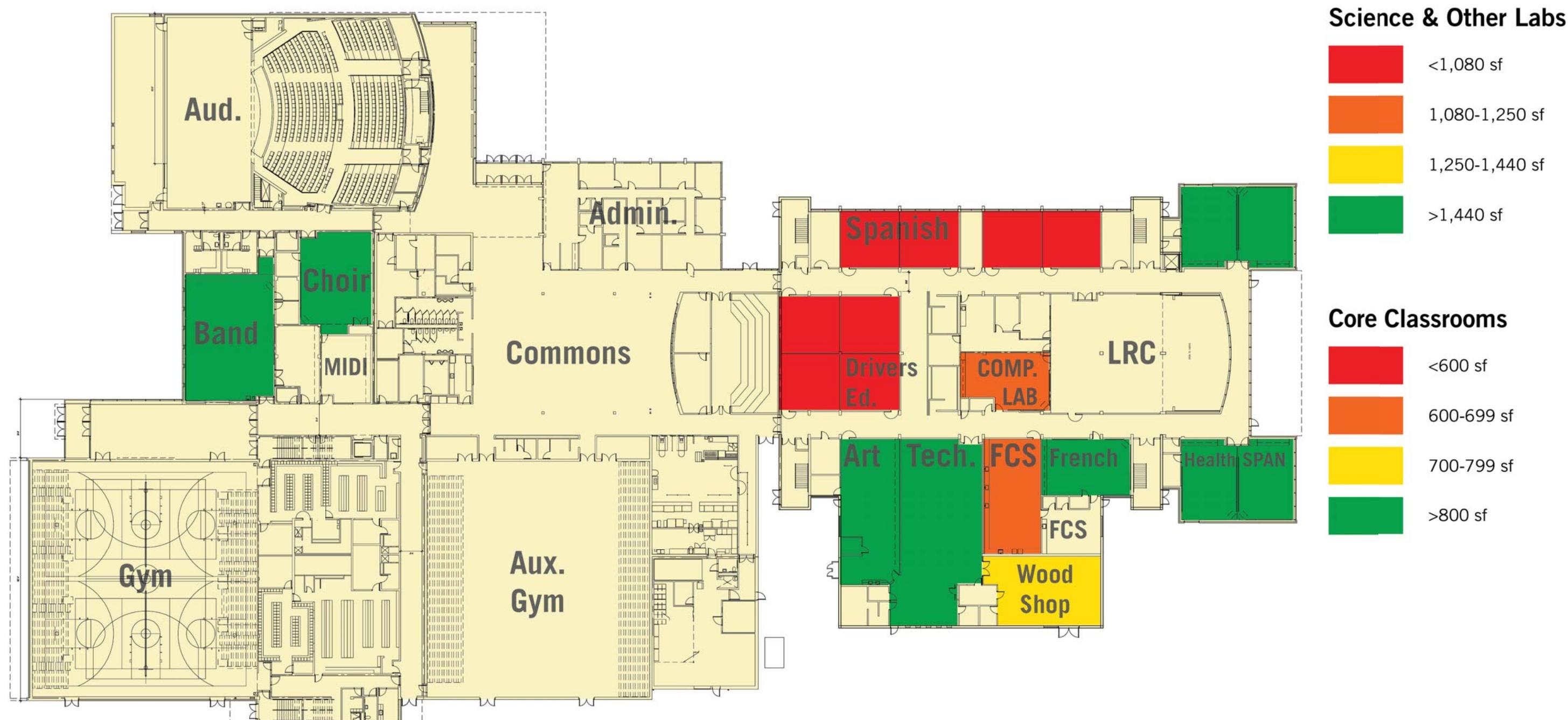
FACILITY ASSESSMENT - SENIOR HIGH

Program Layout Diagram



FACILITY ASSESSMENT - SENIOR HIGH

Room Size Heat Map Diagram



FACILITY ASSESSMENT - SENIOR HIGH

Room Size Heat Map Diagram



FACILITY ASSESSMENT - MEADOWS

Physical Assessment

DETAILED REPORT

General

In addition to the information provided below regarding the physical conditions of the facility, a detailed, itemized report schedule of observed physical issues within the facility along with accompanying floor plan drawings containing keynote tags identifying the location of each violation have been prepared.

Content

The report schedule identifies specific information related to each individual issue including, but no limited to, location within the facility, general description, work type, estimated budget cost, and anticipated completion date to allow for detailed planning and projection of future work.

Physical Assessment Report Access

The report schedule will be regularly updated by both Perkins+Will and District 202. It will be a living document and an ongoing planning and projection tool for the District's capital improvement projects now and in the future. The current report schedule is included in the appendix of this report for reference.

DESCRIPTION OF EXISTING CONDITIONS

GENERAL

Enrollment

Since 1987 the School has been leased to outside groups. Currently the facility is leased by Kindi Academy as an early childhood center. Kindi Academy only utilizes a small portion of the facility, and some areas are used as storage for District 202. The Park District utilizes the play fields for sports and some outside groups rent the facility for various functions.

Construction

Type 2C unprotected (original building)

Means Of Egress

Adequate in arrangement, size, and protection. Building is not sprinklered.

Local Fire Alarm System

Automatic telephone dialer.

Nearest Fire Station

Station #53, 3101 Woodridge Dr., Woodridge, 2.0 miles away



Main building elevation facing Westview Lane



Main entrance



Main entry hallway



Typical hallway

FACILITY ASSESSMENT - MEADOWS

Physical Assessment



Typical classroom



Early childhood classroom



Lunchroom



Gymnasium

City Water

One 3" city water service (2" meter) enters the building from the south side of the building into room PW121. There is no means of backflow prevention.

CONSTRUCTION DETAILS

Year Built

Original building constructed 1964.

Height

1 story

Ground Floor Area

32,000 square feet.

Exterior Wall Construction

Masonry clad steel frame

Floor Construction

Ground floor – concrete slab on grade. Finish is typically vinyl, carpet, ceramic tile (toilets & wet areas).

Roof Construction

Genflex single ply roofing on sheathing, ballasted with river rock. Roofing warranty expired 10-29-2001.

Interior Wall Construction

Exposed structural steel painted with exposed ceiling tiles.

Interior Finish

Painted CMU, painted brick

Transoms And Ceiling Level Glass

N/A

EGRESS FACILITIES

Grade Exits

Adequate and well arranged

Corridors

Adequate width, height and protection.

Stairways

N/A

Windows

Original, aluminum frame, single pane glass

Fire Escape

None

Exit Signs

Exit lights are located in all paths of egress where shown on the drawings. All exit lights are equipped with battery back up power except where noted on drawings.

Physical Assessment

Emergency Lighting

Emergency lights are located throughout the school in all paths of egress where indicated on the drawings.

SPECIAL OCCUPANCIES

Library Resource Center

None

Gymnasium

Shares space with stage

Boiler Room

Located in room 119 with fire rated door at entrance.

Storage Rooms

Storage rooms vary in s.f. and are not sprinklered. Rated separation partitions and fire rated doors are required.

UTILITIES

Heating Plant

There is no central heating plant at this facility. Heating is provided by natural gas fired, forced air, horizontal furnaces (80 MBH) located in each space. Approximately half of the furnaces are original while the others have been replaced recently. The current furnace arrangement is potentially dangerous, and should be reworked as soon as possible.

Heat Distribution

Heating is provided by natural gas fired, forced air, horizontal furnaces located in each space.

Ventilation

Ventilation is provided to all student spaces. Outside air is insufficient for the space uses. Common areas are served by downflow furnaces with underslab ductwork.

Toilet room exhaust is inoperable and/or insufficient.

Air Conditioning

The office area is air conditioning by an individual Carrier Weather maker furnace with direct expansion cooling coil and rooftop condensing unit. Only one classroom is air-conditioned using a self-contained rooftop unit a few others have a self contained unit sitting on a counter.

Water Heater

Domestic hot water is provided by three water heaters. A 2KW electric water heater is located in the lounge area and serves only that local sink. A vanguard, 34 MBH gas fired tank water heater serves half of the facility, while a Richmond 34 MBH gas fired tank water heater serves the other half. Both are located in Janitor's closets and have a 40 gallon storage capacity.



Main parking lot has extensive cracking and is at end of useful life.



Walkways around site have extensive cracking and are at end of useful life.



Direct access doors to classrooms are not ADA accessible.



Windows are inefficient single pane with aluminum frames. Exterior sealant needs to be replaced around vents, doors and windows.

FACILITY ASSESSMENT - MEADOWS

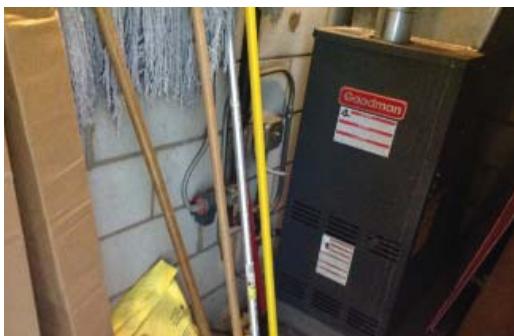
Physical Assessment



Roof system is well beyond the end of its expected service life.



Many roof top units (RTU's) are well beyond life expectancy.



Some mechanical equipment is residential grade and not installed properly for use.



Toilet rooms are not ADA accessible.

Gas Service

The natural gas service is located on the northwest side of the facility. The gas then runs buried along the perimeter of the building, serving the furnaces.

Electrical Service

The building's electrical service runs underground from an exterior utility transformer to a 400A, 120/208V, 3-phase, 4-wire fused service disconnect switch located in a storage room off of the gymnasium. There are several taps ahead and after the main service switch.

Lighting Systems

Lighting throughout the building is provided by recessed mounted T12 fluorescent fixtures in the classroom, corridor and office areas. The Gymnasium is served by HID high bay light fixtures. Some incandescent light fixtures are located in closets. T12 lamps are no longer being manufactured and it will become more difficult to find replacement lamps.

Plumbing

One 3" city water service (2" meter) enters the building from the south side of the building into the office area furnace room. The service does not have a means of backflow prevention.

There are adequate numbers of plumbing fixtures throughout the building. The fixtures are newer and in good condition.

Some of the plumbing piping is building original galvanized piping and should be replaced. Main distribution runs below the slab.

FIRE PROTECTION

Fire Alarm System

An old Edwards hard-wired fire alarm system is installed in the building. The main fire alarm control panel is located in the Gymnasium storage room. A fire alarm annunciator panel is not installed in the building. There is not a zone map installed in the building. The system is continuous ringing type with pull stations, horns and heat detectors where indicated on the drawings. The system does not have battery back up. The building lacks visual notification and detection devices.

Automatic Heat Detection

There are automatic heat detectors installed throughout the building.

Fire Sprinkler Piping

The building is not protected by an automatic sprinkler system.

Fire Extinguishers

Portable fire extinguishers are located as indicated on the drawings. These extinguishers and their location meet all code requirements.

Physical Assessment

SECURITY SYSTEM

There is a local Aiphone intercom located at the front entrance with an electric strike at one door.

ASBESTOS ABATEMENT

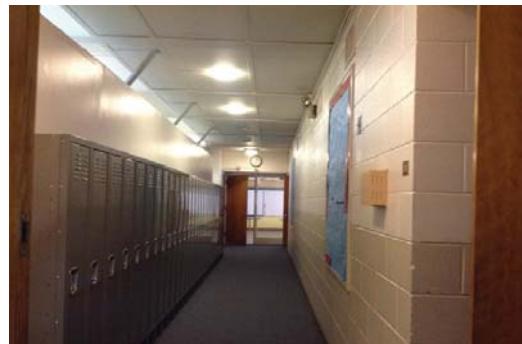
Not tested

LEAD BASED PAINT

Not tested

PAVING

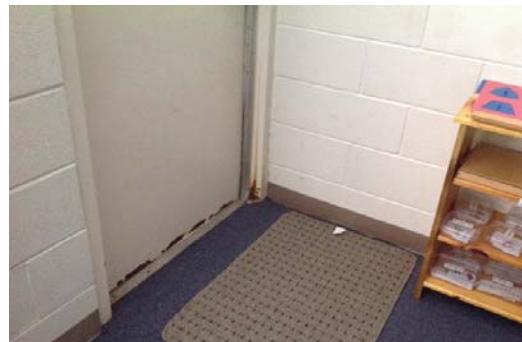
Drives, parking lots, and sidewalks are in good condition except where noted.



Commons area in rented portion of building is subdivided into hallways and smaller rooms.



Direct exterior exit doors do not have fire alarm pull stations or illuminated exit signs per code.



Several exterior doors and frames show signs of water damage.



Ductwork to furnaces is not installed to code requirements. Additional CO detectors were required to temporarily mitigate issue.

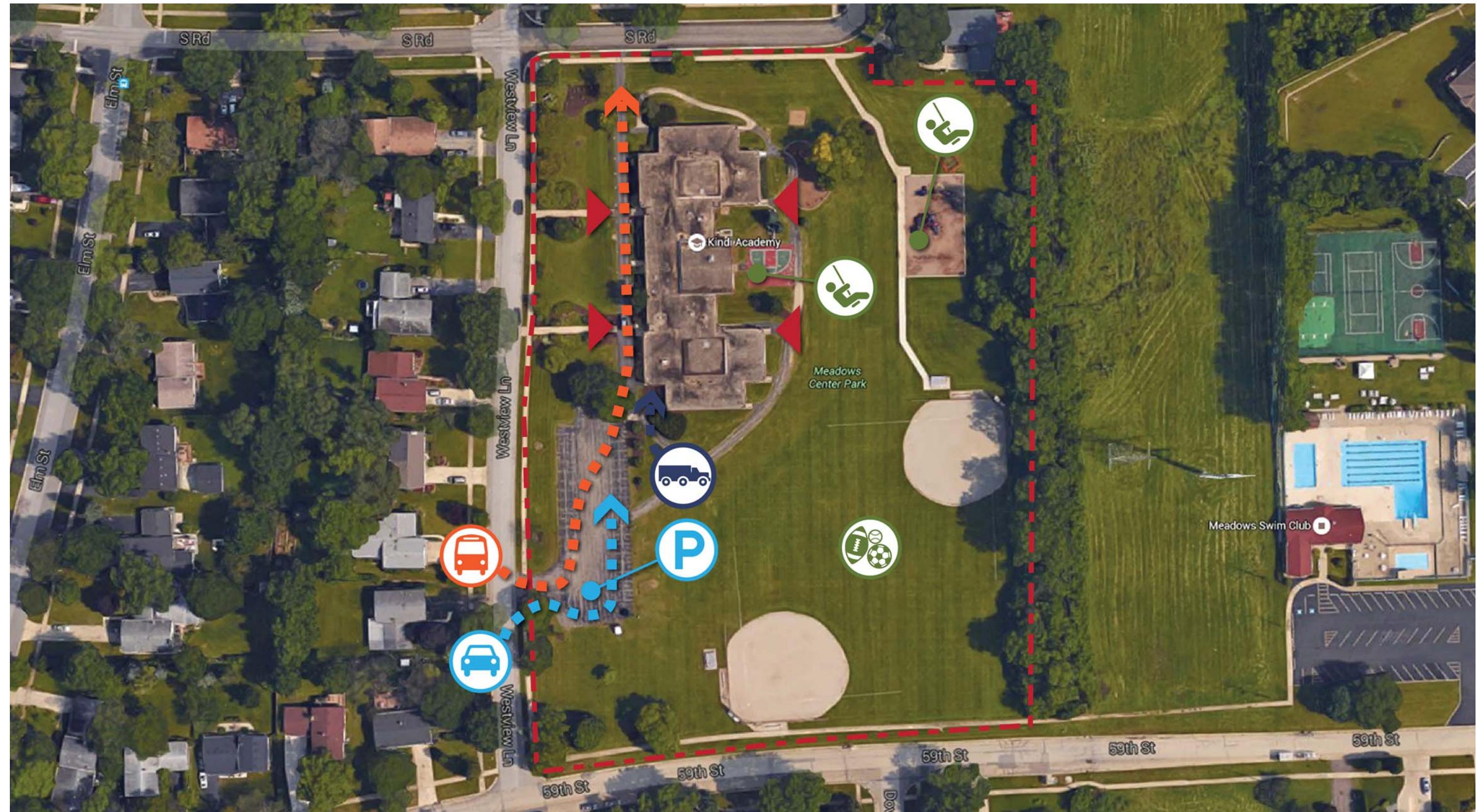
FACILITY ASSESSMENT - MEADOWS

Educational Assessment

An Educational Assessment was not performed on the Meadows facility as it is not utilized by the District for Educational purposes.

FACILITY ASSESSMENT - MEADOWS

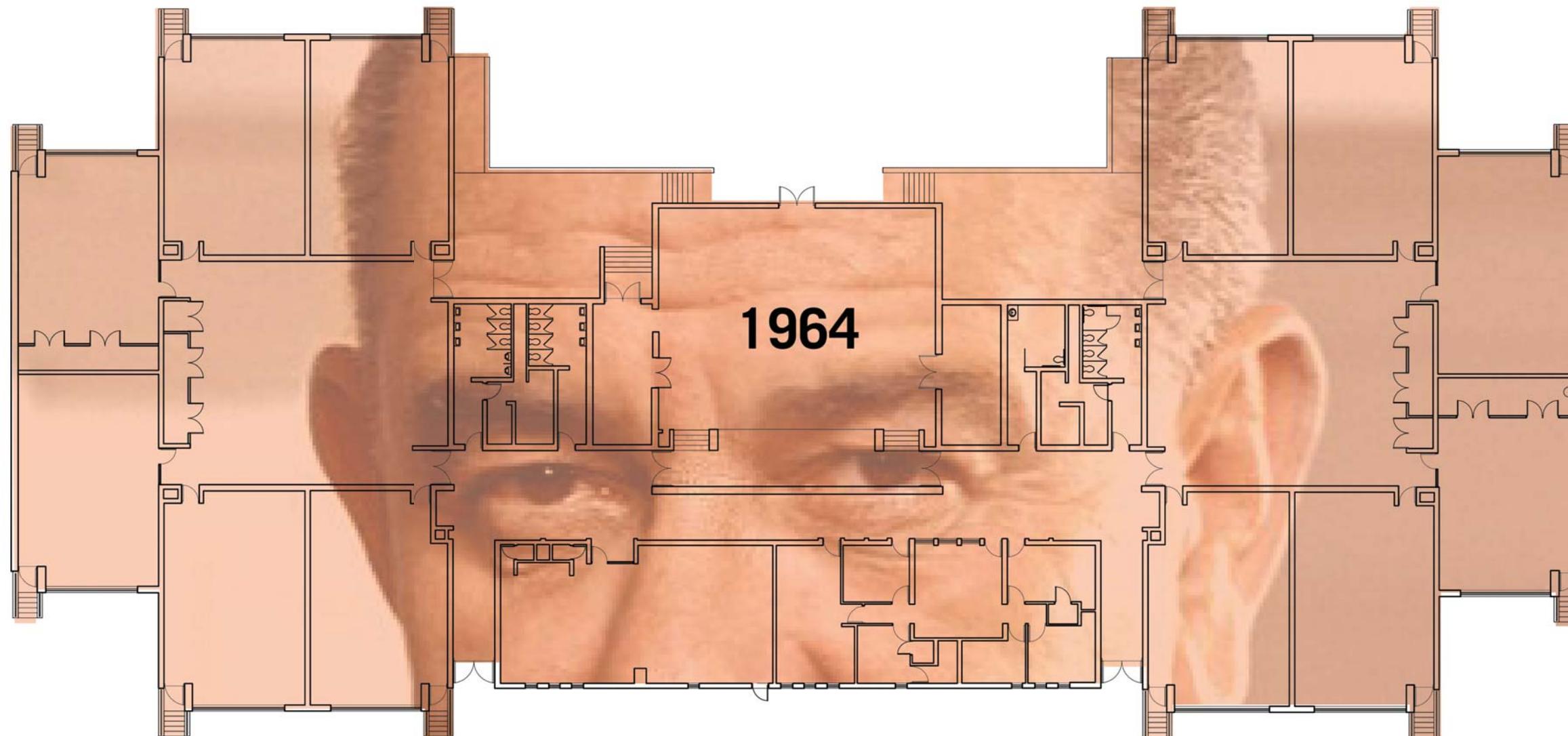
Site Analysis Diagram



Existing Site Diagram

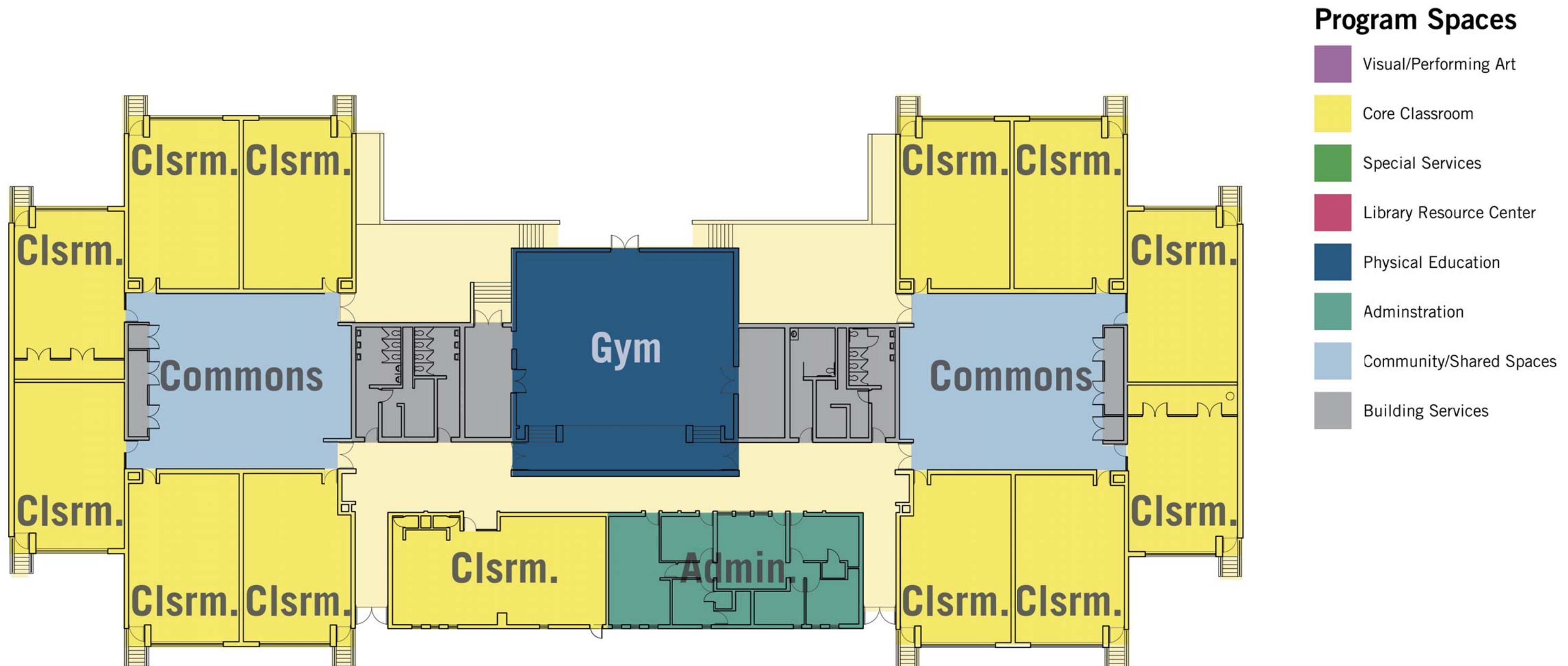
FACILITY ASSESSMENT - MEADOWS

Building Chronology Diagram



1964





Room Size Heat Map Diagram



SECTION 04. FACILITY OPTIONS

MASTER PLAN - SUMMARY



Key Findings & Recommendations

DESIRED FACILITY CHARACTERISTICS

Vision 202 participants recommend that the following aspects of the educational facilities be carefully considered when addressing facility needs at each building.

- 1.1 Flexibility** – Ensure spaces in the facilities are equipped to be flexible and meet the needs of teaching and learning. Work spaces and furnishings should allow for varied learning experiences and be adaptable to meet educational needs today and in the future.
- 1.2 Technology Ready** – Create an infrastructure that supports the technology needs for teaching and learning as well as provide media centered spaces that allow for 21st Century Learning.
- 1.3 Security** – Install, where appropriate, enhanced security measures to ensure the safety of students. Adjust facility entrances as needed to regulate the flow of visitors to the buildings.
- 1.4 Collaboration** – Explore ways in which the facilities can better support, or be adjusted to better support, collaboration among students, students and staff, as well as between staff.
- 1.5 Work Spaces** – Ensure adequate spaces are available to allow for professional collaboration, confidential communications, as well as ample dedicated space for student services (i.e. speech & occupational therapies, special education services, additional instruction) to be delivered.
- 1.6 Transitions Between Buildings** – Reduce the number of student transitions between buildings.
- 1.7 Learning Environments** – Incorporate environmental qualities such as lighting, acoustics, and air quality that positively impact student learning.

KEY FACILITY CONSIDERATIONS

Vision 202 participants identified preferred facility options focusing on the elementary grade configuration and location from eight initial facility scenarios. Based on participant feedback, three options were identified as the most desirable.

- 2.1 Option G – First Choice Option**
 - New PreK-5 Building at the Meadows Site
- 2.2 Option F – Second Choice Option**
 - New PreK-5 Building at the Schiesher Site
- 2.3 Option C – Third Choice Option**
 - New PreK-2 Building at the Meadows Site
 - New 3-5 Building at the Schiesher Site
- 2.4 Elementary Grade Configuration** – The Vision 202 participants significantly preferred a single-building for the elementary grades.
- 2.5 School Location** – Both the Meadows site and the Schiesher site were indicated as desirable sites for a new school.
- 2.6 Financial Considerations** – Vision 202 participants expressed the desire to focus on facility options that do not require a referendum.
- 2.7 Drop-off/Pick-up Logistics** – Participants indicated an interest in exploring solutions to drop-off/pick-up challenges at the schools.
- 2.8 Advantages & Disadvantages of the Facility Options** – Vision 202 participants generated a list of advantages and disadvantages for each facility option, which is on the following page. It is recommended that these ideas be considered in the decision making process.

MASTER PLAN - SUMMARY

Opportunities & Challenges

The Opportunities & Challenges lists of the top three preferred Elementary School Master Plan Options are a combination of the Advantages & Disadvantages, derived from the CES participants, with additional input by Perkins+Will. The CES participant's Advantages & Disadvantages lists can be viewed in the Appendix under CES 5 - Small Group Activity Responses.

OPTION G - First Choice



New PK-5 at Meadows

Opportunities:

- PK-5 in one building allows for:
 - More efficient use of resources
 - Increased collaboration across grade levels for teachers & students
- Fewer student transitions between schools
- No disruption during construction
- Improved drop-off/pick-up
- Better vehicle access
- Improved parking
- Three access roads to site
- Largest site, 8.0 acres; Regular shape
- Least expensive Option

Challenges:

- Increased traffic / potential congestion
- Potential increase in length of bus rides
- Potential impact of larger student body impact daily logistics & scheduling ex: shared spaces

OPTION F - Second Choice



New PK-5 at Schiesher

Opportunities:

- PK-5 in one building allows for:
 - More efficient use of resources
 - Increased collaboration across grade levels for teachers & students
- Fewer student transitions between schools
- Proximity to JHS; Campus feel
- Improved parking
- Centralized location within District
- Proximity to public library

Challenges:

- Increased traffic / potential congestion
- Site access only from west
- Smaller site, 6.5 acres; Irregular shape
- Reduced outdoor space
- Construction logistics; Extended construction time
- Portable classrooms; Construction impact on school year
- Potential impact of larger student body impact daily logistics & scheduling ex: shared spaces
- Coordinate construction phasing to avoid loss of gymnasium for a period of time

OPTION C - Third Choice



New PK-2 at Meadows

Opportunities:

- Maintains small school size with two new buildings
- Reduce traffic impact on school grounds and in neighborhoods
- PK-2: No disruption during construction
- 3-5 students have opportunity to use Wilde Field
- More green space with smaller buildings

Challenges:

- Maintain four facilities vs. three
- Only eliminates extra kindergarten transitions between elementary schools
- Construction logistics; Extended construction time at Schiesher
- Portable classrooms; Construction impact on school year at Schiesher
- Site access only from west at Schiesher
- Most expensive Option



New 3-5 at Schiesher

Options Development

General

The primary focus for the Master Plan options development was on the elementary schools as was described in the Project Overview section of this report. Immediately following this summary is a more detailed description of the top three preferred options identified by the Community Engagement participants in order of the option ranking. Following those three options is additional master plan information regarding the Junior High School, Senior High School, and District Offices that were developed along with the elementary options focus.

CES 3

As described in the Project Overview section, eight options, A-H, were presented at Community Engagement Session (CES) 3. Each of these options can be viewed in the appendix. After group discussion, the attending stakeholders were asked to vote on their top three preferred options. Each participant was given three stickers and asked to place them on their individual top three options. The results, shown below, clearly identified Options F and G as the top two, and Option C as the clear third.

Options	Community Engagement Session 3 - Sticker Exercise																		Total	%
	1	2	3	4	5	6	7	8	9	11	12	13	15	16	17	18				
A	3	-	-	-	-	1	1	-	1	-	-	-	-	-	4	3	13	6%		
B	1	-	4	2	1	3	1	-	3	1	1	1	2	-	3	-	23	11%		
C	3	4	4	3	4	2	1	3	3	4	5	2	-	2	3	1	44	20%		
D	-	-	1	-	3	-	-	-	-	-	-	-	1	-	-	-	5	2%		
E	2	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	3	1%		
F	5	4	4	3	1	3	3	-	5	5	4	4	3	3	4	5	56	26%		
G	-	4	1	5	5	3	4	9	1	5	5	4	5	3	3	-	57	26%		
H	-	-	1	2	1	-	1	-	-	-	-	4	4	1	-	1	15	7%		
Total	14	12	15	15	15	12	12	12	13	15	15	15	15	9	17	10	216			

In addition to the sticker votes, each table was asked to provide comments on each of the options regarding advantages, concerns, additional questions and additional feedback for Perkins+Will and the Facilitating Team to consider.

CES 4

After reviewing the feedback from CES-3, the top three options were refined and presented again during CES 4. In this presentation additional information regarding construction timeline and logistics were presented first. The CES participants were asked to discuss and then rank the three options resulting in the following order of preference:

Rank	Option	1st Choice	2nd Choice	3rd Choice
1.	Option G	38	26	4
2.	Option F	21	31	16
3.	Option C	9	11	48

After this initial ranking, budget cost information was provided for each of the options and the participants were asked again to discuss and re-rank the options to see if the budget implications affected the participants preferences with the following results:

Rank	Option	1st Choice	2nd Choice	3rd Choice
1.	Option G	45	21	2
2.	Option F	19	40	9
3.	Option C	4	7	57

MASTER PLAN - SUMMARY

Options Development

CES 4 continued

The addition of the budget information did not change the ranking preferences, but solidified the order of preferences for each of the options. Option G is the clear first choice with Option F as a close second and Option C a distant third choice.

CES 5

A recap of CES's 1-4 was provided identifying the key findings, considerations and preferences of the previous participants. CES 5 participants were then asked to review the key findings and recommendations in order to confirm the Facilitating Team had accurately documented and represented the feedback from the Engagement Session participants. There was general agreement with the key findings from the attendees at CES 5 with a few additional comments or questions.



MASTER PLAN - OPTION G

Description

NEW PK-5 SCHOOL AT MEADOWS SITE

This option utilizes the Meadows site for the construction of a new PK-5 building. As will be described in the Construction Timeline and Site Logistics portion of this option, the construction activities of this new building will not impact the current students or teachers at Tate Woods or Schiesher Elementary Schools. The Meadows site is the most appropriate in size and proportion for a new elementary building at 8 acres in a rectangular shape having three sides with street access.

The layout illustrated on the diagrams following these descriptions are intended as a simple organizational concept for the building. It is not intended to represent a final design solution or limit the possibilities for exploration during the design process.

MAIN BUILDING

General

There are Two Story Classroom Wings to the north and south intended to house grades PK-2 in one wing and 3-5 in the other. Shared Resources used specifically by each wing occupy the connection area between the wings and the central School Shared Resources area of the building. The central area includes resources shared by both the PK-2nd grade wing and the 3rd-5th grade wing.

Throughout the Facility Master Plan process the current intimate nature of the existing schools was highlighted as a desirable feature to be maintained as best as possible in proposed solutions. The separation of the PK-2nd grade children and the 3rd-5th grade children into separate wings allows for the creation of those smaller communities within the larger school. Combining these two grade communities under one roof also allows for greater efficiency of shared resources and potential for improved collaboration within the District and minimizes the number of transitions as children advance up through the grade levels.

North Classroom Wing

The north classroom wing is intended to accommodate the PK-2nd grade students. There is a secondary building entrance to the north connecting it to the north parent drop-off lane indicated with a blue dashed line on the diagram. The western entrance to the wing can provide additional pedestrian access. The eastern entrance will provide access to the play fields and playgrounds on the eastern portion of the site. The wing is two stories, with the intention Pre-kindergarten and Kindergarten students occupy the first floor, while the second floor houses the first and second grade students.

North Wing Shared Resources

The Shared Resources area connecting the classroom wing to the central School Shared Resources area is intended to house functions common to the PK-2nd grade classroom wing. It could potentially house a Library Resource Center as well as other shared functions such as art and music specific to PK-2nd grade students. Additionally, teacher collaboration and resource spaces can occupy this section of the building along with students services which would need regular interaction with students in that wing.

South Classroom Wing

The south classroom wing is intended to accommodate the 3rd-5th grade students. Similar to the north wing, there is a secondary building entrance to the south connecting it to the south parent drop-off lane indicated with a blue dashed line on the diagram. The western entrance to the wing can provide additional pedestrian access. The eastern entrance will provide access to the play fields and playgrounds on the eastern portion of the site. The wing is two stories, with the intention the 3rd grade students occupy the first floor, while the second floor houses the 4th and 5th grade students.

MASTER PLAN - OPTION G

Description

South Wing Shared Resources

The Shared Resources area connecting the classroom wing to the central School Shared Resources area is intended to house functions common to the 3rd-5th grade classroom wing. It could potentially house a Library Resource Center as well as other shared functions such as art, music specific to 3rd-5th grade students. Additionally, teacher collaboration and resource spaces can occupy this section of the building along with students services which would need regular interaction with students in that wing.

Central School Shared Resources

The central School Shared Resource area will house functions that will need to be accessed by both the PK-2nd grade classroom wing students as well as the 3rd-5th grade classroom wing students. The main administration would flank the main entrance along the west side of the building. A gymnasium would likely occupy the eastern portion of the central area so it would have immediate access to the play fields and green space to the east. A cafeteria and multipurpose room are other program functions that would be located in this central area.

SITE

General

The layout provides vehicular access to the site from the north, west and south in order to most efficiently allow vehicles to enter and exit the site and disperse vehicular traffic in the area. The north and south drop-off and pick-up lanes are intended for parent cars as indicated with blue dashed lines on the diagram on the following pages. The west lane is for bus drop-off and pick-up as indicated with the orange dashed line on the diagram on the following pages. A traffic study and analysis of the effects associated with adding a new school at this location will help determine how the strategies described herein should be modified to best address any additional traffic.

West Bus Lane

The west drop-off lane would be accessed from Westview Lane for both entry and exiting. This would mainly serve as bus drop-off and pick-up at the beginning and end of the school day. During the school day, visitors would utilize the approximate 20 parking spaces along this drive in order to access the main entrance.

North Parking Lot

The north parking lot and drop-off lane would be accessed from S Road. Students walking or riding bikes would be able to access the north classroom wing from the northeastern corner of the parking lot sidewalk connection. Parents for the PK-2nd grade students would drop-off and pick-up their children along the sidewalk immediately north of the building. The approximately 72 parking spaces would serve as faculty parking for the faculty working in the north classroom wing.

South Parking Lot

The south parking lot and drop-off lane would be accessed from 59th Street. The access point is intentionally aligned with the intersection of 59th Street and Dover Drive likely requiring the addition of a four way stop or a stop light at that intersection as 59th Street is one of the more major thoroughfares through the Meadows neighborhood. Students walking or riding bikes would be able to access the south classroom wing from the southeastern corner of the parking lot sidewalk connection. Parents for the 3rd-5th grade students would drop-off and pick-up their children along the sidewalk immediately south of the building. The approximately 87 parking spaces would serve as faculty parking for the faculty working in the south classroom wing.

Description

Playground / Green Space

The building and parking lots are focused along the western half of the site to allow for the eastern portion of the site to remain open for playgrounds, play fields and open green space. The green space can be directly accessed by each of the classroom wings as well as the gymnasium located in the central school shared resources area. If this option is selected to move forward, the design process should explore the possibility of including a baseball field on site.

PROJECT BUDGET

During the Facility Master Plan process, the three preferred options identified during the Community Engagement Sessions, including this one, were analyzed and estimated project budgets were developed. These budgets include *Direct Construction Budget* costs which are inclusive of demolition of existing building and site elements, construction of the building, parking lots, storm water detention, playgrounds, and site restoration. Also included in the development of the Project Budgets are *Indirect Construction Budget* costs including contingencies, professional service fees, testing, furniture, and technology.

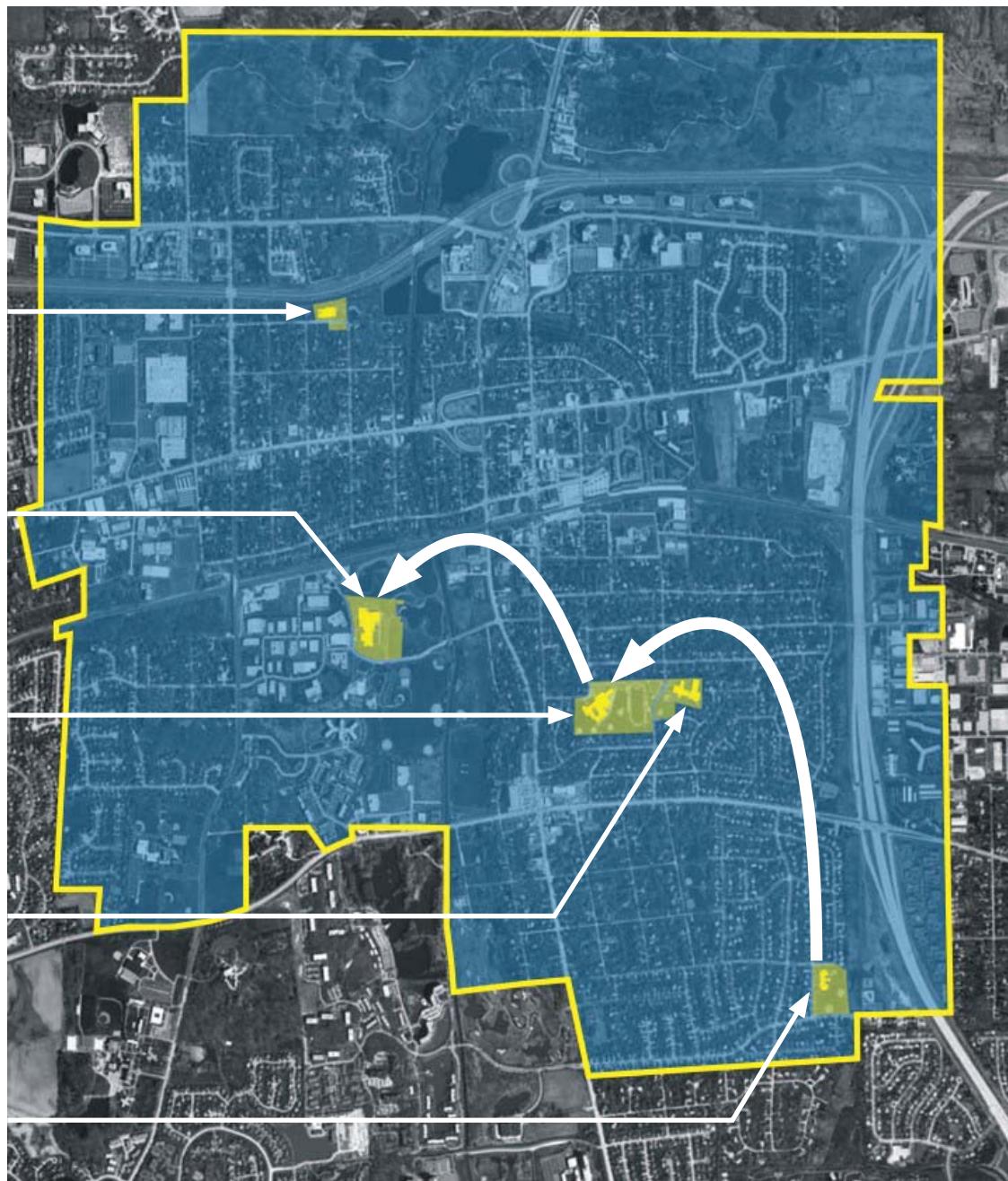
These project budgets are intended as one component of the Facility Master Plan Options to be used along with all the other supplied information in order to provide the attendees of the Community Engagements Sessions and the Board of Education a sufficient amount of information in order to make an informed decision on how to best improve the District's physical assets and advance its educational delivery within available resources. *The budget figures are not construction bid numbers, nor are they detailed estimates based upon a finished design.* They are based upon the information developed to date. If and when the District decides to proceed with any option, that design should be estimated at regular intervals in order to make sure the final design remains in line with the District's budget and expectations.

Direct Construction Budget:	\$ 30,300,000
<u>Indirect Construction Budget:</u>	<u>\$ 8,200,000</u>
Total Project Budget:	\$ 38,500,000

Option G is the least expensive of the three preferred options.

MASTER PLAN - OPTION G

Grade Configuration



Student counts are from the 2015-2016 school year

MASTER PLAN - OPTION G

New PK-5 Building at Meadows



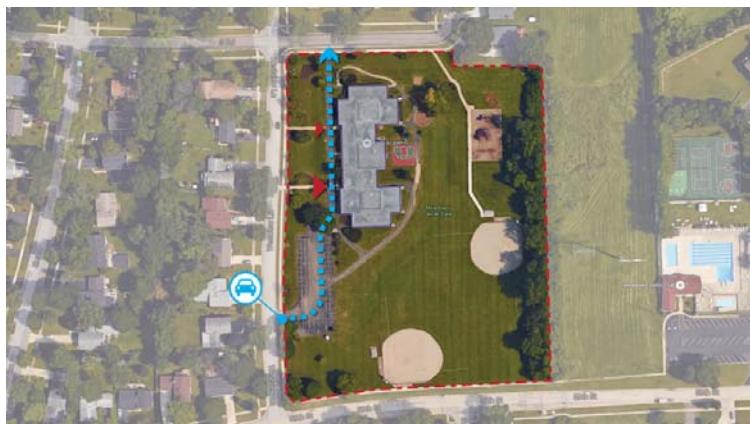
MASTER PLAN - OPTION G

Construction Timeline & Site Logistics

1. Existing Site

The existing building is in the northwest corner of the site with the parking lot immediately southwest. There are two playgrounds east of the building, and two ball fields in the southeast corner at the lowest elevation of the site. The timeline below assumes the following to occur prior to construction:

- Detailed Programming Fall 2016
- Building Design Winter 2016-Fall 2017
- Bidding Fall/Winter 2017



Existing

2. Demolition

Since the Meadows facility is not currently used by the District for its students, demolition activities can begin at any time being not hindered by the school year. As indicated in orange below, demolition activities would likely begin in the spring of 2018 based on the assumed activities occurring as listed above.



Demolition

3. Construction

The building and site construction would occur over approximately one to one and a half years as indicated in blue below. The construction would be completed during the summer of 2019, allowing for the installation of technology and furniture.



Construction

4. Completion

The building should be ready to be occupied starting in the fall of 2019. Some time would likely need to be coordinated with the faculty toward the end of the summer of 2019 to introduce them to the new facility prior to the beginning of the school year.



Completion

5. Potential Expansion

The concept layout allows for potential expansion as illustrated with the translucent areas shown in the image to the right. The two story classroom wings can be expanded to the east should student population increase. The areas shown represent additions of four classrooms on the first and second floors each for a potential total of eight added classrooms per wing. The north and south parking lots can also be expanded eastward to accommodate increased parking requirements.



Expansion

	2018	SUMMER	2019	SUMMER		2020	SUMMER	2021
NEW PK-5 BUILDING & SITE								
SITE								

MASTER PLAN - OPTION F

Description

NEW PK-5 SCHOOL AT SCHIESHER SITE

This option utilizes the Schiesher site for the construction of a new PK-5 building. As will be described in the Construction Timeline and Site Logistics portion of this option, the construction activities of this new building will be phased over a two year period while the existing school is in operation.

The layout illustrated on the diagrams following these descriptions are intended as a simple organizational concept for the building. It is not intended to represent a final design solution or limit the possibilities for exploration during the design process.

MAIN BUILDING

General

The general concept for Option F is the same as Option G, however the shape and size of the property require the same set of components to have a slightly varied layout. There are two story classroom wings extending out from the central School Shared Resources area to the east and southwest intended to house grades PK-2 in one wing and 3-5 in the other. Shared Resources used specifically by each wing occupy a portion of the connection area between the wings and the central area of the building. The central area includes resources shared by both the PK-2 wing and the 3-5 wing.

Throughout the Facility Master Plan process the current intimate nature of the existing schools was highlighted as a desirable feature to be maintained as best as possible in proposed solutions. The separation of the PK-2 children and the 3-5 children into separate wings allows for the creation of those smaller communities within the larger school. Combining these two grade communities under one roof also allows for greater efficiency of shared resources and potential for improved collaboration within the District.

East Classroom Wing

The east classroom wing is intended to accommodate the PK-2 students. There is the main building entrance at the northwest corner of the building providing the main point of connection to parent and bus pick-up/drop-off lanes indicated in blue and orange dashed lines. A secondary entrance/exits exist at the east end of the classrooms wing providing access to the playground area dedicated to this wing of the building as well as a second means of access to the parent pick-up/drop-off lane to the north indicated by a blue dashed line. The wing is two stories, with the intention Pre-kindergarten and Kindergarten students occupy the first floor, while the second floor houses the first and second grade students.

East Wing Shared Resources

The shared resources area is at the southwest corner of the classroom wing at the junction between the classroom wing and main central area. It is intended to house functions common to the PK-2 classroom wing, potentially including a Library Resource Center as well as other shared functions such as art and music specific to PK-2 students. Additionally, teacher collaboration and resource spaces can occupy this section of the building along with students services which would need regular interaction with students within that wing.

Southwest Classroom Wing

The southwest classroom wing is intended to accommodate the 3-5 students. Similar to the east wing, there is a secondary building entrance at the end of the wing to the southwest connecting it to the south end of the bus pick-up/drop-off lane indicated with a orange dashed line on the diagram. This southwest entrance will provide access to the playground area specific to this wing. The wing is two stories, with the intention the third grade students occupy the first floor, while the second floor houses the fourth and fifth grade students.

MASTER PLAN - OPTION F

Description

Southwest Wing Shared Resources

The Shared Resources area is at the northwest corner of the classroom wing at the junction between the classroom wing and the main central area. It is intended to house functions common to the 3-5 classroom wing, potentially including a Library Resource Center as well as other shared functions such as art and music specific to 3-5 students. Additionally, teacher collaboration and resource spaces can occupy this section of the building along with students services which would need regular interaction with students within that wing.

Central School Shared Resources

The central School Shared Resource area will house functions that will need to be accessed by both the PK-2 classroom wing students as well as the 3-5 classroom wing students. The main administration would flank the main entrance northwest corner of the building. A gymnasium would likely occupy the eastern portion of the central area along the southern exterior wall so it would have immediate access to the green spaces to the east and southwest. A cafeteria and multipurpose room are other program functions that would be located in this central area.

SITE

General

The layout provides vehicular access to the site all from Kingston Avenue to the west. The north drop-off and pick-up lane circumferences the parking lot and is intended for parent cars as indicated with blue dashed lines on the diagram on the following pages. The west lane is for bus drop-off and pick-up as indicated with the orange dashed line on the diagram on the following pages. A traffic study and analysis of the effects associated with adding PK-2 students to a new school at this location will help determine how the strategies described herein should be modified to best address any additional traffic.

West Bus Lane

The west drop-off lane would be accessed from Kingston Avenue for both entry and exiting. This would mainly serve as bus drop-off and pick-up at the beginning and end of the school day. During the school day, visitors would utilize the approximate 54 existing parking spaces in the parking lot across the street on the west side of Kingston Avenue.

North Parking Lot

The north parking lot and parent pick-up/drop-off lane would be accessed from Kingston Avenue at the northwest corner of the site. Parents for both the PK-2 and 3-5 students would drop-off and pick-up their children along the sidewalk immediately north of the building which extend north along the eastern edge of the parking lot in order to maximize the queuing capacity for cars. The approximate 150 parking spaces would serve as faculty parking for the entire school's faculty.

Playground / Green Space

The Schiesher site, at 6.5 acres, is not as large as the Meadows site as well as being an irregular shape. Therefore, as evident in the following diagrams, there is less available green space remaining once the school building, parking and drive lanes of comparable size to Option G are placed on the site. The building and parking lots are focused as much as possible along the northern and western portions of the site to allow for the eastern and southernmost portions of the site to remain open as playgrounds for each of the classroom wings. The green spaces can be directly accessed by each of the classroom wings as well as the gymnasium located in the central School Shared Resources area. Based on the current property size and layout, it is highly unlikely that a baseball field will fit on the site. If this option is chosen to proceed, the District may want to consider the possibility of purchasing some or all of the four properties immediately to the south between the Schiesher property and Ohio Street.

Description

PROJECT BUDGET

During the Facility Master Plan process, the three preferred options identified during the Community Engagement Sessions, including this one, were analyzed and estimated project budgets were developed. These budgets include *Direct Construction Budget* costs which are inclusive of demolition of existing building and site elements, construction of the building, parking lots, storm water detention, playgrounds, and site restoration. Also included in the development of the Project Budgets are *Indirect Construction Budget* costs including contingencies, professional service fees, testing, furniture, and technology.

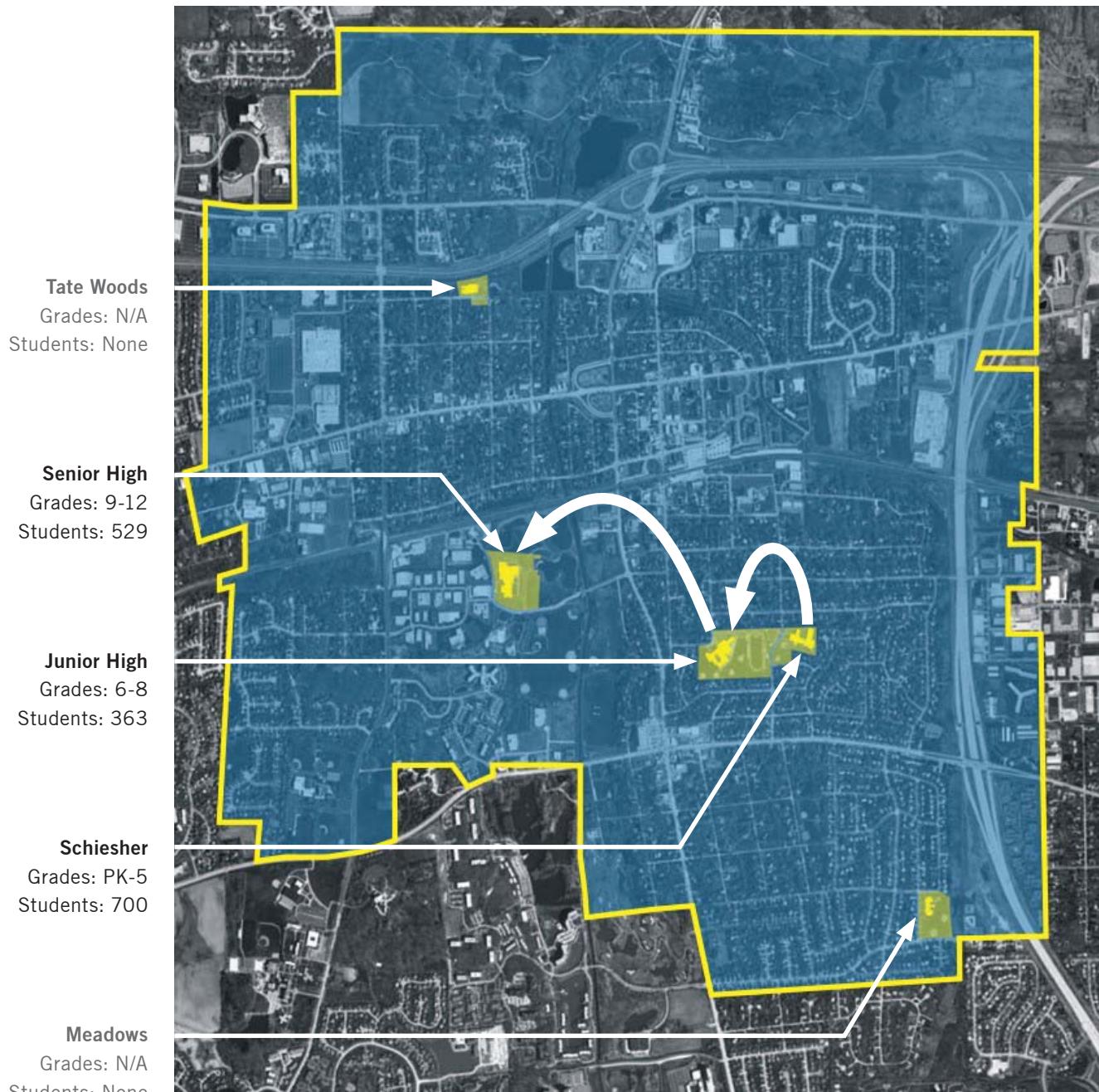
These project budgets are intended as one component of the Facility Master Plan Options to be used along with all the other supplied information in order to provide the attendees of the Community Engagements Sessions and the Board of Education a sufficient amount of information in order to make an informed decision on how to best improve the District's physical assets and advance its educational delivery within available resources. *The budget figures are not construction bid numbers, nor are they detailed estimates based upon a finished design.* They are based upon the information developed to date. If and when the District decides to proceed with any option, that design should be estimated at regular intervals in order to make sure the final design remains in line with the District's budget and expectations.

Direct Construction Budget:	\$ 31,900,000
<u>Indirect Construction Budget:</u>	<u>\$ 8,600,000</u>
Total Project Budget:	\$ 40,500,000

Option F and Option G are almost identical in regard to the development of the Project Budgets. The main factor accounting for the \$2,000,000 increase in cost for Option F is the extended construction timeline and phasing required by constructing on a site with a school that must stay in operation during the construction of the new school.

MASTER PLAN - OPTION F

Grade Configuration



Student counts are from the 2015-2016 school year

MASTER PLAN - OPTION F

New PK-5 Building at Schiesher



MASTER PLAN - OPTION F

Construction Timeline & Site Logistics

1. Existing Site

The existing building is in the north and eastern portion of the site with the parking lot along the northern property line. There is a playground and ball field to the southwest of the building. The timeline below assumes the following to occur prior to construction:

- Detailed Programming Fall 2016
- Building Design Winter 2016-Fall 2017
- Bidding Fall/Winter 2017



Existing

2. Phase 1 Demolition

With the Schiesher school needed to remain in use for the duration of the new school's construction, demolition activities would likely not begin until the summer of 2018, as indicated in orange on the timeline below, based on the assumed activities occurring as listed above. Demolition would start with the removal of the bus loop, the playground and ball field to the southwest.



Phase 1 Demolition

3. Phase 1 Construction - 2018-2019

Phase one of the new building construction including the west wing and partial shared resources would occur over approximately one year as indicated in blue below. During the 2018-2019 school year, bus drop-off and pick-up would occur along Kingston Avenue. During this time outdoor play and P.E. activities would have to be limited to the narrow area immediately south of the building or across the street at the track.



Phase 1 Construction

4. Phase 1 Construction - Summer 2019

During the Summer of 2019 the existing building will be demolished in order to allow for the construction of the east PK-2 Two Story Classroom Wing and the remainder of the central School Shared Resources



Phase 1 Construction / Phase 2 Demolition

5. Phase 1 Construction - Summer 2019

While the existing building is being demolished, construction will continue on the southwest Two Story Classroom Wing, the new bus drop-off/pick-up lane. Portable Classrooms will be constructed in order to accommodate the 3rd-5th grade students during the 2019-2020 school year as well as Temporary Faculty Parking..



Phase 1 Construction / Phase 2 Demolition

6. Phase 2 Construction - Summer 2019

Once the existing building is completely demolished and all necessary components for the 2019-2020 school year are constructed, a Staging Area will be established in order to begin construction on Phase 2 portion of the building.



Phase 2 Construction

		WEST WING & PARTIAL SHARED RESOURCES		EAST WING & SHARED RESOURCES		PARKING	
	SITE		BUILDING	POSSIBLY NO GYMNASIUM		PARKING	
2018	SUMMER		2019	SUMMER		2020	SUMMER

MASTER PLAN - OPTION F

Construction Timeline & Site Logistics

7. 2019-2020 School Year

During the 2019-2020 school year the 3rd-5th grade students and faculty will occupy the Phase 1 portion of the building along with the Portable Classrooms to the south. Buses will utilize the new bus loop as indicated by the orange dashed line and parents will utilize the parking lot across Kingston Avenue, as they currently do, for parent drop-off/pick-up, indicated by the blue dashed line.



2019-2020 School Year

8. Phase 2 Construction - 2019-2020

Starting in the Fall of 2019, Phase 2 construction will begin on the remainder of the central School Shared Resources and the east Two Story Classroom Wing. As indicated in red on the timeline below, the Phase 1 building may not include enough space for a gymnasium during the 2019-2020 school year. If this scheme is selected to proceed, the design team should explore possibilities on how to integrate both a gym and cafeteria into Phase 1 in order to avoid this possibility.



Phase 2 Construction

9. Phase 2 Construction - Summer 2020

During the summer of 2020 the Portable Classrooms, Temporary Faculty Parking and Staging Area will be removed. Construction will be completed on the Phase 2 building, the north parking lot will be constructed and the site restored, including the playgrounds near the east and southwest classroom wings.



Phase 2 Construction

10. Completion

The building should be ready to occupy starting in the fall of 2020. Some time would likely need to be coordinated with the faculty toward the end of the summer of 2020 to introduce them to the new facility prior to the beginning of the school year.



Completion

11. Potential Expansion

The concept layout allows for potential expansion as illustrated with the translucent areas shown in the image to the right. The Two Story Classroom Wings can be expanded to the east and southwest should student population increase. The areas shown represent additions of four classrooms on the first and second floors each for a potential total of eight added classrooms per wing. The north parking lot can also be expanded eastward to accommodate increased parking requirements.



Expansion

		WEST WING & PARTIAL SHARED RESOURCES	EAST WING & SHARED RESOURCES			
	SITE		BUILDING	POSSIBLY NO GYMNASIUM	PARKING	
2018	SUMMER					
2019			SUMMER		2020	SUMMER
2021						

MASTER PLAN - OPTION C

Description

NEW PK-2 SCHOOL AT MEADOWS SITE AND NEW 3-5 SCHOOL AT SCHIESHER SITE

This option utilizes the Meadows site for the construction of a new PK-2 building and the Schiesher site for the construction of a new 3-5 building. As will be described in the Construction Timeline and Site Logistics portion of this option, the construction activities for the new PK-2 building will not impact the current students or teachers at Tate Woods. The construction activities of the new 3-5 building will be phased over a two year period while the existing school is in operation. Each of these buildings will be described separately in the following pages.

The layout illustrated on the diagrams following these descriptions are intended as a simple organizational concept for the building. It is not intended to represent a final design solution or limit the possibilities for exploration during the design process.

NEW PK-2 SCHOOL AT MEADOWS SITE

MAIN BUILDING

General

The general concept for the PK-2 building at the Meadows site is the same as Option G, however it is a smaller building as it only needs to serve PK-2nd grade students. There are One Story Classroom Wings to the north and south intended to house grades Pre-kindergarten and Kindergarten students in one wing and 1st and 2nd grade students in the other. Shared Resources used specifically by each wing occupy the connection area between the wings and the central School Shared Resources area of the building. The central area includes resources shared by both the PK-K wing and the 1-2 wing.

Throughout the Facility Master Plan process the current intimate nature of the existing schools was highlighted as a desirable feature to be maintained as best as possible in proposed solutions. This option maintains the current separation of buildings between 2nd and 3rd grades, but integrates the Kindergarten students with the PK, 1st and 2nd grade students. The separation of the PK-K children and the 1st-2nd grade children into separate wings further allows for the creation of smaller communities within the school.

North Classroom Wing

The north classroom wing is intended to accommodate the PK-K students. There is a secondary building entrance to the north connecting it to the north parent drop-off lane indicated with a blue dashed line on the diagram. The western entrance to the wing can provide additional pedestrian access. The eastern entrance will provide access to the play fields and playgrounds on the eastern portion of the site.

North Wing Shared Resources

The Shared Resources area connecting the classroom wing to the central School Shared Resources area is intended to house functions common to the PK-K classroom wing. It could potentially house a small Library Resource Center as well as teacher collaboration and resource spaces along with student services which would need regular interaction with the students in that wing.

South Classroom Wing

The south classroom wing is intended to accommodate the 1st-2nd grade students. Similar to the north wing, there is a secondary building entrance to the south connecting it to the south parent drop-off lane indicated with a blue dashed line on the diagram. The western entrance to the wing can provide additional pedestrian access. The eastern entrance will provide access to the play fields and playgrounds on the eastern portion of the site.

MASTER PLAN - OPTION C

Description

South Wing Shared Resources

The Shared Resources area connecting the classroom wing to the central School Shared Resources area is intended to house functions common to the 1st-2nd grade classroom wing. It could potentially house a small Library Resource Center as well as teacher collaboration and resource spaces along with student services which would need regular interaction with the students in that wing.

Central School Shared Resources

The central School Shared Resources area will house functions that will need to be accessed by both the PK-K classroom wing students as well as the 1st-2nd grade classroom wing students. The main administration would flank the main entrance along the west side of the building. A gymnasium would likely occupy the eastern portion of the central area so it would have immediate access to the play fields and green space to the east. A cafeteria and multipurpose room are other program functions that would be located in this central area.

SITE

General

This site is the same as Option G, only with a smaller building, which allows for more green space to the east.

The layout provides vehicular access to the site from the north, west and south in order to most efficiently allow vehicles to enter and exit the site and disperse vehicular traffic in the area. The north and south drop-off and pick-up lanes are intended for parent cars as indicated with blue dashed lines on the diagram on the following pages. The west lane is for bus drop-off and pick-up as indicated with the orange dashed line on the diagram on the following pages. A traffic study and analysis of the effects associated with adding a new school at this location will help determine how the strategies described herein should be modified to best address any additional traffic.

West Bus Lane

The west drop-off lane would be accessed from Westview Lane for both entry and exiting. This would mainly serve as bus drop-off and pick-up at the beginning and end of the school day. During the school day, visitors would utilize the approximate 20 parking spaces along this drive in order to access the main entrance.

North Parking Lot

The north parking lot and drop-off lane would be accessed from S Road. Students walking or riding bikes would be able to access the north classroom wing from the northeastern corner of the parking lot sidewalk connection. Parents for the PK-K students would drop-off and pick-up their children along the sidewalk immediately north of the building. The approximately 72 parking spaces would serve as faculty parking for the faculty working in the north classroom wing.

South Parking Lot

The south parking lot and drop-off lane would be accessed from 59th Street. The access point is intentionally aligned with the intersection of 59th Street and Dover Drive likely requiring the addition of a four way stop or a stop light at that intersection as 59th Street is one of the more major thoroughfares through the Meadows neighborhood. Students walking or riding bikes would be able to access the south classroom wing from the southeastern corner of the parking lot sidewalk connection. Parents for the 1st-2nd grade students would drop-off and pick-up their children along the sidewalk immediately south of the building. The approximately 87 parking spaces would serve as faculty parking for the faculty working in the south classroom wing.

Description

Playground / Green Space

As noted in the site general comments on the previous page, there is slightly more green space in this option than was shown in Option G. The building and parking lots are focused along the western half of the site to allow for the eastern portion of the site to remain open for playgrounds, play fields and open green space. The green space can be directly accessed by each of the classroom wings as well as the gymnasium located in the central school shared resources area. If this option is selected to move forward, the design process should explore the possibility of including a baseball field on site.

NEW 3-5 SCHOOL AT SCHIESHER SITE

MAIN BUILDING

General

The general concept for the 3-5 School in Option C is similar to Option F, however the smaller school in this option allows for the potential of a larger open green space along the east side of the property. There is a One Story Classroom Wing intended to house the 3rd grade students extending out from the central School Shared Resources area to the east and a Two Story Classroom Wing to the south intended to house grades 4-5. Shared Resources used specifically by each wing occupy the connection area between the wings and the central area of the building. The central area includes resources shared by both the 3rd grade wing and the 4th-5th grade wing.

Throughout the Facility Master Plan process the current intimate nature of the existing schools was highlighted as a desirable feature to be maintained as best as possible in proposed solutions. The separation of the 3rd grade children and the 4th-5th grade children into separate wings further allows for the creation of smaller communities within the school.

East Classroom Wing

The east classroom wing is intended to accommodate the 3rd grade students. There is the main building entrance at the northwest corner of the building providing the main point of connection to parent and bus pick-up/drop-off lanes indicated in blue and orange dashed lines. A secondary entrance/exits exist at the east end of the classroom wing providing access to the playground and green space area to the east as well as a second means of access to the parent pick-up/drop-off lane to the north indicated by a blue dashed line.

East Wing Shared Resources

The Shared Resources area connecting the classroom wing to the central School Shared Resources area is intended to house functions specific to the 3rd grade classroom wing. It could potentially house a small Library Resource Center as described in other options, however with only three grade levels in this building, it may be more efficient to have one main LRC in the central School Shared Resources area. The 3rd grade Shared Resources area could still house teacher collaboration and resource spaces along with student services which would need regular interaction with the students in that wing.

South Classroom Wing

The south classroom wing is intended to accommodate the 4th-5th grade students. Similar to the east wing, there is a secondary building entrance at the end of the wing to the west connecting it to the south end of the bus drop-off/pick-up lane indicated with a orange dashed line on the diagram. There is a small amount of green space immediately east of this wing that could potentially contain a small playground area. The wing is two stories, with the intention the 4th grade students occupy the first floor, while the second floor houses the 5th grade students.

APPENDIX

Description

South Wing Shared Resources

The Shared Resources area connecting the classroom wing to the central School Shared Resources area is intended to house functions specific to the 4th-5th grade classroom wing. It could potentially house a small Library Resource Center as described in other options, however with only three grade levels in this building, it may be more efficient to have one main LRC in the central School Shared Resources area. The 4th-5th grade Shared Resources area could still house teacher collaboration and resource spaces along with student services which would need regular interaction with the students in that wing.

Central School Shared Resources

The central School Shared Resource area will house functions that will need to be accessed by both the 3rd grade classroom wing students as well as the 4th-5th grade classroom wing students. The main administration would flank the main entrance at the northwest corner of the building. A gymnasium would likely occupy the southeastern corner of the central area along the exterior wall so it would have immediate access to the green spaces to the east and south. A cafeteria and multipurpose room are other program functions that would be located in this central area.

SITE

General

This site is very similar to Option F, with a smaller building and parking area, which allow for more green space to the east.

The layout provides vehicular access to the site all from Kingston Avenue to the west. The north drop-off and pick-up lane circumferences the parking lot and is intended for parent cars as indicated with blue dashed lines on the diagram on the following pages. The west lane is for bus drop-off and pick-up as indicated with the orange dashed line on the diagram on the following pages. While this option does not increase the number of grades housed on this site, a traffic study and analysis of the effects associated with reconfiguring the entrances and exits for a new school at this location will help determine how the strategies described herein should be modified to best address any new or existing traffic issues.

West Bus Lane

The west drop-off lane would be accessed from Kingston Avenue for both entry and exiting. This would mainly serve as bus drop-off and pick-up at the beginning and end of the school day. During the school day, visitors would utilize the approximate 54 existing parking spaces in the parking lot across the street on the west side of Kingston Avenue.

North Parking Lot

The north parking lot and parent drop-off lane would be accessed from Kingston Avenue at the northwest corner of the site. Parents would drop-off and pick-up their children along the sidewalk immediately north of the building which extends north along the eastern edge of the parking lot in order to maximize the queuing capacity for cars. The approximate 120 parking spaces would serve as faculty parking for the entire school's faculty.

Description

Playground / Green Space

The Schiesher site, at 6.5 acres, is not as large as the Meadows site and is an irregular shape. Therefore, as evident in the following diagrams, there is less available green space remaining once the school building, parking and drive lanes are placed on the site than is shown at the new PK-2 school at the Meadows. The building and parking lots are focused as much as possible along the northern and western portions of the site to allow for the eastern portion of the site to remain open as playgrounds and green space. The layout currently shown does not provide separate green space for each of the classroom wings as is shown in Option F. If that ability is desired, it can be explored by the design team if this option is selected to proceed. Depending on the final design of this building, there is potentially enough space to construct a baseball field on the site. However, based on the current property size and layout, there may not be enough space to replace the field that was removed with a field of equal size. If this option is chosen to proceed, the District may want to consider the possibility of purchasing some or all of the four properties immediately to the south between the Schiesher property and Ohio Street.

PROJECT BUDGET

During the Facility Master Plan process, the three preferred options identified during the Community Engagement Sessions, including this one, were analyzed and estimated project budgets were developed. These budgets include *Direct Construction Budget* costs which are inclusive of demolition of existing building and site elements, construction of the building, parking lots, storm water detention, playgrounds, and site restoration. Also included in the development of the Project Budgets are *Indirect Construction Budget* costs including contingencies, professional service fees, testing, furniture, and technology.

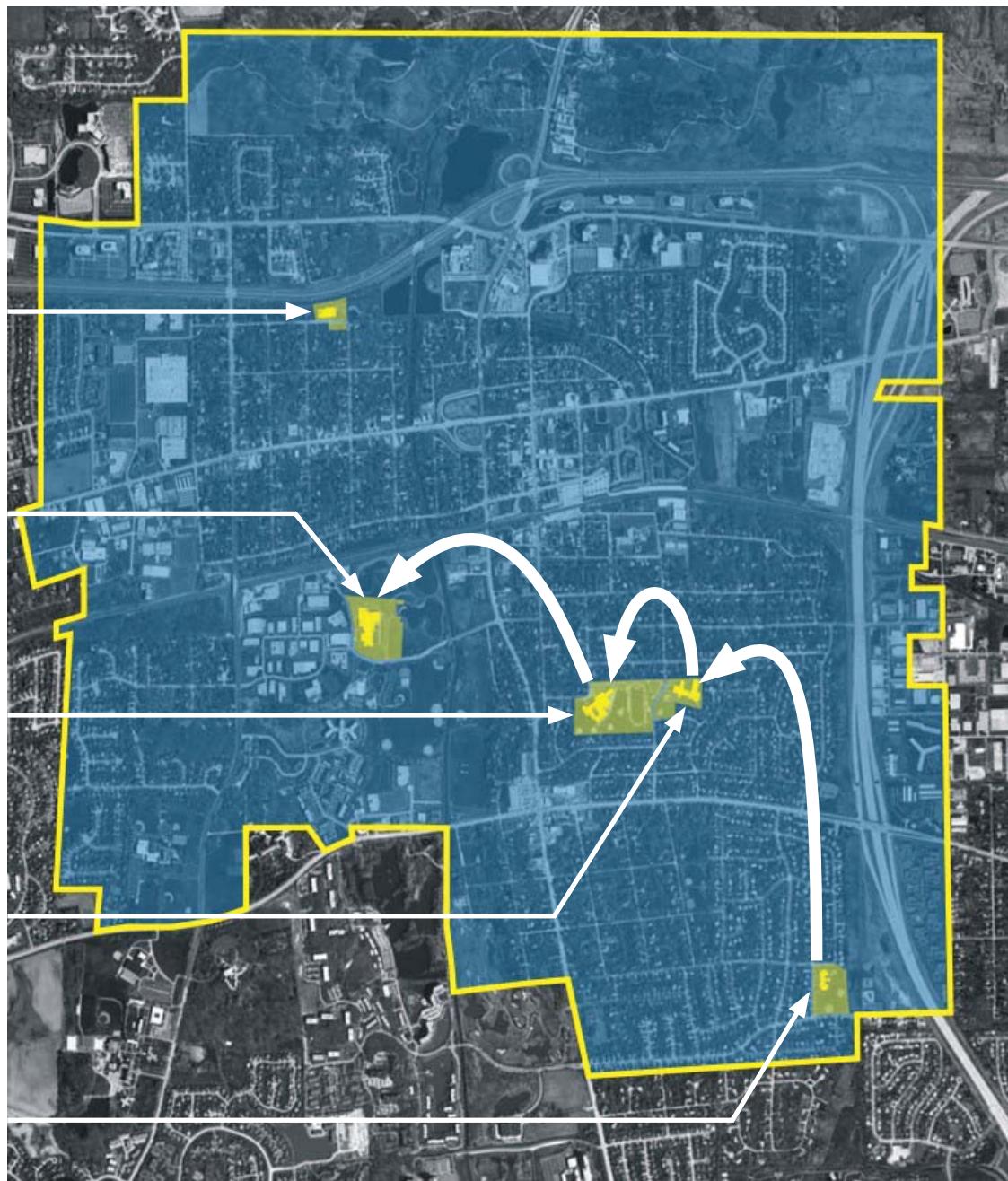
These project budgets are intended as one component of the Facility Master Plan Options to be used along with all the other supplied information in order to provide the attendees of the Community Engagements Sessions and the Board of Education a sufficient amount of information in order to make an informed decision on how to best improve the District's physical assets and advance its educational delivery within available resources. *The budget figures are not construction bid numbers, nor are they detailed estimates based upon a finished design.* They are based upon the information developed to date. If and when the District decides to proceed with any option, that design should be estimated at regular intervals in order to make sure the final design remains in line with the District's budget and expectations.

Direct Construction Budget:	\$ 36,500,000
<u>Indirect Construction Budget:</u>	<u>\$ 10,100,000</u>
Total Project Budget:	\$ 46,600,000

Option C is the most expensive of the three preferred options. This is a direct result of building two separate schools on two different sites as well as the extended construction timeline and phasing required for constructing the new 3rd-5th grade school on the Schiesher site while maintaining the operation of the existing school during the construction.

MASTER PLAN - OPTION C

Grade Configuration



Student counts are from the 2015-2016 school year

MASTER PLAN - OPTION C

New PK-2 Building at Meadows



MASTER PLAN - OPTION C

New 3-5 Building at Schiesher



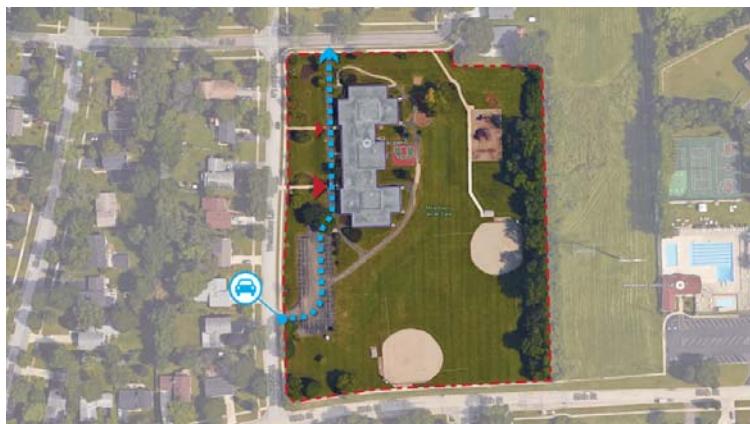
MASTER PLAN - OPTION C

Construction Timeline & Site Logistics

1. Existing Site

The existing building is in the northwest corner of the site with the parking lot immediately southwest. There are two playgrounds east of the building, and two ball fields in the southeast corner at the lowest elevation of the site. The timeline below assumes the following to occur prior to construction:

- Detailed Programming Fall 2016
- Building Design Winter 2016-Fall 2017
- Bidding Fall/Winter 2017



Existing

2. Demolition

Since the Meadows facility is not currently used by the District for its students, demolition activities can begin at any time being not hindered by the school year. As indicated in orange below, demolition activities would likely begin in the spring of 2018 based on the assumed activities occurring as listed above.



Demolition

3. Construction

The building and site construction would occur over approximately one to one and a half years as indicated in blue below. The construction would be completed around the beginning of summer 2019, allowing for the installation of technology and furniture.



Construction

4. Completion

The building should be ready to be occupied starting in the fall of 2019. Some time would likely need to be coordinated with the faculty toward the end of the summer of 2019 to introduce them to the new facility prior to the beginning of the school year.



Completion

5. Potential Expansion

The concept layout allows for potential expansion as illustrated with the translucent areas shown in the image to the right. The two story classroom wings can be expanded to the east should student population increase. The areas shown represent additions of four classrooms on the first and second floors each for a potential total of eight added classrooms per wing. The north and south parking lots can also be expanded eastward to accommodate increased parking requirements.



Expansion



MASTER PLAN - OPTION C**Construction Timeline & Site Logistics****1. Existing Site**

The existing building is in the north and eastern portion of the site with the parking lot along the northern property line. There is a playground and ball field to the southwest of the building. The timeline below assumes the following to occur prior to construction:

- Detailed Programming Fall 2016
- Building Design Winter 2016-Fall 2017
- Bidding Fall/Winter 2017



Existing

2. Phase 1 Demolition

With the Schiesher school needed to remain in use for the duration of the new school's construction, demolition activities would likely not begin until the summer of 2018, as indicated in orange on the timeline below, based on the assumed activities occurring as listed above. Demolition would start with the removal of the bus loop, the playground and ball field to the southwest.



Phase 1 Demolition

3. Phase 1 Construction - 2018-2019

Phase one of the new building construction including the south wing and shared resources would occur over approximately one year as indicated in blue below. During the 2018-2019 school year, bus drop-off and pick-up would occur along Kingston Avenue. During this time outdoor play and P.E. activities would have to be limited to the narrow area immediately south of the building or across the street at the track.



Phase 1 Construction

4. Phase 1 Construction - Summer 2019

During the Summer of 2019 the existing building will be demolished in order to allow for the construction of the east PK-2 Two Story Classroom Wing and the remainder of the central School Shared Resources



Phase 1 Construction / Phase 2 Demolition

5. Phase 1 Construction - Summer 2019

While the existing building is being demolished, construction will continue on the south Two Story Classroom Wing, central School Shared Resources, and the new bus drop-off/pick-up lane. Portable Classrooms will be constructed in order to accommodate the 3rd-5th grade students during the 2019-2020 school year as well as Temporary Faculty Parking.



Phase 1 Construction / Phase 2 Demolition

6. Phase 2 Construction - Summer 2019

Once the existing building is completely demolished and all necessary components for the 2019-2020 school year are constructed, a Staging Area will be established in order to begin construction on Phase 2 portion of the building.



Phase 2 Construction

		WEST WING & SHARED RESOURCES	PORT.	EAST WING	PORTABLE CLASSROOMS	PORT.	
		SITE	BLDG.				
	2018	SUMMER		2019	SUMMER		2020
							2021

MASTER PLAN - OPTION C

7. 2019-2020 School Year

During the 2019-2020 school year the 3rd-5th grade students and faculty will occupy the Phase 1 portion of the building along with the Portable Classrooms to the north. Buses will utilize the new bus loop as indicated by the orange dashed line and parents will utilize the parking lot across Kingston Avenue, as they currently do, for parent drop-off/pick-up, indicated by the blue dashed line.



2019-2020 School Year

8. Phase 2 Construction - 2019-2020

Starting in the Fall of 2019, Phase 2 construction will begin on the remainder of the east Two Story Classroom Wing and its Shared Resources.



Phase 2 Construction

9. Phase 2 Construction - Summer 2020

During the summer of 2020 the Portable Classrooms, Temporary Faculty Parking and Staging Area will be removed. Construction will be completed on the Phase 2 building, the north parking lot will be constructed and the site restored, including the playgrounds near the east classroom wing.



Phase 2 Construction

10. Completion

The building should be ready to occupy starting in the fall of 2020. Some time would likely need to be coordinated with the faculty toward the end of the summer of 2020 to introduce them to the new facility prior to the beginning of the school year.



Completion

11. Potential Expansion

The concept layout allows for potential expansion as illustrated with the translucent areas shown in the image to the right. The Classroom Wings can be expanded to the east should student population increase. The areas shown represent additions of four classrooms per grade level, for a potential total of twelve added classrooms. The north parking lot can also be expanded eastward to accommodate increased parking requirements.



Expansion

		WEST WING & SHARED RESOURCES	PORT.	EAST WING	PORTABLE CLASSROOMS	PORT.	
	SITE		BLDG.				
2018	SUMMER		2019	SUMMER		2020	SUMMER
							2021

MASTER PLAN - JUNIOR HIGH

Description

While the primary focus of the Facilities Master Plan was focused on the elementary schools, improvements have been identified for the Junior High School separated into components which can be built as distinct individual projects phased over time. The components identified represent major projects that would help address specific issues identified in the Facility Assessment. The building improvement components are depicted on the diagram in various colors. Yellow objects are additions, orange are renovations and green is outdoor renovations. The site improvements are shown in multiple colors representing various site materials.

The majority of these elements are able to implemented independent of the remainder of the other Junior High School components, however there are some components with sequential implications that must be considered. These coordination issues are identified in the following descriptions. There is no timeline or site logistics diagrams as was included with the three elementary school options.

MAIN BUILDING IMPROVEMENTS

Auxiliary Gym & Lockers (addition)

In order to address the deficiencies identified in the Educational Assessment under Athletics, a location for an auxiliary gym addition and locker room renovations immediately east of the existing main gym. The addition is currently shown encompassing the existing boys' locker rooms and the art room. The service drive would have to be rerouted around the addition.

Two Story Science and Classrooms (addition)

The science classrooms were identified to be undersized and ill-proportioned with inflexible furniture. This addition would allow for improved science classrooms as well as re-configuration of some of the student service spaces to be adequately sized and located within the school.

Main Entrance (renovation)

The main entrance would be renovated to improve security for access into the building. An isolated vestibule area with a security check in would be created that a visitor would have to pass through before gaining access to the rest of the school, by passing through the main office or at a check in window connected to the vestibule. The exterior of the main entrance would also be renovated in order to make it more prominent as the main entry point for visitors and occupants.

This renovation will likely want to be coordinated with the Main Drop-off / Pick-up Drive component.

Classrooms (renovation)

It was identified during the Facility Master Plan process that the District Administration is occupying valuable classroom space in the Junior High School. If another location was identified where the District Administration could move to, potentially at the Tate Woods, Schiesher or Meadows site depending on which Elementary School option is selected, then this area could be renovated into standard classrooms. In order to reinforce the sense of community between the grades, this area would be ideal for congregating the 6th grade classrooms. It would allow for better consolidation of the other 7th grade and 8th grade classrooms as well. This may also allow for more small group and break-out collaboration space to be created elsewhere throughout the building.

Collaboration Space (renovation)

During regular school hours, the area outside the main entrance to the Auditorium is grossly underutilized. During performances it is used as pre and post function break-out social space. This area could be renovated into a break-out collaboration space for the students and classrooms in order to be better utilized. As it stands now its only function during the school day is expanded circulation space and minimal display space for student projects.

MASTER PLAN - JUNIOR HIGH

Description

Library Resource Center (renovation)

There is currently a strong trend transforming Library Resource Centers from locations for the consumption of information to spaces for the creation of content. The library's adjacency to the Tech Lab presents an opportunity for resources to be shared between those spaces such as a green screen room or video editing lab. The open green space immediately to the west could potentially be developed into an outdoor learning break-out space.

Band and Choir (renovation)

Separate spaces would be created for Band and Choir. These two programs currently operate in the same space which is undersized and doesn't meet the unique needs for each of these programs. In order to utilize the area identified for this renovation, alternate locations for the two classrooms in this area will have to be created either through the implementation of the Science addition or the classroom renovation at the current District Office location.

Courtyard Outdoor Learning (renovation)

The courtyard is currently under-utilized and could be renovated to make it more flexible and appealing to be used as an outdoor learning space by the various surrounding classrooms.

SITE IMPROVEMENTS

Main Drop-off / Pick-up Drive (new construction/renovation)

Create a new set of drop-off lanes paralleling the northwest face of the building divided by a sidewalk median. The lane closest to the building would be dedicated to buses while the outer lane would be for parent cars. This would allow cars to drop-off and pick-up without interfering with the buses. Each lane would be composed of a drop-off and bypass lane and the median provides a safe staging area for the students to enter and exit their parent's cars before or after crossing the bus drop-off lane.

Wilde Field (new construction)

The track and bleachers at Wilde Field are due to be replaced within the next ten years. There is an under-utilized green space to the south that would allow the field to be reconstructed closer to the south property line. This will allow the construction of additional parking and a connecting drive along the northern property line. The District currently has an agreement with Benedictine University to utilize their field for several of the High School competitive sports teams. While the possibility of lights at Wilde Field have been explored previously, the District should consider the issue again when the field is reconstructed as it will be more cost effective to install the lights at the same time as the reconstruction. The District might also want to consider synthetic turf for the playing field as schools have typically gotten more usability out of synthetic fields over grass fields due to rain.

North Parking Connection Drive

If the track is rebuilt along the south property line, then a connecting drive can be constructed north of the track and parking can be added. If Wilde Field becomes the main sports field for the District, then the additional parking and flexibility of site circulation could prove to be useful. The drive would add approximately 72 additional spaces. This may be reduced during design pending landscaping and handicap accessibility requirements.

MASTER PLAN - JUNIOR HIGH

Additions & Renovations



MASTER PLAN - SENIOR HIGH



Description

While the primary focus of the Facilities Master Plan was focused on the elementary schools, improvements have been identified for the Senior High School separated into components which can be built as distinct individual projects phased over time. The components identified represent major projects that would help address specific issues identified in the Facility Assessment. The building improvement components are depicted on the diagram in various colors. Yellow objects are additions, orange are renovations and green is outdoor renovations. The site improvements are shown in multiple colors representing various site materials.

The majority of these elements are able to implemented independent of the remainder of the other Senior High School components, however there are some components with sequential implications that must be considered. These coordination issues are identified in the following descriptions. There is no timeline or site logistics diagrams as was included with the three elementary school options.

The Senior High School master plan components identified here were not presented during the community engagement sessions due to the primary focus on the elementary schools, which have much higher priority needs.

MAIN BUILDING IMPROVEMENTS

1ST FLOOR

Student Services (renovation)

In order to address the deficiencies identified in the Educational Assessment under Teachers & Administration and Special Education, a centralized location for the creation of a student services suite is shown immediately south of the existing commons/cafeteria. As a first step toward creating this suite, the tiered study hall, room 101, is currently under renovation to become the new location for several student services offices. The addition is currently shown encompassing this room and the four classrooms to the south. The intention would be to relocate special education from the second floor to this area along with all other students services within a renovated space specifically designed to suit these specific needs.

Storage (renovation)

With the completion of the current room 101 renovation described above, a few small offices northeast of the commons will be vacated. These smaller spaces would ideally be opened up into one larger storage space for general building storage and maintenance needs.

Gym Storage (addition)

Storage was identified as an issue from several sources during the educational assessment. Immediately west of the auxiliary gym is narrow addition to help reduce this issue. This new athletics focused storage would allow the two storage rooms immediately east of the auxiliary gym to be utilized for more general building storage needs.

Classrooms (renovation)

The majority of the original building classrooms were identified to have demountable partitions that were not properly separating the classrooms acoustically. These walls would be replaced with standard gypsum stud walls up through the drop acoustical ceiling in order to properly separate classrooms. When the walls are replaced a couple other factors should be considered as described on the following page.

MASTER PLAN - SENIOR HIGH

Description

Classrooms (renovation) (continued)

The small offices distributed amongst the classrooms were identified to be under-utilized by the faculty. The classrooms were also noted to be undersized according to current standards. The size of the classrooms is currently not a pressing issue as the typical number of students per class is smaller than average, however even with the small student numbers, the classrooms do not have much opportunity for small group breakout space. When the classrooms are renovated, the area should be analyzed as to how best redistribute the available space to create more small group collaboration space, size the classrooms to meet current and future needs/student populations and allocate appropriate faculty work spaces.

The issues and recommendations identified here apply to other spaces identified on the second floor.

Library Resource Center (renovation)

There is currently a strong trend transforming Library Resource Centers from locations for the consumption of information to spaces for the creation of content. The potential move toward one to one computers to students at the Senior High School will either eliminate or require a rethinking of the utilization of the computer lab north of the library. The library's adjacency to the Tech Lab presents an opportunity for resources to be shared between those spaces such as a green screen room or video editing lab, potentially located where the current computer lab resides. The open green space immediately to the south could potentially be developed into an outdoor learning break-out space.

Tech and Shop (renovation)

The Technology Lab is currently a large open space with several computer work stations and a variety of designated other stations for construction and testing of projects. The space is oversized for the current program and not designed to meet the specific needs of the educational program. This space, along with the wood shop to the south should be renovated in order to meet these needs and sized appropriately. The additional space may provide opportunities for other, as yet unrealized, programmatic needs.

2ND FLOOR

Science

While the science rooms are typically of a good size in terms of area, they are inflexible and have no access to natural light. Renovation of these rooms can address these deficiencies along with many other issues identified in the educational assessment.

Classrooms (renovation)

The areas identified on the second floor either as "Clsm." or "Clsm. Walls" have the same issues as identified on the first floor and should be addressed similarly.

SITE IMPROVEMENTS

Outdoor Learning/Cafe Breakout (renovation)

The area south of the main entrance is currently under-utilized and could be renovated to make it more flexible and appealing to be used as an outdoor learning space by the various adjacent classrooms. During lunch periods it could easily serve as an outdoor eating area for the students. This could likely be accomplished very simply with intentional landscaping and outdoor furniture.

MASTER PLAN - SENIOR HIGH

Additions & Renovations



First Floor

MASTER PLAN - SENIOR HIGH

Additions & Renovations



Second Floor

MASTER PLAN - DISTRICT OFFICES

Description

While the primary focus of the Facilities Master Plan was focused on the elementary schools, one component identified at the Junior High School was the relocation of the District Offices in order to recapture the current space occupied by the offices for classrooms and other school functions. Each of the potential elementary school options presents different opportunities for relocation of the District Offices.

OPTION G

With the relocation of grades 3-5 to the new PK-5 building at Meadows, the Schiesher site would be available for other uses, including the District Offices. The majority of the existing building would be demolished along with the existing parking areas as both are in need of significant repair or replacement. The site diagram at the end of this section illustrates the elements described below.

BUILDING IMPROVEMENTS

Classroom Wing (renovation)

The current 4th-5th grade classroom wing could be renovated into the new District Offices including space for Board meetings. This space would have its own separate entrance as illustrated by the red triangle nearest the new parking lot on the site diagram. This space might exceed the area required for the District Office functions. Some of the additional space could be renovated to be rented and used by other community programs as yet undefined.

Entrance (addition)

The existing gymnasium could remain in order to utilized by the community and/or park district for various sports and exercise programs. The existing locker rooms may require renovation. A new entrance addition would be constructed at the intersection between the gymnasium and the District Offices located in the renovated classroom wing. This would help bridge the level change between the two areas.

SITE IMPROVEMENTS

Parking Lot (new construction)

Create a new parking lot along the north property line with a small drop off area. This would serve as parking for the District Offices as well as for community members utilizing the other functions. This parking lot could also serve as additional parking for events at Wilde Field. Should that stadium be rebuilt to include lights so it can again host the High School sports teams, The additional parking here and as identified at the Junior High would alleviate the parking deficiencies during these large events.

Tennis/Basketball Courts and/or Baseball Field (new construction)

The demolition of the existing school and bus loop would create enough open space for the construction of other outdoor amenities such as tennis and basketball courts. There is also the potential of creating another baseball field in this area, which would help offset the elimination of one or both baseball fields at the new PK-5 Meadows building. As noted in Option G, the design team would likely attempt to maintain at least one baseball field at the Meadows site.

Playground and Baseball Field (existing)

The existing playground and baseball field would remain for use by the community.

MASTER PLAN - DISTRICT OFFICES

Description

OPTION F

With the relocation of grades PK,1-2 to the new PK-5 building at Schiesher, the Tate Woods and Meadows sites would be available for other uses.

District Office at Meadows (new construction) - Option F1

As noted in the facility assessments, the Meadows building requires a significant amount of renovation in order to bring it up to current code and standards. If the District Offices were to be relocated to the Meadows, constructing a new building in lieu of renovating the existing one would likely be more desirable, both financially and functionally. Additional community functions might be considered to be constructed along with the new District Offices. The parking lot would be reconstructed to serve these functions as it is at the end of its useful life. The remainder of the site amenities; playgrounds and baseball fields would likely remain to be utilized by the community.

Tate Woods could be rented out to the Kindi Care group and used similarly as the existing Meadows facility is currently being used.

District Office at Tate Woods (renovation) - Option F2

The Tate Woods building is not in as significant need of repair as the Meadows building. It may be possible to renovate Tate Woods to serve the District Office needs. The building area exceeds the functional needs of the District Office and the remaining building could be utilized for other community functions. This concept is not as viable at this location as it was at Schiesher due to the limited site area and significantly smaller gymnasium. Another option could be to renovate part of the building for the District Offices and rent out the remainder of the building to the Kindi Care Group. Either of these options may require selective demolition and small additions.

As noted in the facility assessments, the Meadows building requires a significant amount of renovation in order to bring it up to current codes and standards. It has a limited amount of time remaining when it can be rented out to Kindi Care or other groups. If it is not replaced by another District function, then the building will likely need to be demolished and the area be reconstructed for additional park functions.

OPTION C

With the relocation of grades PK-5 to the new PK-2 building at Meadows and new 3-5 building at Schiesher, the Tate Woods site would be available to be used in the same manor as described under Option F2 above.

UNUSED PROPERTY

Each of the proposed options will potentially leave the District with an additional property not dedicated to be used for School District functions. While the District could sell any of these properties, Perkins+Will would not recommend taking such an action. Of course the Board of Education should consider all aspects when evaluating such a decision. Perkins+Will only recommends the following be considered along with the other advantages and disadvantages.

In the past we have often encountered School District's who have sold property they did not need at one time only to find themselves at a later date with needs that could be more easily resolved had they kept the unused property. Available property is increasingly more difficult to obtain as suburban areas become more developed.

As an example, we were informed during this process that a portion of the area northeast of the Senior High School currently used as retention ponds and owned by the Park District was at one point owned by the School District. Had that property been kept, the School District might have the option to reconstruct the Wilde Field stadium adjacent to the High School. Additionally, had District 202 not kept the Meadows property, the current Master Plan options would be significantly more limited.

MASTER PLAN - DISTRICT OFFICES

Additions & Renovations



SECTION 05. **MASTER PLAN**

SECTION 06. APPENDIX

APPENDIX

Schedule

The following list outlines the series of meetings and events held to craft a comprehensive consensus based and disciplined approach to the creation of this facilities master plan. Perkins+Will's methodology is based on discovery and discernment as enabled by the active involvement of the Facilitating Team, Building Teams, Faculty, Staff, and the focused interactive Community Engagement Sessions. This process is a unique opportunity to consider the long term facilities and educational needs, creating a long term strategic vision.

1. **Visioning Session:** **October 15, 2015**
Kick-off meeting with District and Building Administration - introductions, outline process, goals and objectives
2. **Facilitating Team #1:** **October 22, 2015**
Kick-off meeting with Facilitating Team - introductions, goals and objectives, process planning
3. **Visioning Recap:** **October 28, 2015**
Develop Guiding Principles, outline educational assessment process, faculty and student engagement planning
4. **Faculty Kick-off:** **November 4 & 6, 2015**
Kick-off meetings with faculty, outline FMP process, Trends in Education presentation, introduction of faculty survey
5. **Facilitating Team #2:** **November 5, 2015**
Review Guiding Principles, review results of Visioning Sessions, update on faculty engagement, introduction of physical assessment
6. **Board Presentation:** **November 17, 2015**
Overview of physical assessment results, includes 10 Year Health and Life Safety and Capital Improvements
7. **Facilitating Team #3:** **November 17, 2015**
Overview of physical assessment, review of initial draft CES 1 presentation
8. **Building Team - SHS & TW:** **November 17, 2015**
Building Team - JHS & Sch: **November 19, 2015**
Discuss with each School's Building Team educational vision, goals, and impediments imposed by the facility; Tour each facility with school principal, observe instruction and space use, and discuss known functional programmatic deficiencies
9. **Building Teams - TW, Sch, JHS:** **December 9, 2015**
Meet with combined Building Teams from Tate Woods, Schiesher and Junior High; Discuss current grade transitions, potential improvements and alternative grade configurations, resource utilization and optimization
10. **Facilitating Team #4:** **December 17, 2015**
Review draft CES 1 presentation, develop CES 1 participant group activity
11. **Facilitating Team #5:** **January 6, 2016**
Review draft CES 1 presentation, refine CES 1 participant group activity
12. **Community Engagement Session #1:** **January 19, 2016**
Overview of FMP process, presentation of Physical Assessment, participants share personal experiences with facilities, identifying positive building features and desired building changes

APPENDIX

Schedule

- 13. Student Engagement - Schiesher:** **January 21, 2016**
Student Engagement - Junior H.S.: **January 22, 2016**
Student Engagement - Senior H.S.: **February 3, 2016**
 Students share deficiencies and desired improvements in their school that impacts their educational experiences
- 14. Facilitating Team #6:** **February 4, 2016**
 Review draft CES 2 presentation, discuss CES 2 participant group activity
- 15. Community Engagement Session #2:** **February 16, 2016**
 Review key findings from CES 1, presentations on Trends in Education, Educational Assessment, and examples of 21st Century Learning Environments, participants list elements from presentations that resonated with them and share ideas/suggestions for CES 3 FMP options
- 16. Open House Tour - SHS & TW:** **February 20, 2016**
Open House Tour - Sch & JHS: **February 27, 2016**
 Community members were invited to walk through the schools to see first hand some of the issues identified during CES's 1 & 2
- 17. Building Teams - TW, Sch, JHS:** **March 8, 2016**
 Review initial set of FMP options, provide feedback on how to present to community
- 18. Facilitating Team #7:** **March 10, 2016**
 Review initial set of FMP options and draft CES 3 presentation, discuss CES 3 participant group activity
- 19. Community Engagement Session #3:** **March 23, 2016**
 Review key findings from CES 2, facility considerations when reviewing options, overview of eight FMP options, participants identify preferred options and list advantages and disadvantages
- 20. Facilitating Team #8:** **April 12, 2016**
 Review draft budgets for CES 4 preferred options selected at CES 3
- 21. Community Engagement Session #4:** **April 19, 2016**
 Review key findings and answer questions from CES 3, Present three preferred options site logistics and phasing, Financial Implications for the Facility Options, participants rank options and provide additional comments on advantages and disadvantages
- 22. Facilitating Team #9:** **May 10, 2016**
 Review executive summaries of key findings and recommendations for Board of Education
- 23. Community Engagement Session #5:** **May 19, 2016**
 Recap of CES process, review of key findings and recommendations, participants confirm and/or comment on key findings and recommendations
- 24. Board Presentation:** **July 25, 2016**
 Presentation of facilities master plan process, key findings and recommendations, and recommended master plan options

APPENDIX**Facility Master Plan Participants****FACILITATING TEAM**

Bill Buchelt - Co-chair	Pat Kerback	SHS - Choir/Gen. Music Instr./
Susan Stears - Co-chair		Dept. Chair Fine Arts
Terry Brennan	Keith Filipiak	Superintendent
Dan Helderle	Linda Kotalik	Assistant Superintendent
Mark Kelly	Dave Wilkinson	Director of Finance
Steve Pawlowicz	Pam Ahlmann	Board President
Monica Wagoner	Amy Narot	Board Vice President
	Jenna Engler	Communications

BUILDING TEAMS**Tate Woods Elementary School**

Wesley Gosselink	Principal
Diane Johnson	Early Childhood Teacher
Marybeth Peterson	1st Grade Teacher
Lauren Pupillo	2nd Grade Teacher
Carol Frueh	Art Teacher
Judy Bauman	LRC Director
Elisa Smith	Special Educ. Teacher
Shayla Dahleen	Special Educ. Resource
Kristine Paulson	Instructional Specialist
Elizabeth Hoff	Instructional Specialist
Alicia Craven	School Psychologist

Schiesher Elementary School

Beth Lind	Principal
Kathy Dineen	Assistant Principal
Jill Marino	Kindergarten Teacher
Trish Green	3rd Grade Teacher
Colleen Stefani	4th Grade Teacher
Lorie Barber	5th Grade Teacher
Mark Melka	LRC Director
Leslie Neustadt	Special Education
Stacy Colgan	Social Worker
Elizabeth Hoff	Instructional Specialist
Lynette Jewell	Math Interventionist
Pat Briggs	Secretary - Main Office

Junior High School

Dave Kearney	Principal
Tor Erickson	Assistant Principal
Kelli Nelson	English Teacher
Erica Pilon	Social Studies Teacher
Pete Meyer	Tech Ed. Teacher/Athletic Coord.
Gretchen Broadus	Librarian
Betty Cornfield	Inclusion Facilitator

Senior High School

Jeff Howard	Principal
Mark Cunningham	Asistant Principal
Dan Dillard	Associate Principal
Jen Pomatto	Assistant Principal - Student Services
Courtney Multhaupt	English Teacher
Becky Schwartz	Science Teacher
Ron Jaegle	Math Teacher
Darius Bamboat	Engineering Teacher
Scott Gumina	Band Director
Michael Polinski	Special Education
Laura Conroy	LRC Directror

PERKINS+WILL

Mark Jolicoeur	Managing Principal
Rick Young	Senior Associate
Steve Turckes	K-12 Practice Leader

APPENDIX

Facility Master Plan Participants

COMMUNITY ENGAGEMENT PARTICIPANTS

Ken Ahlmann	David Farrell	Stacey Melbye	Vince Slowiak
Liz Aureus-Collins	Wendi Ferron	Mark Melka	Jason Smid
Lorie Barber	Scott Frigo	Pete Meyer	Elise Smith
Lisa Barrette	Carol Frueh	Lauren Miller	Ray Sojka
John Barrette	Rosemary Gallaway	Anna Miller	Julie Springer
Carolyn Bartelli	Paula Garcia	Michelle Molina	Jim Springer
Diana Bieniasz	Dan Garvy	Mary Moses	Patti Staley
Valerie Bixler	Cathy Geers	Suzanne Murray	Brian Stankos
Rob Bixler	Jaspreet Gill	Wendy Nadeau	Kristin Steele
Anne Blaeske	Karen Gordon	Lisa Nicholas	Tim Steele
Birdie Boehmer	Garrett Gosselink	Sandy Nicholson	Colleen Stefani
Monica Bosco	Wesley Gosselink	Michele Nitzki	Patricia Stevens
Emmy Bossenga	Trish Green	John Nitzki	Angie Sullivan
Kahty Brock	Heidi Haen	Mark Oliphant	Jamie Sullivan
Sue Buchelt	Amanda Hahn	Laura Olson	Scott Sullivan
Neil Buchelt	Deanna Harris	Natalie Oros	Lynn Sweitzer
Herb Buchholz	Sharon Helderle	Laura Paley	Bob Tarasewicz
Marilyn Buchholz	Brenda Henry	Gigi Palicka	Maureen Toby
Mary Bumpus	Dan Herndon	Dan Palicka	Suzanne Trotter
Paul Burdett	Jeff Howard	Elizabeth Parker	Paul Trotter
Yomarie Burgos	Sara Hritz	Anthony Pascente	Irene Tu
Karen Burris	Daniel Hritz	Laui Pascente	Julie Uster
Sharon Byrne	Patty Hurt	Ashok Patel	Scott Wagoner
Jim Campian	David Kearney	Kristine Paulson	Judy Walsh
Linda Capristo	Natalie Keigher	Alex Pellicano	Mike Walsh
Elaine Catuara	Mallory Kelly	Marybeth Peterson	Lori Whitnell
Pat Cawiezal	Mary Kilroy	Pristen Pettit	Cathy Yaniz
Karen Cerveny	Greg Kutkoski	Sadhana Phreykz	Stuart Young
Gregg Chalecki	Katie Lapham	Solange Pilizota	Sue Zikuda
Lauren Clavelli	Steve Laue	Jen Pomatto	Barb Zomick
Don Cook	Denise Leach	Michelle Probst	Andrew Zomick
Betty Cornfield	Courtney Liles	Lauren Puetz	
Tim Corrigan	Beth Lind	Jim Puzon	
Tonia Cyrus	Mike Loftus	Adam Rieck	
Brianne Davis	Mike Lyon	Tamara Rotelli	
Patrick DeCraene	Julie Lyon	Jack Royhl	
Kathy Dineen-Hendricks	Jennifer Marcucci	Kevin Russell	
Judith Doerr	Jillian Marino	David Sally	
Carl Doerr	Lisa Martich	Pat Sarb	
Kate Doyle	Kim Martin	Carol Schmidke	
Eileen Duban	Yousef Matariyah	Dan Schraub	
David Dybeck	Eunice McConville	Rachel Schuette	
Mary Ebert	Jane McGrath	Andrew Sergeant	
Jerry Ebert	Celeste McIntyre	Christy Sharafinski	
Tor Erickson	Marshall McKay	Meg Sima	
Debra Ericson	Sean McKay	Glyn Skerrett	
Lee Ernst	Rob McLear	Sandi Skonieczny	

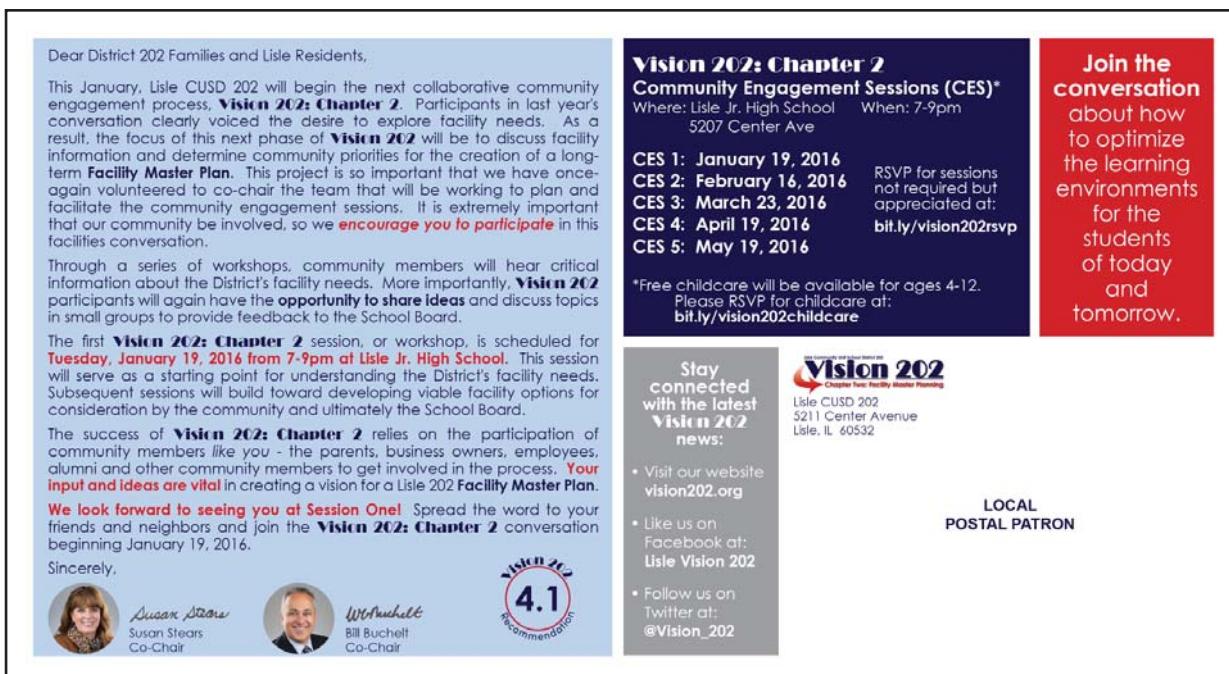
APPENDIX

Community Outreach Publications

Print and digital communications were utilized to reach the residents of Lisle District 202. The following series of images are the postcard mailers sent out to each district household regarding Community Engagement Sessions 1-5. In addition, the Vision 202 website, Facebook, Twitter and eNewsletter were used to engage and communicate with the community as shown in the screenshots below.



CES 1 Postcard Mailer - front



CES 1 Postcard Mailer - back

APPENDIX

Community Outreach Publications



Can We Talk?

Lisle Community Unit School District 202

Vision 202
Chapter Two: Facility Master Planning

Community Engagement Session Two

Topic: Educational Alignment of District Facilities

Tuesday, February 16, 2016 • 7-9 pm • Lisle Junior High School Commons

RSVP appreciated, but not required at: bit.ly/vision202rsvp

Childcare available for ages 4-12
Please RSVP for childcare at: bit.ly/vision202childcare

CES 2 Postcard Mailer - front



Lisle Community Unit School District 202

Vision 202
Chapter Two: Facility Master Planning

Can We Talk?

Let's continue the conversation about Lisle CUSD 202 facility needs

Mark Your Calendar for the Facility Open Houses!

Saturday, February 20th
9am - Tate Woods
11am - Lisle High School

Saturday, February 27th
9am - Schlesher
11am - Lisle Jr. High School

www.vision202.org

CES 2 Postcard Mailer - back

Community Outreach Publications

Can We Talk?

Lisle Community Unit School District 202

Vision 202
Chapter Two: Facility Master Planning

Community Engagement Session Three

Topic: Review & Evaluate Facility Options

Wednesday, March 23, 2016 • 7-9 pm • Lisle Junior High School Commons

RSVP appreciated, but not required at: bit.ly/vision202rsvp

Childcare available for ages 4-12
Please RSVP for childcare at: bit.ly/vision202childcare

CES 3 Postcard Mailer - front

Lisle CUSD 202
5211 Center St.
Lisle, IL 60532

Vision 202
Chapter Two: Facility Master Planning

Can We Talk?
Let's continue the conversation about Lisle CUSD 202 facility needs

CES #3 • March 23rd

Mark Your Calendar for the Upcoming Community Engagement Sessions!

CES #4 • April 19th
Financial Implications of Facility Options

CES #5 • May 19th
Key Findings & Recommendations

www.vision202.org

CES 3 Postcard Mailer - back

APPENDIX

Community Outreach Publications

Can We Talk?

Lisle Community Unit School District 202

Vision 202
Chapter Two: Facility Master Planning

Community Engagement Session Four

Topic: Financial Implications of the Facility Options

Tuesday, April 19, 2016 • 7-9 pm • Lisle Junior High School Commons

RSVP appreciated, but not required at: bit.ly/vision202rsvp

Childcare available for ages 4-12
Please RSVP for childcare at: bit.ly/vision202childcare

CES 4 Postcard Mailer - front

Lisle CUSD 202
5211 Center St.
Lisle, IL 60532

Can We Talk?
Let's continue the conversation about Lisle CUSD 202 facility needs

CES #4 • April 19th
Financial Implications of the Facility Options

Mark Your Calendar for the Final Community Engagement Session!

CES #5 • May 19th
Key Findings & Recommendations

www.vision202.org

CES 4 Postcard Mailer - back

Community Outreach Publications

Can We Talk?

Lisle Community Unit School District 202

Vision 202

Chapter Two: Facility Master Planning

Community Engagement Session Five

Topic: Key Findings & Recommendations
Did we hear you correctly? What did we learn? Next steps...
Thursday, May 19, 2016 • 7-9 pm • Lisle Junior High School Commons

RSVP appreciated, but not required at: bit.ly/vision202rsvp

Childcare available for ages 4-12
Please RSVP for childcare at: bit.ly/vision202childcare

CES 5 Postcard Mailer - front

Lisle Community Unit School District 202

Vision 202

Chapter Two: Facility Master Planning

Can We Talk?

Let's continue the conversation about Lisle CUSD 202 facility needs

CES #5 • May 19th

Key Findings & Recommendations
Did we hear you correctly?
What did we learn?
Next steps...

Final Recommendations will be presented to the Board of Education in June 2016

www.vision202.org

CES 5 Postcard Mailer - back

APPENDIX

Community Outreach Publications

Lisle Community Unit School District 202

Vision 202

Chapter Two: Facility Master Planning

Can we talk?

Join the Conversation...

Community Engagement
Session 3

Wednesday,
March 23, 2016
7-9 pm
Lisle Jr. High School
5207 Center Ave.

Topic: Review & Evaluate Facility Options

Focus: What are potential facility options for optimizing the learning environments of our schools?



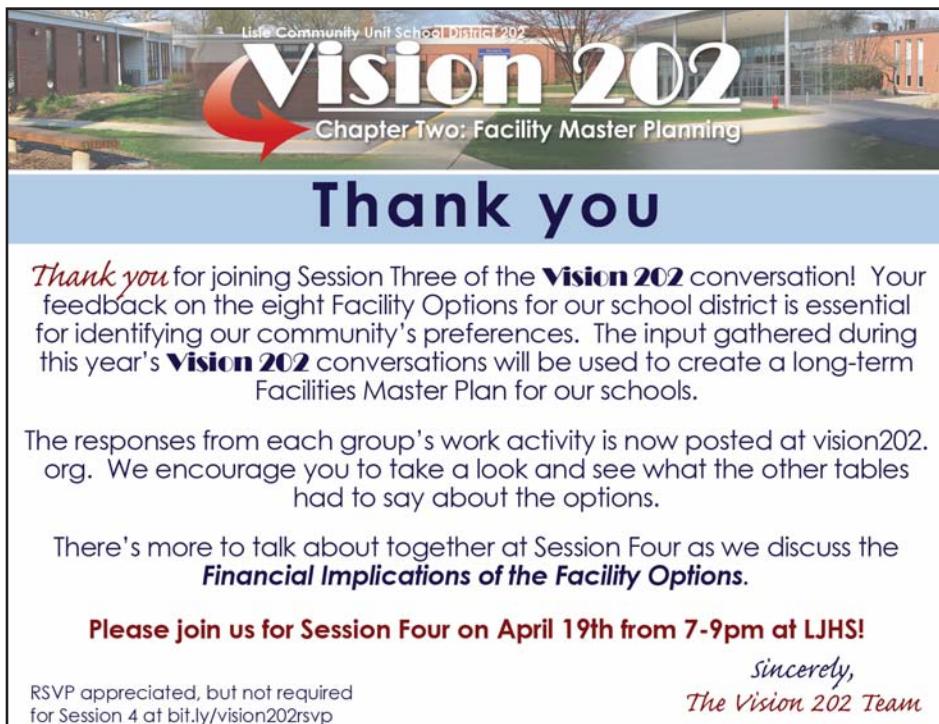
For more information:

- www.vision202.org
- Facebook - Lisle Vision 202
- Twitter - @Vision_202
- Sign up for the eNewsletter at bit.ly/lislevision202enewsletter

► RSVP not required, but appreciated at:
bit.ly/vision202rsvp

► Childcare available for ages 4-12
bit.ly/vision202childcare

Community Outreach Publications



Vision 202
Chapter Two: Facility Master Planning

Thank you

Thank you for joining Session Three of the **Vision 202** conversation! Your feedback on the eight Facility Options for our school district is essential for identifying our community's preferences. The input gathered during this year's **Vision 202** conversations will be used to create a long-term Facilities Master Plan for our schools.

The responses from each group's work activity is now posted at vision202.org. We encourage you to take a look and see what the other tables had to say about the options.

There's more to talk about together at Session Four as we discuss the **Financial Implications of the Facility Options**.

Please join us for Session Four on April 19th from 7-9pm at LJHS!

RSVP appreciated, but not required
for Session 4 at bit.ly/vision202rsvp

sincerely,
The Vision 202 Team

CES 3 Digital Thank You



Vision 202
Education

Home | About | Reviews | Photos | More ▾

Education · Lisle, Illinois
5.0 ★★★★☆

185 people like this Amy Narot

46 people have been here

Invite friends to like this Page

5.0 of 5 stars · 1 review View Reviews

Status Write something on this Page...

Vision 202 June 2 ·

Check out what the Vision 202 participants had to say at Session 5 at <http://vision202.org/.../CES-5-Verbatim-Response-Document-web...>

vision202.org VISION202.ORG

Like Comment Share

Facebook

APPENDIX

Community Outreach Publications

Vision 202 Join the conversation...

Welcome to Vision 202: Ch 2 | About | Meet the Team | Vision 202: Ch 2 Sessions | Session Dates | Vision 202: Ch 1 | Contact |

Welcome to Vision 202: Ch 2



Session Four

Thank you!

Thank you to the Lisle Community for your time thoughtful input during the Vision 202: Chapter 2 process. We are in the process of finalizing the recommendations created from your feedback. Check back soon for updates on the next steps in the long-term Facilities Master Planning Process.

Vision 202: Chapter 2

Stay tuned for information about the next steps...

Sign up for the Vision 202 eNewsletter

Stay up to date on the latest information about Vision 202.

Click [here](#) to receive the **Vision 202 eNewsletter**

Translate this Website

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Powered by Google Translate

Website

Lisle 202-Vision 202

Home Moments Search Twitter Have an account? Log in



Lisle Community Unit School District 202

Vision 202

Chapter Two: Facility Master Planning

Vision 202 Chapter Two: Facility Master Planning

Session Five

Thursday, May 19th
7-9pm
LJHS Commons

Tweets 174 Following 24 Followers 91 Likes 10

Lisle 202-Vision 202 believes in the importance of the school-community partnership. Join us in the conversation & maintain the tradition of excellence! #Vision_202

72 Photos and videos

New to Twitter?
Sign up now to get your own personalized timeline!

Follow

AP for Students (@APforIndividuals) Jun 24
Taking the @OfficialSAT this fall? The practice tools on @khanacademy are free and available 24/7 at satpractice.org #SATpractice

Lisle 202-Vision 202 (@Vision_202) Jun 3
Check out what the Vision 202 participants had to say at Session 5 at vision202.org/wp-content/uploads/

Lisle 202-Vision 202 (@Vision_202) May 27
Congratulations to the Class of 2016! Lion Proud!

You may also like Refresh

- Schlesier LBC @ESLRCLisle202
- Schlesier Elementary @schlesier202
- Judy Bauman @JudiLCS202
- Lisle 202 Coaches @CoachesLis202
- Wesley Gosselink @wgoosselink2

Twitter page

Community Outreach Publications

[View in a web browser](#)



Vision 202
Chapter Two: Facility Master Planning

Thank You

for joining the **Vision 202** conversation!

Your feedback was essential in creating a successful conversation about the future of Lisle CUSD 202 Facilities!

As a result of your time and input:

- A set of recommendations was developed that will assist the Board of Education in determining priorities for our District's facilities.
- These priorities will help guide the decision-making process for the long-term Facilities Master Plan benefitting students in grades Pre-Kindergarten through High School.

Board Presentation

We invite you to join us for the presentation of the
Vision 202: Chapter 2
Key Findings and
Recommendations

- Monday, July 25th @ 7:30pm
- District Office - 5211 Center Ave

What's Next?

Following the presentation, the Board of Education will work to determine the next steps in the long-term Facilities Master Planning process based on each of the facility's physical and educational needs as well as community priorities.

vision202.org

ENewsletter

Appendix Community Outreach Publications A13

APPENDIX

Physical Assessment Report - Summary

CAPITAL IMPROVEMENT PLAN

June 17, 2016

Category Summary by Priority (includes 10 Yr. HLS & Cap. Imp.)

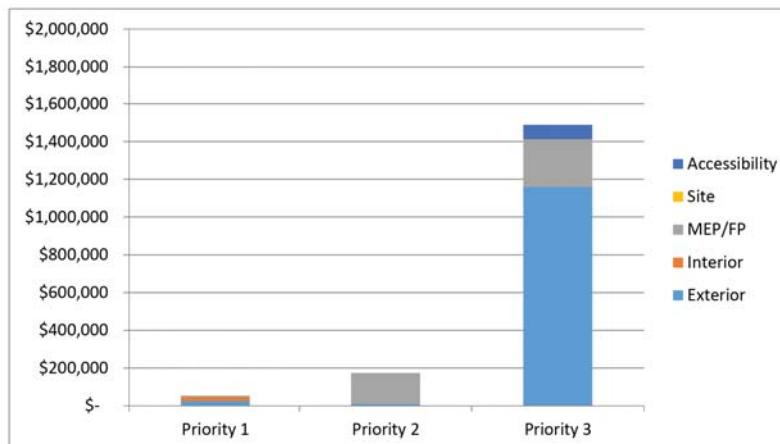
ALL FACILITIES

Priority 1: Poor condition, system or component needs replacement or repair within 1-3 years.

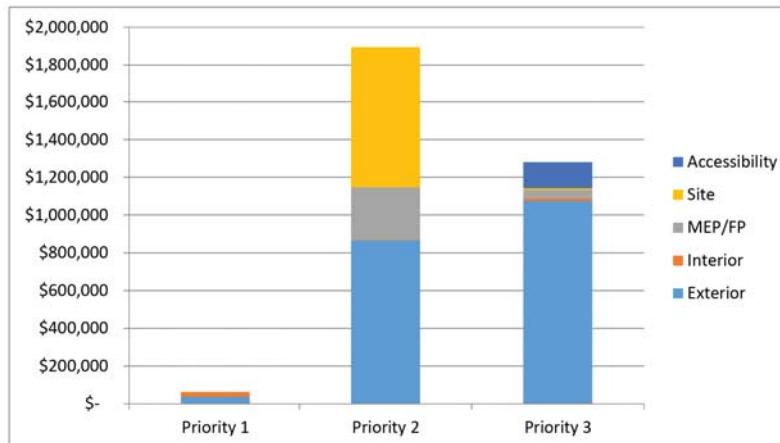
Priority 2: Fair condition, system or component will probably need replacement or repair within 3-5 years.

Priority 3: Good condition, system or component may need replacement or repair within 5-10 years.

Tate Woods ES	1-3 Years Priority 1	3-5 Years Priority 2	5-10 Years Priority 3	1-10 Years Total of Priorities 1-3
Exterior	\$ 25,667	\$ 10,371	\$ 1,159,539	\$ 1,195,577
Interior	\$ 21,221	\$ 372	\$ 1,072	\$ 22,665
MEP/FP	\$ 6,938	\$ 162,227	\$ 251,465	\$ 420,630
Site	\$ -	\$ -	\$ -	\$ -
Accessibility	\$ -	\$ -	\$ 76,050	\$ 76,050
Subtotal	\$ 53,826	\$ 172,970	\$ 1,488,126	\$ 1,714,922
Subtotal - Rounded	\$ 54,000	\$ 173,000	\$ 1,488,000	\$ 1,715,000



Schiesher ES	1-3 Years Priority 1	3-5 Years Priority 2	5-10 Years Priority 3	1-10 Years Total of Priorities 1-3
Exterior	\$ 37,394	\$ 864,234	\$ 1,074,045	\$ 1,975,673
Interior	\$ 25,056	\$ 1,975	\$ 15,719	\$ 42,750
MEP/FP	\$ -	\$ 279,569	\$ 42,872	\$ 322,441
Site	\$ -	\$ 748,918	\$ 8,932	\$ 757,850
Accessibility	\$ -	\$ -	\$ 138,780	\$ 138,780
Subtotal	\$ 62,450	\$ 1,894,696	\$ 1,280,348	\$ 3,237,494
Subtotal - Rounded	\$ 62,000	\$ 1,895,000	\$ 1,280,000	\$ 3,237,000



APPENDIX

Physical Assessment Report - Summary

CAPITAL IMPROVEMENT PLAN

June 17, 2016

Category Summary by Priority (includes 10 Yr. HLS & Cap. Imp.)

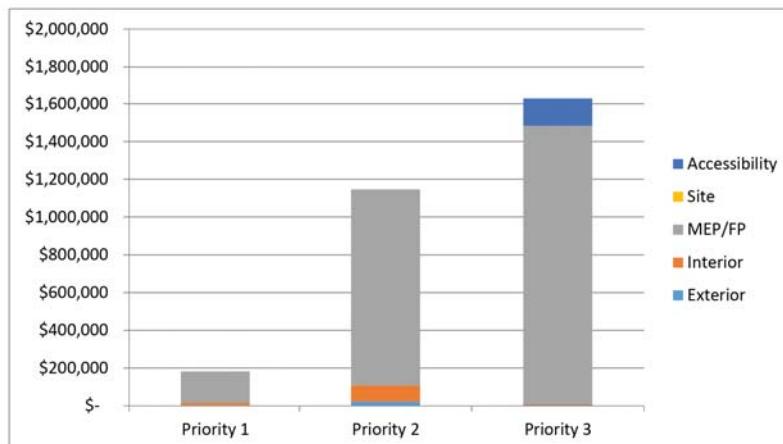
ALL FACILITIES

Priority 1: Poor condition, system or component needs replacement or repair within 1-3 years.

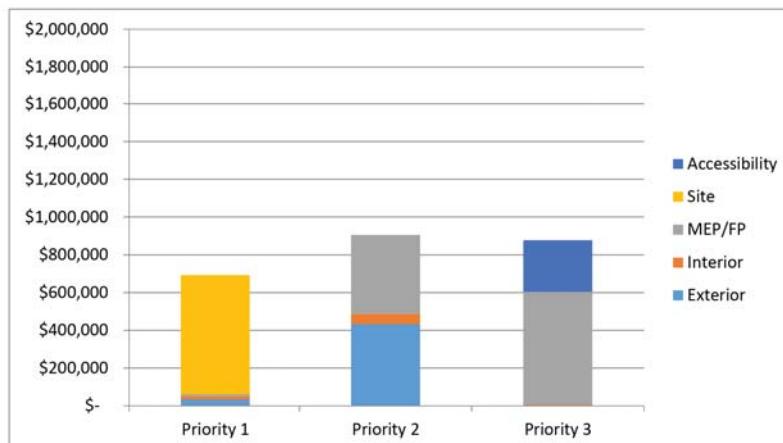
Priority 2: Fair condition, system or component will probably need replacement or repair within 3-5 years.

Priority 3: Good condition, system or component may need replacement or repair within 5-10 years.

Junior HS	1-3 Years Priority 1	3-5 Years Priority 2	5-10 Years Priority 3	1-10 Years Total of Priorities 1-3
	\$ 1,095	\$ 21,747	\$ 4,573	
Exterior	\$ 13,127	\$ 86,382	\$ 6,252	
Interior	\$ 167,002	\$ 1,038,012	\$ 1,472,825	
MEP/FP	\$ -	\$ -	\$ -	
Site	\$ -	\$ -	\$ -	
Accessibility	\$ -	\$ -	\$ 143,837	
Subtotal	\$ 181,224	\$ 1,146,141	\$ 1,627,487	
Subtotal - Rounded	\$ 181,000	\$ 1,146,000	\$ 1,627,000	\$ 2,955,000



Senior HS	1-3 Years Priority 1	3-5 Years Priority 2	5-10 Years Priority 3	1-10 Years Total of Priorities 1-3
	\$ 32,838	\$ 432,047	\$ 322	
Exterior	\$ 16,609	\$ 53,873	\$ 4,198	
Interior	\$ 11,177	\$ 418,974	\$ 598,417	
MEP/FP	\$ 631,794	\$ -	\$ -	
Site	\$ -	\$ -	\$ -	
Accessibility	\$ -	\$ -	\$ 273,593	
Subtotal	\$ 692,418	\$ 904,894	\$ 876,530	
Subtotal - Rounded	\$ 692,000	\$ 905,000	\$ 877,000	\$ 2,474,000



Physical Assessment Report - Summary

CAPITAL IMPROVEMENT PLAN

June 17, 2016

Category Summary by Priority (includes 10 Yr. HLS & Cap. Imp.)

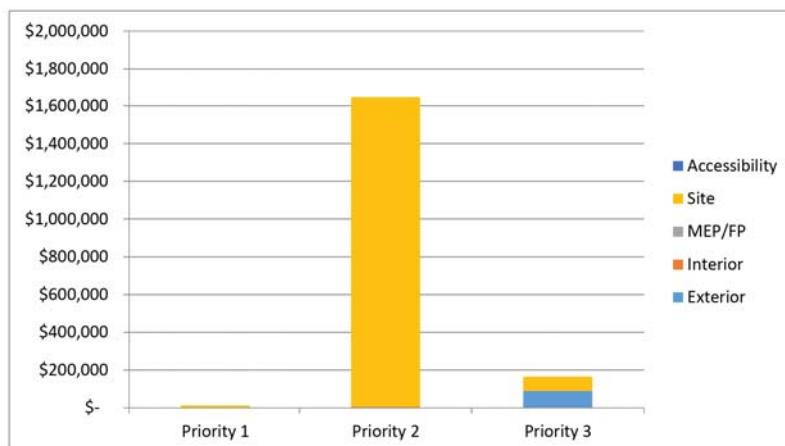
ALL FACILITIES

Priority 1: Poor condition, system or component needs replacement or repair within 1-3 years.

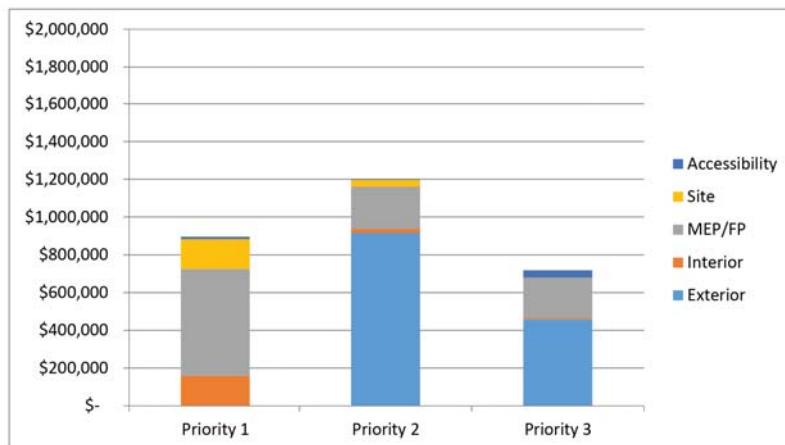
Priority 2: Fair condition, system or component will probably need replacement or repair within 3-5 years.

Priority 3: Good condition, system or component may need replacement or repair within 5-10 years.

Track & Maint. Bldg.	1-3 Years Priority 1		3-5 Years Priority 2		5-10 Years Priority 3		1-10 Years Total of Priorities 1-3
	\$	-	\$	-	\$	-	
Exterior	\$	-	\$	-	\$	89,316	\$ 89,316
Interior	\$	-	\$	4,964	\$	-	\$ 4,964
MEP/FP	\$	-	\$	-	\$	-	\$ -
Site	\$	11,782	\$	1,640,105	\$	75,025	\$ 1,726,912
Accessibility	\$	-	\$	-	\$	-	\$ -
Subtotal	\$	11,782	\$	1,645,069	\$	164,341	\$ 1,821,192
Subtotal - Rounded	\$	12,000	\$	1,645,000	\$	164,000	\$ 1,821,000



Meadows ES	1-3 Years Priority 1		3-5 Years Priority 2		5-10 Years Priority 3		1-10 Years Total of Priorities 1-3
	\$	-	\$	-	\$	-	
Exterior	\$	616	\$	915,397	\$	456,317	\$ 1,372,330
Interior	\$	157,558	\$	20,682	\$	6,252	\$ 184,492
MEP/FP	\$	566,246	\$	224,166	\$	217,038	\$ 1,007,450
Site	\$	157,949	\$	36,403	\$	-	\$ 194,352
Accessibility	\$	12,636	\$	4,220	\$	37,745	\$ 54,601
Subtotal	\$	895,005	\$	1,200,868	\$	717,352	\$ 2,813,225
Subtotal - Rounded	\$	895,000	\$	1,201,000	\$	717,000	\$ 2,813,000



APPENDIX

Physical Assessment Report - Summary

CAPITAL IMPROVEMENT PLAN

June 17, 2016

Category Summary by Priority (includes 10 Yr. HLS & Cap. Imp.)

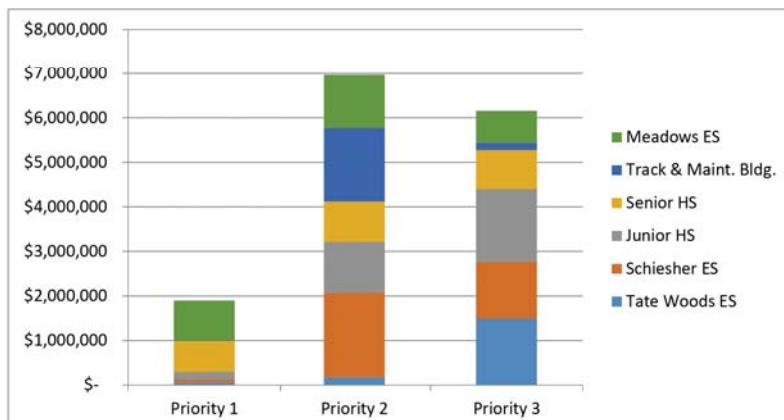
ALL FACILITIES

Priority 1: Poor condition, system or component needs replacement or repair within 1-3 years.

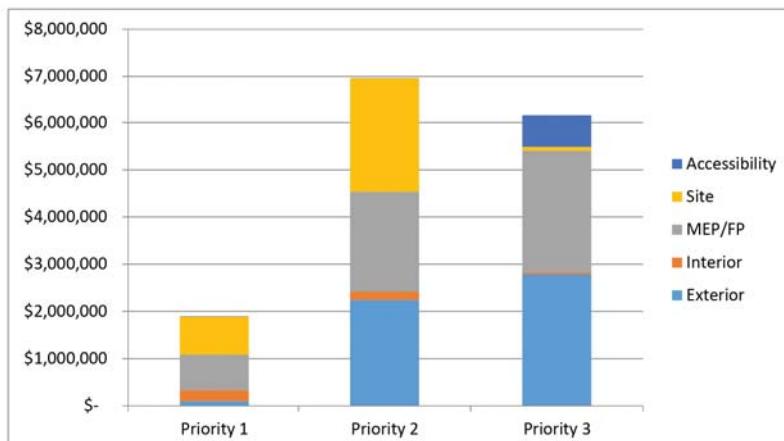
Priority 2: Fair condition, system or component will probably need replacement or repair within 3-5 years.

Priority 3: Good condition, system or component may need replacement or repair within 5-10 years.

ALL FACILITIES - ALL CATEGORIES	1-3 Years Priority 1	3-5 Years Priority 2	5-10 Years Priority 3	1-10 Years Total of Priorities 1-3
Tate Woods ES	\$ 53,826	\$ 172,970	\$ 1,488,126	\$ 1,714,922
Schiesher ES	\$ 62,450	\$ 1,894,696	\$ 1,280,348	\$ 3,237,494
Junior HS	\$ 181,224	\$ 1,146,141	\$ 1,627,487	\$ 2,954,852
Senior HS	\$ 692,418	\$ 904,894	\$ 876,530	\$ 2,473,842
Track & Maint. Bldg.	\$ 11,782	\$ 1,645,069	\$ 164,341	\$ 1,821,192
Meadows ES	\$ 895,005	\$ 1,200,868	\$ 717,352	\$ 2,813,225
TOTAL	\$ 1,896,705	\$ 6,964,638	\$ 6,154,184	\$ 15,015,527
Subtotal - Rounded	\$ 1,897,000	\$ 6,965,000	\$ 6,154,000	\$ 15,016,000



- ALL CATEGORIES	1-3 Years Priority 1	3-5 Years Priority 2	5-10 Years Priority 3	1-10 Years Total of Priorities 1-3
Exterior	\$ 97,609	\$ 2,243,791	\$ 2,784,111	\$ 5,125,511
Interior	\$ 233,567	\$ 168,252	\$ 33,494	\$ 435,313
MEP/FP	\$ 751,365	\$ 2,122,960	\$ 2,582,616	\$ 5,456,941
Site	\$ 801,525	\$ 2,425,426	\$ 83,957	\$ 3,310,908
Accessibility	\$ 12,636	\$ 4,219	\$ 670,002	\$ 686,857
TOTAL	\$ 1,896,702	\$ 6,964,648	\$ 6,154,180	\$ 15,015,530
Subtotal - Rounded	\$ 1,897,000	\$ 6,965,000	\$ 6,154,000	\$ 15,016,000



APPENDIX

Physical Assessment Report - 10 Year HLS Detail

Series: 10 Yr. HLS Count: 372

July 19, 2016

GENERAL			10 YEAR HEALTH AND LIFE SAFETY													
10YR or CI	SCHOOL	DISCIPLINE	ITEM ID	LOCATION(S)		PRIORITY CODE	RULE VIOLATED	DESCRIPTION OF THE VIOLATION	RECOMMENDATION TO CORRECT VIOLATION	ACTION ID	UNITS OF MEASURE	QUANTITY	LABOR CODE	WORK TYPE	ESTIMATED COMPLETION DATE	FUNDING TYPE
10 Yr. HLS	Junior HS	Architectural	7	WATER SERVICE	PW005	Urgent	185.465 185.390	Rated room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Architectural	8	STORAGE	PW006	Urgent	185.465 185.390	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	2	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Architectural	9	STAIR	S002	Required	NFPA 101 7.2.2.5	Stairwell contains storage and flammable items	Remove items stored in stairwell	Relocate	Stairwell	1	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Architectural	10	WATER SERVICE	PW005	Urgent	185.390	Ceiling of fire-rated room is cracked	Replace ceiling in storage room	Rebuild	Square Feet	8	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Architectural	14	STORAGE IN ART ROOM	PW178	Urgent	185.390	Door missing from storage room	Add rated door with rated frame to storage room	Rebuild	Door and frame	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Architectural	15	STORAGE	PW147	Urgent	185.465 185.390	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	5	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Architectural	21	STORAGE IDF EQUIP.	PW176	Urgent	185.370	No closer on rated door	Add closer to door	Improve	Door	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Architectural	22	STORAGE IDF EQUIP.	PW176	Urgent	185.465 185.390	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	9	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Architectural	23	STORAGE	305B	Urgent	185.465 185.390	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	5	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Architectural	24	SERVER ROOM	226	Urgent	185.465 185.390	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	10	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Architectural	26	MECHANICAL ROOM	PW203	Required	185.390	Ceiling shows evidence of water damage	Locate and repair roof leak; replace ceiling tile; Cost is for repair of ceiling only	Improve	Leak	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Architectural	27	MECHANICAL ROOM	PW201	Required	185.370	Spiral stair is used as only access/means of egress for mechanical room	Replace spiral stair	Rebuild	Stair	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Architectural	28	CORRIDOR	PW206	Required	NFPA 101 7.2.2.4	Guard rail missing in loft storage area	Add guard rail along 2nd floor overlooking stage wing	Rebuild	Linear Feet	10	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Architectural	29	PROJECTION ROOM ABOVE AUDITORIUM	N/A	Required	185.370	Distance of exit travel exceeds minimum allowed	Rebuild projection room and/or add stair	Rebuild	Set of stairs	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Architectural	35	PAPER STORAGE	PW140	Urgent	185.465 185.390	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	10	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Architectural	36	NURSE	224	Required	IL Plbg 890.810.a.2.C	Lavatory located outside of toilet room	Install lavatory in toilet room or remove toilet (est. cost is for addition of lavatory)	Rebuild	Sink	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds

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10 Yr. HLS	Junior HS	Architectural	38	STORAGE	103	Urgent	185.465, 185.390	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	9	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Architectural	39	WOOD SHOP	PW190	Required	NFPA 10 2013 6	Wood shop lacks fire extinguisher	Add fire extinguisher to room	Improve	Fire Extinguisher	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Architectural	40	LIBRARY	PW113	Urgent	Part 185	Door to exterior does not open	Repair door so that it is accessible	Rebuild	Door	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Architectural	65	PROJECTION ROOM ABOVE AUDITORIUM	PW207	Urgent	185.465, 185.390	Rated projection room located adjacent to Assembly Occupancy room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	5	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Architectural	66	ROOMS ABOVE AUDITORIUM	PW201, PW203	Urgent	185.360; 185.380	Doors and frames may not be rated; no label found	Confirm doors are solid core wood or replace doors and frames with rated doors and frames (est. cost is to replace doors and frames)	Rebuild	Door and frame	2	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Electrical	68	Auditorium	223	Required	NFPA 101 7.8.1.3 (3)	Provide floor mounted aisle lighting or additional emergency battery packs in order to provide proper egress lighting.	Install aisle lighting along paths of egress.	Improve	Lump Sum	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	69	Auditorium	223	Required	185.395.c.2.D	No smoke detectors installed in the space.	Install smoke detectors.	Improve	Lump Sum	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	70	Band Room	206	Required	185.395.4.A	No audio FA device. When band is playing corridor devices will not be loud enough.	Install audio FA device in room.	Improve	FA horn/strobe	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	71	GIRLS LOCKER ROOM	PW-172	Required	NFPA 72 (2002) 5.12.6	No pull station witching 5' of exit	Install a pull station at exterior door.	Improve	FA Pull station	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	72	Library	PW-113	Required	NFPA 72 (2002) 5.12.6	No pull station witching 5' of exit	Install a pull station at exterior door.	Improve	FA Pull station	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	73	Library	PW-113	Required	185.395.4.A	Inadequate audio FA device.	Install audio FA devices in room.	Improve	FA horn/strobe	2	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	74	Corridor outside of Girls Toilet	PW-104	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	75	Corridor outside of Storage	103	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	76	Boy's Toilet	PW-155	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	77	North wall, east side of Lobby	255	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	78	Area Commons east wall middle	PW-184	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	79	Corridor south of Area Commons	PW-184	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds

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10 Yr. HLS	Junior HS	Electrical	80	Gymnasium east wall	PW-189	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	81	Girls Locker Room west wall	PW-172	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	82	South of Boy's Locker Room	PW-183	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	83	Lobby	PW-192	Required	NFPA 101 7.8.1.3 (2)	(2) EM Battery Packs not functional	Replace EM Battery Pack	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	84	Room	PW-199B	Required	185.560	Exit sign not functional	Replace Exit sign	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	85	Boy's Locker Room	PW-174	Required	NFPA 72 (2002) 5.12.6	No pull station at exterior door	Install pull station at exit	Improve	FA Pull station	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	86	Food Service	303	Required	NEC (2008) 210.8.B.5	Receptacles are not GFI protected	Replace receptacles with GFI receptacles	Improve	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	87	Roof	N/A	Required	NEC (2002) 110.12.C	(2) Disconnects are very rusted and may not operate.	Replace disconnects with new equipment.	Improve	Disconnect Switch	2	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	92	Tech Center	107	Required	185.560.b	Exit sign is not a lit exit sign.	Install an exit sign.	Improve	exit sign	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Electrical	93	Room	PW132	Required	175.536.B.10	No boiler failure lights.	Install boiler failure lights in main office.	Improve	Lump Sum	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Mechanical	94	ROOF	PW-117-124	Urgent	185.455.b	RTU OA intake too close to exhaust and plumbing vents.	Relocate exhaust outlet and plumbing vents to ensure no recirculation in OA intake.	Relocate	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Mechanical	95	ROOF	PW-184	Urgent	185.455.b	Water heater flue too close to RTU OA intake	Relocate water heater flue as required to prevent recirculation.	Relocate	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Mechanical	96	ROOF	PW-184	Urgent	185.455.b	EF too close to RTU OA intake	Relocate EF as required to prevent recirculation.	Relocate	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Mechanical	97	ROOF	N/A	Urgent	185.497.b	Ductwork not secured to roof	Properly secure ductwork to roof	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Mechanical	98	ROOF	N/A	Urgent	185.497.b	EF not secured to roof curb	Properly secure EF to curb	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Mechanical	99	ROOF	207	Urgent	185.497.b	EF not secured to roof curb	Properly secure EF to curb	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Mechanical	107	Faculty Toilet	PW-196	Required	185.460.a.1	No exhaust for toilet room	Install dedicated EF	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Mechanical	108	JANITOR'S CLOSET	PW-129A	Required	185.460.a.1	No exhaust for JC	Install dedicated EF	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Plumbing	111	ROOF	PW-144	Urgent	IPC Amendments	Roof drain missing grate	Install grate	Repair	0	0	District employees will perform work	Other Improvements	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Plumbing	112	Faculty Toilet	PW-164	Required	IPC 890.1370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds

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10 Yr. HLS	Junior HS	Plumbing	113	STORAGE	103	Required	IPC 890.113.f	No vacuum breaker on hose connections	Install vacuum breakers.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Plumbing	114	CLASSROOM	106A	Urgent	IPC 890.12.c	Dead end plumbing runs	Remove piping back to nearest active main	Remove	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Junior HS	Plumbing	115	Faculty Toilet	PW-196	Required	IPC 890.1370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Plumbing	116	MEN'S TOILET	PW-129	Required	IPC 890.1370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Plumbing	117	WOMEN'S TOILET	PW-166	Required	IPC 890.1370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Plumbing	118	FOOD SERVICE	303	Required	890.101.a	Triple basin sink has direct sanitary connection	Install floor sink and indirectly drain triple basin sink.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Plumbing	119	FOOD SERVICE	303	Required	IPC 890.51	No grease trap.	Install grease trap, and pipe all kitchen floor drains and floor sinks	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Plumbing	120	BOY'S LOCKER ROOM	PW-174	Required	IAC 400.310.m.7	No ADA insulation at ADA LAV	Install ADA insulation at ADA LAV	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Junior HS	Plumbing	121	GIRL'S LOCKER ROOM	PW-172	Urgent	IPC 890.12.c	Dead end plumbing runs	Remove piping back to nearest active main	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Schiesher ES	Architectural	1	STORAGE	38	Urgent	185.465, 185.390	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	3	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Schiesher ES	Architectural	2	STORAGE	PW147	Required	185.390	Ceiling panel is not secure	Repair ceiling panel	Improve	Ceiling tile	4	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Architectural	3	BOILER ROOM	39	Urgent	185.465, 185.390	Rated room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	15	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Schiesher ES	Architectural	4	BOILER ROOM	39	Required	NFPA 10 2013 6	Fire extinguisher not clearly visible	Add fire extinguisher to room or ensure its visibility	Improve	Fire Extinguisher	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Architectural	5	JANITOR (2)	PW103, PW134	Urgent	185.390: 185.380	Doors and frames may not be rated; no label found	Build rated door and frame to separate storage space	Rebuild	Door and frame	2	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Schiesher ES	Architectural	6	JANITOR (2)	PW103, PW134	Urgent	185.390	Ceiling of fire-rated storage room not fire rated	Replace ceiling in storage room	Rebuild	Square Feet	40	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds

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10 Yr. HLS	Schiesher ES	Architectural	7	JANITOR (2)	PW103, PW134	Urgent	185.465 185.390	Rated room contains unsealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	4	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds	
10 Yr. HLS	Schiesher ES	Architectural	10	RAMP	OUTSIDE OF RM. #41	Required	185.370	Top of ramp lacks guard rail	Add guard rail at top of ramp	Rebuild	Linear Feet	3	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds	
10 Yr. HLS	Schiesher ES	Architectural	16	STAGE	PW130	Urgent	185.360	Under stage area contains storage for chairs but not fire-rated	Rebuild so that chair storage is fire-rated 30 min., except for construction (stage) immediately above storage; If sprinklered N/C construction. Doors to be metal or SC wood doors	Rebuild	Linear Feet	40	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds	
10 Yr. HLS	Schiesher ES	Architectural	17	STORAGE	PW137	Urgent	185.465 185.390	Rated room contains unsealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	4	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds	
10 Yr. HLS	Schiesher ES	Architectural	18	STAGE	PW130	Required	NFPA 10 2013 6	Stage lacks fire extinguisher	Add fire extinguisher to room	Improve	Fire Extinguisher	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds	
10 Yr. HLS	Schiesher ES	Architectural	27	JANITOR	PW111	Urgent	185.465 185.390	Rated room contains unsealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	10	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds	
10 Yr. HLS	Schiesher ES	Architectural	28	JANITOR	PW111	Urgent	185.390	Ceiling of fire-rated storage room not fire rated	Replace ceiling in storage room	Rebuild	Square Feet	55	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds	
10 Yr. HLS	Schiesher ES	Architectural	29	JANITOR	PW111	Urgent	185.390 185.379	Door and frame may not be rated; no label found	Confirm doors are solid core wood or replace doors and frames with rated doors and frames (est. cost is to replace doors and frames)	Rebuild	Door and frame	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds	
10 Yr. HLS	Schiesher ES	Architectural	30	STORAGE	PW136	Urgent	185.390 185.380	Door and frame may not be rated; no label found	Confirm doors are solid core wood or replace doors and frames with rated doors and frames (est. cost is to replace doors and frames)	Rebuild	Door and frame	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds	
10 Yr. HLS	Schiesher ES	Architectural	31	STORAGE	PW136	Urgent	185.465 185.390	Rated room contains unsealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	2	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds	
10 Yr. HLS	Schiesher ES	Architectural	32	STORAGE	PW136	Urgent	185.390	Ceiling of fire-rated storage room not fire rated	Replace ceiling in storage room	Rebuild	Square Feet	45	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds	
10 Yr. HLS	Schiesher ES	Architectural	33	STORAGE	PW127	Urgent	185.465 185.390	Rated room contains unsealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	2	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds	
10 Yr. HLS	Schiesher ES	Architectural	34	STORAGE	PW127	Urgent	185.390	Ceiling of fire-rated storage room not fire rated	Replace ceiling in storage room	Rebuild	Square Feet	50	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds	
10 Yr. HLS	Schiesher ES	Architectural	46	FAN ROOM	PW202	Required	185.390	Fan room should not contain storage	Remove storage from room	Relocate	Storage room	1	District employees will perform work	Safety Standards	12/31/2020	Other Funds	

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10 Yr. HLS	Schiesher ES	Architectural	47	STORAGE	PW203	Urgent	185.465, 185.390	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	5	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Schiesher ES	Architectural	49	EAST BOILER ROOM	PW042	Urgent	185.465, 185.390	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	30	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Schiesher ES	Electrical	50	Corridor	PWX2	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Improve	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Electrical	51	East Corr. Off of Lobby	PWX4	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Improve	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Electrical	52	Girls' Locker Room	PW141	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Improve	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Electrical	53	Corridor outside of Jan. Clist	PW111	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Improve	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Electrical	54	Office in Boy's Locker Room	PW113	Required	0	No visual fire alarm device.	Install a visual FA device	Improve	0	0	0	0	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Electrical	55	Gymnasium	PW146	Required	NFPA 72 (2002) 7.4.2.1	Verify whether the audio FA is loud enough when the gymnasium sound system is playing music.	Install a muting relay in gymnasium sound system to mute sound system during fire alarm annunciation	Improve	Muting relay	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Electrical	56	Boiler Room	39	Required	NEC (2002) 250.52.A.1	Water main shall be grounded to the main ground bar with a jumper across the water meter.	Install ground connection.	Improve	Lump Sum	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Electrical	57	Admin	44	Required	175.536.B.10	No boiler failure lights.	Install boiler failure lights in main office.	Improve	Lump Sum	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Mechanical	73	LIBRARY	22	Required	185.455.a	Partitioned areas have insufficient ventilation, some areas drafty	Install supply and return air to areas as to not create drafts	Improve	Location	2	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Mechanical	74	STAGE	PW-130	Required	185.457	No ventilation	Install dedicated single zone VAV RTU for stage.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Mechanical	76	SCIENCE PREP OFFICE	PW-110	Required	185.460.1.6	No exhaust	Install dedicated exhaust fan.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Plumbing	78	CLASSROOM	33	Required	IPC 890.720.e	Combination sink/bubbler not code compliant	Replace with code compliant sink/bubbler	Improve	Location	1	Work will be performed by contractors	Other Improvements	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Plumbing	79	CLASSROOM	32	Required	IPC 890.720.e	Combination sink/bubbler not code compliant	Replace with code compliant sink/bubbler	Improve	Location	1	Work will be performed by contractors	Other Improvements	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Plumbing	80	CLASSROOM	31	Required	IPC 890.720.e	Combination sink/bubbler not code compliant	Replace with code compliant sink/bubbler	Improve	Location	1	Work will be performed by contractors	Other Improvements	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Plumbing	81	CLASSROOM	30	Required	IPC 890.720.e	Combination sink/bubbler not code compliant	Replace with code compliant sink/bubbler	Improve	Location	1	Work will be performed by contractors	Other Improvements	12/31/2020	Other Funds

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10YR or CI	SCHOOL	DISCIPLINE	ITEM ID	LOCATION(S)		PRIORITY CODE	RULE VIOLATED	DESCRIPTION OF THE VIOLATION	RECOMMENDATION TO CORRECT VIOLATION	ACTION ID	UNITS OF MEASURE	QUANTITY	LABOR CODE	WORK TYPE	ESTIMATED COMPLETION DATE	FUNDING TYPE
10 Yr. HLS	Schiesher ES	Plumbing	82	CLASSROOM	29	Required	IPC 890.720.e	Combination sink/bubbler not code compliant	Replace with code compliant sink/bubbler	Improve	Location	1	Work will be performed by contractors	Other Improvements	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Plumbing	83	KITCHEN	35	Required	IPC 890.101.a	Triple basin sink has direct sanitary connection	Install floor sink and indirectly drain triple basin sink.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Plumbing	84	KITCHEN	35	Required	IPC 890.51	No grease trap.	Install grease trap, and pipe all kitchen floor drains and floor sinks	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Plumbing	85	TOILET	PW-132	Required	IPC 890.370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Plumbing	86	TOILET	PW-138A	Required	IPC 890.310.a.2.C	No lavatory in toilet room.	0	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Plumbing	87	TOILET	PW-143	Required	IPC 890.370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Plumbing	88	SCIENCE PREP OFFICE	PW-110	Required	IPC 890.1060.b	No acid dilution basin	Install under sink acid dilution traps	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Schiesher ES	Plumbing	89	SCIENCE PREP OFFICE	PW-110	Required	IPC 890.800	Eye wash installed on faucet spout	Install stand alone eye wash	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Architectural	1	STAGE	A-132	Required	BOCA 1996 1012	Access through doors obstructed	Remove obstructions from doorway	Relocate	Door	1	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Architectural	3	OFFICE	A-125	Required	BOCA 1996	Ceiling shows evidence of water damage	Locate and repair roof leak; replace ceiling tile; Cost is for repair of ceiling only	Improve	Leak	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Architectural	6	ELEVATOR MACHINE	A-114	Urgent	175.547	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Architectural	7	ELEC. ROOM, PHONE ROOM	PW105, PW114	Urgent	175.547	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	10	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Architectural	8	ELEC., GYM STORAGE	PW115, PW109	Urgent	175.547	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	8	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Architectural	13	ELEC.	C-124B	Urgent	175.547	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	4	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Architectural	14	JANITOR	A-115	Urgent	175.260	Door and frame to fire-rated storage room not rated	Replace door with one that has fire rating of 45 minutes	Rebuild	Door and frame	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Architectural	16	HALLWAY WEST OF AUDITORIUM	N/A	Required	BOCA 1996	Ceiling shows evidence of water damage	Locate and repair roof leak; replace ceiling tile; Cost is for repair of ceiling only	Improve	Leak	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Architectural	17	WOOD SHOP	C-116	Urgent	175.240	Door to exterior does not open	Repair door so that it is accessible	Rebuild	Door	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds

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10 Yr. HLS	Senior HS	Architectural	19	CLASSROOM	C-215	Required	Health Life Safety Annual Checklist	Science room does not have eye wash	Add eye wash to science room	Improve	Eye wash	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Architectural	20	STAIR 02	ST-02	Urgent	BOCA 1996 Table 717.1	Doors and frames may not be rated; no label found; if door locked, handle does not release latch or deadbolt	Replace door and frame with 1 hr. rated with closer and latch	Rebuild	Door and frame	2	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Architectural	27	SCENE SHOP / STORAGE	A-131	Urgent	BOCA 1996 Table 717.1	Doors and frames to stage may not be rated	Replace doors with fire-rated doors	Rebuild	Door and frame	2	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Architectural	33	STAIR	ST-A	Required	NFPA 101 7.2.2.5	Stairwell contains storage and flammable items	Remove items stored in stairwell	Relocate	Stairwell	1	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Architectural	38	WOOD SHOP	C-116	Required	NFPA 101 7.2.2.4	Guard rail missing in loft storage area	Add guard rail along loft storage area	Rebuild	Linear Feet	4	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Architectural	39	FOLLOW-SPOT ROOM	A-208	Required	BOCA 1996 1023.1	Exit sign poorly located; directs people to exit through crawlspace and catwalk	Re-locate exit sign	Relocate	Exit sign	1	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	44	Stairs	ST-B	Required	NFPA 72 (2002) 5.12.6	No pull station within 5' of exit	Install pull station at exit	Improve	FA Pull station	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	45	Stairs	ST-A	Required	NFPA 72 (2002) 5.12.6	No pull station within 5' of exit	Install pull station at exit	Improve	FA Pull station	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	46	Stairs	ST-C	Required	NFPA 72 (2002) 5.12.6	No pull station within 5' of exit	Install pull station at exit	Improve	FA Pull station	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	47	Stairs	ST-D	Required	NFPA 72 (2002) 5.12.6	No pull station within 5' of exit	Install pull station at exit	Improve	FA Pull station	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	48	Commons	B-105	Required	NFPA 72 (2002) 7.5.4.2.5	Visual FA device not with 15' of end of corridor in two south corridors, one on the east and one on the west end	Install visual FA devices.	Improve	FA Visual	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	49	Elevator Machine Room	ST-3a	Required	NEC (2002) 620.85	Receptacle not GFI.	Install GFI Receptacle.	Improve	GFI Outlet	1	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	50	Water Main Closet	A-106	Required	NEC (2002) 250.52.A.1	No grounding jumper across water meter	Install grounding jumper across water meter	Improve	Ground Jumper	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	51	Boy's Locker Room	A-107	Required	175.470.e	No audio FA device	Install horn/strobe FA device	Improve	FA horn/strobe	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	52	Girls' Lock Room	A-110	Required	175.470.e	No audio FA device	Install horn/strobe FA device	Improve	FA horn/strobe	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	53	Girls' Lock Room	PW-117	Required	175.470.e	No audio FA device	Install horn/strobe FA device	Improve	FA horn/strobe	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	54	Unisex Toilet	A-104A	Required	IAC 400.310 (s)	No visual FA device.	Install visual FA device	Improve	FA strobe	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	55	Orchestra Pit	0	Required	NFPA 101 7.8.1.3 (2)	Inadequate EM lighting	Install an additional EM battery pack light fixture	Improve	EM Battery Fixture	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds

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10 Yr. HLS	Senior HS	Electrical	56	Gymnasium	A-100	Required	NFPA 72 (2002) 7.42.1	Verify whether the audio FA is loud enough when the gymnasium sound system is playing music.	Install a muting relay in gymnasium sound system to mute sound system during fire alarm annunciation	Improve	Muting relay	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	57	Gymnasium	PW-116	Required	NFPA 72 (2002) 7.42.1	Verify whether the audio FA is loud enough when the gymnasium sound system is playing music.	Install a muting relay in gymnasium sound system to mute sound system during fire alarm annunciation	Improve	Muting relay	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	58	Auditorium	A-133	Required	NFPA 72 (2002) 7.42.1	Verify whether the audio FA is loud enough when the gymnasium sound system is playing music.	Install a muting relay in gymnasium sound system to mute sound system during fire alarm annunciation	Improve	Muting relay	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	59	Nurse's Toilet Room	PW-104	Required	IAC 400.310 (s)	No visual FA device	Install FA strobe device	Improve	FA strobe	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	60	Prep/STOR	C-222	Required	175.470.e	No FA device in Lounge.	Install a FA strobe device	Improve	FA strobe	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Electrical	61	Office	C-212	Required	0	0	Remove electrical components.	Remove	0	0	0	0	12/31/2020	0
10 Yr. HLS	Senior HS	Electrical	62	Electrical Room	C-127	Required	NEC (2002) 110.26.A	Panel EMDP is blocked by shelving.	Remove shelving and storage such that proper clearance is maintained around panel including 3' in front of the panel.	Remove	0	0	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Fire Protection	63	SPRINKLER ROOM	A-137	Urgent	NFPA 13 Sections 6.7.4 and 7.7.1.5	Sprinkler room not identified.	Install signage identifying sprinkler room	Improve	Location	1	District employees will perform work	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Mechanical	64	OFFICIALS' LOCKER ROOM	A-103	Required	IMC 403.3	No supply ventilation	Add ventilation	Improve	Location	1	Work will be performed by contractors	Other Improvements	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Mechanical	65	TRAINING	A-104	Required	IMC 403.3	No ventilation	Add ventilation	Improve	Location	1	Work will be performed by contractors	Other Improvements	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Mechanical	66	STORAGE	A-108	Urgent	NFPA 725.7.3.1.2.5	Supply diffuser blocks sprinkler head and smoke detector	Relocate supply diffuser	Relocate	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Mechanical	67	STAGE	A-132	Urgent	IBC 909.18.9	Smoke vent pull station not labeled.	Install label	Improve	Location	1	District employees will perform work	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Mechanical	70	FOOD LAB	C-120	Urgent	IFGC 409.6	Gas solenoid valve switch not identified	Install signage indicating gas solenoid valve switch	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Mechanical	71	CHEMISTRY LAB	C-226	Urgent	IFGC 409.6	Gas solenoid valve switch not identified	Install signage indicating gas solenoid valve switch	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Mechanical	72	JANITOR'S CLOSET	C-230	Required	175.556	No exhaust	Install exhaust fan	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Mechanical	73	STORAGE	C-218A	Urgent	IFGC 409.6	Install and label gas shutoff	Install gas shutoff valve and signage.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds

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10 Yr. HLS	Senior HS	Mechanical	74	CLASSROOM	C-215	Urgent	IFGC409.6	Gas solenoid valve switch not identified	Install signage indicating gas solenoid valve location	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Plumbing	80	STORAGE	C-218A	Required	IPC 890.113.f	No vacuum breaker on hose connections	Install vacuum breakers.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	81	WATER SERVICE	A106	Required	IPC 890.1110	No RPZ on incoming water service.	Install RPZ back flow preventer on incoming water service.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	82	JANITOR'S CLOSET	A-115	Required	IPC 890.113.f	Broken vacuum breaker	Replace broken vacuum breaker	Repair	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	83	INSTRUCTOR'S OFFICE	A-110C	Required	IPC 890.1200.C	Shower mixing valve disconnected resulting in Dead End	Replace and reconnect shower mixing valve or remove CW and HW back to nearest active main	Repair	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	84	TOILET	A-111D	Required	IPC 890.610	Lavatory cracked	Replace with new lavatory.	Repair	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	85	WATER HEATER ROOM	B-115	Required	IPC 890.113.f	No vacuum breaker on hose connections	Install vacuum breakers.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	86	GIRLS TOILET ROOM	PW-108	Required	IPC 890.680e	No thermostatic mixing valves on lavatories.	Install thermostatic mixing valves at each lavatory.	Improve	Location	2	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	87	BOYS TOILET ROOM	PW-122	Required	IPC 890.680e	No thermostatic mixing valves on lavatories.	Install thermostatic mixing valves at each lavatory.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	88	TOILET	C-118B	Required	IPC 890.680e	No thermostatic mixing valves on lavatories.	Install thermostatic mixing valves at each lavatory.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	89	TOILET	C-118B	Required	IPC 890.1370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds

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				NAME	ROOM #											
10 Yr. HLS	Senior HS	Plumbing	90	TOILET	C-128	Required	IPC 890.680e	No thermostatic mixing valves on lavatories.	Install thermostatic mixing valves at each lavatory.	Improve	Location	2	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	91	RECORDS STORAGE	B-122	Urgent	IPC 890.12.c	Dead end plumbing runs	Remove piping back to nearest active main	Remove	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Plumbing	92	NURSE TOILET ROOM	PW-111	Required	IPC 890.680e	No thermostatic mixing valve at lavatory	Install thermostatic mixing valve	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	93	NURSE TOILET ROOM	PW-111	Required	IPC 890.1370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	94	CHEMISTRY LAB	C-226	Urgent	IPC 890.12.c	Dead end plumbing runs	Remove piping back to nearest active main	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Plumbing	95	STORAGE	C-223A	Required	IPC 890.113.f	No vacuum breaker on hose connections	Install vacuum breakers.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	96	JANITOR'S CLOSET	C-233	Urgent	IPC 890.12.c	Dead end plumbing runs	Remove piping back to nearest active main	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Senior HS	Plumbing	97	TOILET	C-234	Required	IPC 890.680e	No thermostatic mixing valves on lavatories.	Install thermostatic mixing valves at each lavatory.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	98	TOILET	C-234	Required	IPC 890.1370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	99	TOILET	C-235	Required	IPC 890.680e	No thermostatic mixing valves on lavatories.	Install thermostatic mixing valves at each lavatory.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	100	TOILET	C-235	Required	IPC 890.1370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds

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10 Yr. HLS	Senior HS	Plumbing	101	TOILET	C-232	Required	IPC 890.680e	No thermostatic mixing valves on lavatories.	Install thermostatic mixing valves at each lavatory.	Improve	Location	2	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	102	TOILET	C-232	Required	IPC 890.1370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	103	TOILET	C-236	Required	IPC 890.680e	No thermostatic mixing valves on lavatories.	Install thermostatic mixing valves at each lavatory.	Improve	Location	2	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Senior HS	Plumbing	104	TOILET	C-236	Required	IPC 890.1370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Architectural	3	GYM	101	Urgent	N/A	Exterior doors do not close properly	Replace doors and frames with closeable, locking doors	Rebuild	Double Door	1	Work will be performed by contractors	Energy Conservation	12/31/2016	Other Funds
10 Yr. HLS	Tate Woods ES	Architectural	6	GAS SERVICE ROOM	37A	Urgent	185.465, 185.390	Rated storage room contains un-sealed penetrations	Penetrations to be sealed with fire-proofing as needed	Repair	Penetration	3	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Tate Woods ES	Architectural	7	KITCHEN	37	Urgent	185.390	Refrigerator in front of rated door; preventing it from closing	Move refrigerator	Relocate	Refrigerator	1	District employees will perform work	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Tate Woods ES	Architectural	8	KITCHEN	37	Urgent	185.465, 185.390	Kitchen contains un-sealed penetrations leading to rated boiler room	Penetrations to be sealed with fire-proofing as needed	Improve	Penetration	9	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Tate Woods ES	Architectural	12	SUPPLY ROOM	31	Urgent	185.390	Rated door doesn't close properly	Replace door and frame with closeable door	Rebuild	Door	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Tate Woods ES	Architectural	26	JANITOR'S CLOSET	103	Urgent	175.547	Closet contains unsealed penetrations	Penetrations to be sealed with fire-proofing as needed	Improve	Penetration	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Tate Woods ES	Architectural	30	CLASSROOMS	1, 2, 5, 6	Required	N/A	Access through doors obstructed by furniture and toys	Relocate obstructions	Relocate	Door	2	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Electrical	33	Reading Resource	6	Required	NFPA 72 (2002) 5.12.6	Pull station not installed within 5' of exterior door.	Install pull station at exit	Improve	FA Pull station	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Electrical	34	Early Childhood Classroom	5	Required	NFPA 72 (2002) 5.12.6	Pull station not installed within 5' of exterior door.	Install pull station at exit	Improve	FA Pull station	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Electrical	35	Corridor	111	Required	NFPA 72 (2002) 5.7.3.2.4.B.2	Provide smoke detector in ceiling pocket. Due to ceiling construction an additional smoke detector is required.	Install smoke detectors.	Improve	Smoke Detector	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Electrical	36	Multi-Purpose Room	36	Required	NFPA 72 (2002) 5.14.6.2	Door hold opens do not have smoke detector at (2) locations.	Install smoke detectors.	Improve	Smoke Detector	4	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds

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10YR or CI	SCHOOL	DISCIPLINE	ITEM ID	LOCATION(S)		PRIORITY CODE	RULE VIOLATED	DESCRIPTION OF THE VIOLATION	RECOMMENDATION TO CORRECT VIOLATION	ACTION ID	UNITS OF MEASURE	QUANTITY	LABOR CODE	WORK TYPE	ESTIMATED COMPLETION DATE	FUNDING TYPE
10 Yr. HLS	Tate Woods ES	Electrical	37	Learning Center	105	Required	0	Smoke detector is required on both sides of door with door hold opens since transom is deeper than 2' at (2) locations.	Install smoke detectors.	Improve	0	2	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Electrical	38	Boy's Toilet	33B	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Electrical	39	Girl's Toilet	33A	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Electrical	40	Fine Arts Hall	106	Required	NFPA 72 (2002) 7.5.4.2.5	No visual device within 15' of the end of the corridor.	Install visual fire alarm device.	Improve	FA Visual	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Electrical	41	Fine Arts Hall	106	Required	NFPA 101 7.8.1.3 (2)	EM Battery Pack not functional	Replace EM Battery Pack	Repair	0	0	District employees will perform work	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Electrical	42	Admin. Asst.	26	Required	175.536.B.10	No boiler failure lights.	Install boiler failure lights in main office.	Improve	Lump Sum	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Electrical	43	Boiler Room	38	Required	NEC (2002) 250.52.A.1	Water main shall be grounded to the main ground bar with a jumper across the water meter.	Install ground connection.	Improve	Lump Sum	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Mechanical	44	GAS SERVICE ROOM	37A	Urgent	175.572.b	No exhaust	Install dedicated, spark proof EF	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2016	Other Funds
10 Yr. HLS	Tate Woods ES	Plumbing	51	BOILER ROOM	38	Required	IPC 890.1110	No RPZ on incoming water service.	Install RPZ back flow preventer on incoming water service.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Plumbing	52	BOILER ROOM	38	Required	IPC 890.113.f	No vacuum breaker on hose connections	Install vacuum breakers.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Plumbing	53	KITCHEN	37	Required	IPC 890.101.a	Triple Basin has direct connection to sanitary sewer	Install floor sink and indirectly drain triple basin sink.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Plumbing	54	KITCHEN	37	Required	IPC 890.51	No grease trap for kitchen	Install grease trap, and pipe all kitchen floor drains and floor sinks	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Plumbing	55	TOILET	2A	Required	IPC 890.1370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Plumbing	56	TOILET	1A	Required	IPC 890.1370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds

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10 Yr. HLS	Tate Woods ES	Plumbing	57	TOILET	5A	Required	IPC 890.1370. A .4	No floor drain in Bathroom	Install floor drain in bathroom.	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Tate Woods ES	Plumbing	58	NURSE	29	Required	IPC 890.680e	No thermostatic mixing valve at hand sink	Install thermostatic mixing valve	Improve	Location	1	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
10 Yr. HLS	Track & Maint. Bldg.	Architectural	3	BLEACHERS / FOOTBALL FIELD	N/A	Required	BOCA 1993 1005.5	Stair lacks guard rail	Rebuild railings to have both handrails and guard rails at appropriate heights and with appropriate rail openings	Rebuild	Linear Feet	36	Work will be performed by contractors	Safety Standards	12/31/2020	Other Funds
Total			204													

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July 19, 2016

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10YR or CI	SCHOOL	DISCIPLINE	ITEM ID	LOCATION(S)		DESCRIPTION OF THE VIOLATION	RECOMMENDATION TO CORRECT VIOLATION	UNITS OF MEASURE	QUANTITY	CATEGORY	SUB-CATEGORY	PRIORITY
Cap. Imp.	Junior HS	Architectural	CI-6	BUILDING EXTERIOR	N/A	Hornets nests and birds nests around building	Remove nests	Nest	1	Exterior	Fascias/Soffits	Priority 1
Cap. Imp.	Junior HS	Architectural	CI-7	BUILDING EXTERIOR	N/A	Cracking in plaster around windows	Fill in cracks or replace plaster as necessary	Linear Feet	9	Exterior	Walls	Priority 2
Cap. Imp.	Junior HS	Architectural	CI-8	BUILDING EXTERIOR	N/A	Broken glass in window	Replace glass	Window	2	Exterior	Windows	Priority 1
Cap. Imp.	Junior HS	Architectural	CI-9	BUILDING EXTERIOR	N/A	Exterior pipes rusting	Replace pipes as necessary if damaged to the point of being past acceptable use	Linear Feet	4	Exterior	Roofing	Priority 3
Cap. Imp.	Junior HS	Architectural	CI-10	BUILDING EXTERIOR	N/A	Paint, sealant, and frames around windows in need of repair	Re-paint, seal, and re-build frames as necessary	Window	6	Exterior	Windows	Priority 2
Cap. Imp.	Junior HS	Architectural	CI-11	BUILDING EXTERIOR	N/A	Bricks deteriorating and cracking	Tuck point	Square Feet	25	Exterior	Walls	Priority 2
Cap. Imp.	Junior HS	Architectural	CI-12	BUILDING EXTERIOR	N/A	Concrete foundation cracking and deteriorating	Evaluate foundation and repair or replace as necessary	Linear Feet	22	Exterior	Walls	Priority 2
Cap. Imp.	Junior HS	Architectural	CI-13	BUILDING EXTERIOR	N/A	Soffit damaged at Exits 18A and 19B	Repair soffit	Square Feet	72	Exterior	Fascias/Soffits	Priority 2
Cap. Imp.	Junior HS	Architectural	CI-14	BUILDING EXTERIOR	N/A	Sealant deteriorating around vents	Remove and re-seal around vents as necessary	Vent	3	Exterior	Walls	Priority 2
Cap. Imp.	Junior HS	Architectural	CI-15	BUILDING EXTERIOR	N/A	Sealant deteriorating around windows	Remove and re-seal around windows as necessary	Window	4	Exterior	Windows	Priority 2
Cap. Imp.	Junior HS	Architectural	CI-16	BUILDING EXTERIOR	N/A	Plaster around window damaged around Room 401	Repair plaster as necessary	Square Feet	1	Exterior	Windows	Priority 2
Cap. Imp.	Junior HS	Architectural	CI-17	BUILDING EXTERIOR	N/A	Cracking in concrete at Exits 18A and 19B	Repair concrete	Linear Feet	10	Exterior	Misc.-Ext.	Priority 2
Cap. Imp.	Junior HS	Architectural	CI-18	BUILDING EXTERIOR	N/A	Overhang above Exit 8 damaged	Replace overhang	Overhang	1	Exterior	Fascias/Soffits	Priority 3
Cap. Imp.	Junior HS	Architectural	CI-19	BUILDING EXTERIOR	N/A	Wires near Exit 6 abandoned	Remove unit containing wires and cords and seal off	Unit	1	Exterior	Misc.-Ext.	Priority 3
Cap. Imp.	Junior HS	Architectural	CI-20	BUILDING EXTERIOR	N/A	Entrance pad to Exit 21 deteriorating, separate from building, rise too great for entrance into building, concrete at base of step deteriorating	Replace entranceway and step leading to/from building	Entrance pad	1	Exterior	Misc.-Ext.	Priority 2
Cap. Imp.	Junior HS	Architectural	CI-21	BUILDING EXTERIOR	N/A	Pipe from building soffit not sealed	Seal around pipes	Pipe	7	Exterior	Fascias/Soffits	Priority 2
Cap. Imp.	Junior HS	Architectural	CI-22	BUILDING EXTERIOR	N/A	Cracking in concrete entrance pad to Exit 23	Repair concrete	Linear Feet	10	Exterior	Misc.-Ext.	Priority 2
Cap. Imp.	Junior HS	Architectural	CI-26	STAIR	S002	Elevator inspection has expired	Have elevator inspection performed and make any updates necessary	Elevator	1	Interior	Circulation	Priority 1
Cap. Imp.	Junior HS	Architectural	CI-27	LOBBY	Lobby at entrance 4	Main vestibule only contains one set of double doors	Add 2nd set of double doors for energy conservation	Double Door	1	Interior	Circulation	Priority 3
Cap. Imp.	Junior HS	Architectural	CI-28	KITCHEN	PW182	Freezer does not seal and ice is forming	Repair or replace freezer door as necessary to form seal	Freezer door	1	Interior	Maintenance	Priority 2

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10YR or CI	SCHOOL	DISCIPLINE	ITEM ID	LOCATION(S)		DESCRIPTION OF THE VIOLATION	RECOMMENDATION TO CORRECT VIOLATION	UNITS OF MEASURE	QUANTITY	CATEGORY	SUB-CATEGORY	PRIORITY	
				NAME	ROOM #								
Cap. Imp.	Junior HS	Architectural	CI-29	BAND ROOM	206	Room contains musty odor, possibly from carpet	Clean carpet and/or discover source of odor and remove	Square Feet	1630	Interior	Classrooms	Priority 1	
Cap. Imp.	Junior HS	Architectural	CI-30	OFFICE LANG. ARTS	202	Door to storage blocked by bookcase	Relocate bookcase	Bookcase	1	Interior	Administration	Priority 1	
Cap. Imp.	Junior HS	Architectural	CI-31	ROOF	N/A	Debris, leaves, trash, balls, and spare parts lying on roof	Remove all unnecessary items from roof	Debris	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Junior HS	Architectural	CI-32	ROOF	N/A	Counter flashing is bending and breaking	Repair deteriorated flashing and monitor as necessary	Linear Feet	30	Exterior	Roofing	Priority 2	
Cap. Imp.	Junior HS	Architectural	CI-33	ROOF	N/A	Rusted pipes, flashing, and overhangs on roof	Monitor	Roof	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Junior HS	Architectural	CI-34	ROOF	N/A	Insulation around pipe not continuous	Ensure that all pipes are properly insulated and insulate as necessary	Roof	1	Exterior	Roofing	Priority 2	
Cap. Imp.	Junior HS	Architectural	CI-35	ROOF	N/A	Loose, unattached cables around roof	Remove and/or secure cables	Cable	2	Exterior	Roofing	Priority 3	
Cap. Imp.	Junior HS	Architectural	CI-36	ROOF	N/A	Ponding	Monitor roof and have inspection performed; Repair roof as necessary	Square Feet	500	Exterior	Roofing	Priority 1	
Cap. Imp.	Junior HS	Architectural	CI-37	ROOF	N/A	Drain clogged with leaves and debris	Remove debris	Drain	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Junior HS	Architectural	CI-38	ROOF	N/A	slip sheets not properly adhered to roof	Adhere all slip sheets to roof and monitor as necessary	Roof	1	Exterior	Roofing	Priority 2	
Cap. Imp.	Junior HS	Architectural	CI-39	ROOF	N/A	Sealant around bricks not continuous	Ensure that all sealant is continuous around bricks at top portions of exterior walls	Linear Feet	100	Exterior	Roofing	Priority 1	
Cap. Imp.	Junior HS	Electrical	CI-41	Entire School	0	There are very little occupancy sensor lighting controls throughout building.	Install occupancy sensors throughout building.	Occupancy Sensors	150	MEP/FP	Electrical	Priority 3	
Cap. Imp.	Junior HS	Electrical	CI-42	Science	3	Shut gas down on general fire alarm.	Add controls so that gas will shut off when fire alarm goes off. Keyed switch required to turn gas back on with instructions to check outlets first.	Controls	1	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Junior HS	Electrical	CI-43	Boiler Room	PW-136	Main switchboard is getting old. It has been added on to and rebuilt.	Replace main switchboard	Lump Sum	1	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Junior HS	Electrical	CI-44	Boiler Room	PW-136	Panels to left of switchboard are old and are end of their useful life.	Replace panels and old cabling.	Panel	5	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Junior HS	Electrical	CI-45	Storage	PW-162	Electrical panels do not have nameplates making it difficult to trace out problems.	Provide nameplates on electrical panels with unique names.	0	0	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Junior HS	Electrical	CI-46	Entire School	0	There are very little occupancy sensor lighting controls throughout building.	Install occupancy sensors throughout building.	Occupancy Sensors	130	MEP/FP	Electrical	Priority 3	
Cap. Imp.	Junior HS	Electrical	CI-47	Exterior Building	0	Lighting fixtures attached to building are old and inefficient.	Install new LED lighting fixtures.	Lump Sum	16	MEP/FP	Electrical	Priority 3	

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Cap. Imp.	Junior HS	Mechanical	CI-48	ROOF		PW-113		RTU approaching end of anticipated service life.	Replace RTU	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-49	ROOF		PW-161		RTU approaching end of anticipated service life.	Replace RTU	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-50	ROOF		PW-116		RTU approaching end of anticipated service life.	Replace RTU	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-51	ROOF		PW-198		RTU approaching end of anticipated service life.	Replace RTU	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-52	ROOF		PW-198		Exterior ductwork in poor shape, water puddling on top, appears to have water leaking to interior which is lined.	Inside of ductwork should be inspected for water damage, mold. If found replace all exterior ductwork with new. Insulate and jacket to withstand outdoor environment.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Junior HS	Mechanical	CI-53	ROOF		PW-198		Refrigerant piping missing insulation.	Replace insulation	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-54	ROOF		PW-198		Condensing unit approaching end of useful service life.	Replace condensing unit	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-55	ROOF		PW-117-124		RTU approaching end of anticipated service life.	Replace RTU	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-56	ROOF		PW-130-134		RTU approaching end of anticipated service life.	Replace RTU	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-57	ROOF		PW-189		Heat-Vent unit approaching end of anticipated service life.	Replace HV unit with new single zone VAV RTU	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-58	ROOF		PW-184		RTU approaching end of anticipated service life.	Replace RTU	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-59	ROOF		N/A		Insufficient support for rooftop gas piping.	Provide proper supports	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-60	BOILER ROOM		PW-136		Boilers have exceeded their expected service life.	Entire heating hot water plant should be replaced and upgraded	Location	1	MEP/FP	Heating/Cooling	Priority 2
Cap. Imp.	Junior HS	Mechanical	CI-61	OFFICE		PW-153		No cooling provided for office.	Provide cooling.	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-62	OFFICE		PW-154		No cooling provided for office.	Provide cooling.	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-63	ROOF		PW-155, 162, 164, 165		Exhaust fan not providing code required exhaust	Replace exhaust fan, ductwork and grilles.	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-64	SCIENCE		4		Exhaust fan very loud	Replace EF	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Junior HS	Mechanical	CI-65	BOILER ROOM		PW-136		Combustion air damper/louver allowing water entrainment. Water damage to electrical equipment directly below.	Replace louvers	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Junior HS	Mechanical	CI-66	STORAGE		PW-151A		Air-cooled condensing units in same room as water heater.	Replace air cooled condensing units with new rated for outdoor installation.	0	0	MEP/FP	Heating/Cooling	Priority 3

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				NAME	ROOM #								
Cap. Imp.	Junior HS	Plumbing	CI-67	BOY'S LOCKER ROOM	PW-174	PVC water piping connected to shower mixing valve	Replace PVC piping with copper.	0	0	MEP/FP	Plumbing	Priority 3	
Cap. Imp.	Junior HS	Plumbing	CI-68	BOY'S LOCKER ROOM	PW-175	Galvanized plumbing piping is corroded, leaking and reducing available pressure.	Replace galvanized CH, HW and HWR plumbing piping with new copper throughout building.	Lineal Feet	1800	MEP/FP	Plumbing	Priority 3	
Cap. Imp.	Meadows ES	Architectural	CI-1	BUILDING EXTERIOR	N/A	DUPLICATE	Replace handrails and perform regular maintenance on them	Linear Feet	220	Exterior	Misc.-Ext.	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-2	BUILDING EXTERIOR	N/A	Handrails at all exit stairs are rusted and do not meet accessibility requirements	Replace handrails as specified in IL Accessibility Code	Linear Feet	220	Exterior	Misc.-Ext.	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-3	PARKING / DRIVE	N/A	Cracking in sidewalks; grass growing in cracks	Repair walks and repave as necessary for proper maintenance	All sidewalks	1	Site	Access	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-4	BUILDING EXTERIOR	N/A	Concrete steps at all exit stairs and building pads are crumbling, cracked, and otherwise deteriorating	Rebuild or repair concrete at exits as necessary	Exit stairs and pads	12	Exterior	Misc.-Ext.	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-5	BUILDING EXTERIOR	N/A	Vent rusting near Exit 104	Replace vent	Vent	1	Exterior	Walls	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-6	BUILDING EXTERIOR	N/A	Foundation is separating away from brick wall around pipe near Exit 105	Rebuild or repair foundation as necessary to prevent any further separation and pair any damage to foundation or pipes that have already occurred	Pipe	1	Exterior	Walls	Priority 3	
Cap. Imp.	Meadows ES	Architectural	CI-7	BUILDING EXTERIOR	N/A	Sealant deteriorating around windows	Remove existing sealant and re-seal as necessary	Linear Feet	300	Exterior	Windows	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-8	BUILDING EXTERIOR	N/A	Wall next to exits 101 and 201 is deteriorating	Paint wall and repair as necessary	Square Feet	50	Exterior	Walls	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-9	BUILDING EXTERIOR	N/A	Concrete stair from road is deteriorating	Repair stair and maintain	Concrete stair	1	Site	Access	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-10	BUILDING EXTERIOR	N/A	Main entrances lack accessible signage	Add signage indicating nearest accessible entrance	Entrance	1	Accessibility	Entrances	Priority 3	
Cap. Imp.	Meadows ES	Architectural	CI-11	BUILDING EXTERIOR	N/A	Windows only have single pane of glass	Replace windows so that all have double panes for energy efficiency	Window	59	Exterior	Windows	Priority 3	
Cap. Imp.	Meadows ES	Architectural	CI-12	BUILDING EXTERIOR	N/A	Basketball court in back of school in need of maintenance	Re-paint and repair court as necessary	Basketball court	1	Site	Play Fields	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-13	STORAGE	PW105	Furnace is located in an unrated room	Ensure that walls, ceiling, doors, and door frames all meeting appropriate ratings for a furnace room	Room	1	Interior	Maintenance	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-14	STORAGE	205	Exterior door and door frame deteriorating	Replace door and frame	Door and frame	1	Interior	Maintenance	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-15	STORAGE	205	Storage room lacks fire extinguisher	Add fire extinguisher to room	Fire Extinguisher	1	Interior	Maintenance	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-16	STORAGE	205	Storage room not rated; door is not rated; door lacks closer	Ensure that room is rated; replace door and frame with rated door and frame; add closer to door	Room	1	Interior	Maintenance	Priority 1	

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				NAME	ROOM #								
Cap. Imp.	Meadows ES	Architectural	CI-17	CLASSROOM	106	Shelving unit blocks exit path	Relocate shelving unit	Shelving unit	1	Interior	Classrooms	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-18	MECHANICAL	PW112	Furnace / A/C room and door not rated	Ensure that room is rated; replace door and frame with rated door and frame; add closer to door	Room	1	Interior	Maintenance	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-19	CLASSROOM	103	Exterior door and door frame deteriorating	Replace door and frame	Door and frame	1	Interior	Classrooms	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-20	MAIN ENTRANCE VESTIBULE	N/A	Main vestibule only contains one set of double doors	Add 2nd set of double doors for energy conservation	Double door	1	Interior	Circulation	Priority 3	
Cap. Imp.	Meadows ES	Architectural	CI-21	MAIN ENTRANCE VESTIBULE	N/A	Base of walls in need of maintenance	Repair, repaint, and rebuild wall bases as necessary and monitor for continuous upkeep	Linear Feet	20	Exterior	Walls	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-22	MAIN ENTRANCE VESTIBULE (2)	N/A	Drinking fountains do not meet accessible requirements	Provide accessible drinking fountains per ADA 2010 602	Drinking fountains	2	Accessibility	Electric Water Coolers	Priority 3	
Cap. Imp.	Meadows ES	Architectural	CI-23	JANITOR	PW116	Rated storage room contains un-sealed penetrations	Penetrations to be sealed wth fire-proofing as needed	Penetration	6	Interior	Maintenance	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-24	OFFICE	200	Electrical boxes impede on ADA clearance around corner of reception desk	Relocate electrical boxes to ensure clear 36" wide path of travel	Path obstruction	2	Interior	Administration	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-25	ENTIRE BUILDING	N/A	Many doors stick and are difficult to open because of humidity	Monitor doors regularly and ensure that all doors are able to be opened in all humidities	Door	1	Interior	Misc.-Int.	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-26	FURNACE ROOM	PW121	Rated furnace room contains un-sealed penetrations	Penetrations to be sealed wth fire-proofing as needed	Penetration	2	Interior	Maintenance	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-27	STORAGE	PW118	Toilet room lacks sink	Add sink to toilet room	Sink	1	Interior	Toilet Rooms	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-28	GIRLS' TOILET	2.5	Toilet room lacks accessible stalls and sinks	Rebuild stalls and sinks to meet requirements of ADA 2010	Set of toilet and sink	3	Accessibility	Toilets	Priority 3	
Cap. Imp.	Meadows ES	Architectural	CI-29	JANITOR	PW115	Mops and cardboard stored in furnace room	Separate storage from furnace room	Room	1	Interior	Maintenance	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-30	JANITOR	PW115	Rated furnace room contains un-sealed penetrations	Penetrations to be sealed wth fire-proofing as needed	Penetration	3	Interior	Maintenance	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-31	BOYS' TOILET	1	Toilet room lacks accessible stalls and sinks	Rebuild stalls and sinks to meet requirements of ADA 2010	Set of toilet and sink	3	Accessibility	Toilets	Priority 3	
Cap. Imp.	Meadows ES	Architectural	CI-32	STAGE	PW107	Handrails not accessible on right side of stage	Replace handrails so that they extend the required amount	Linear Feet	15	Accessibility	Stairs	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-33	STAGE	PW107	Handrails not accessible on left side of stage	Replace handrails so that they extend the required amount	Linear Feet	15	Accessibility	Stairs	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-34	STAGE	PW107	Under stage area contains storage for rugs but not fire-rated	Rebuild so that chair storage is fire-rated, except for construction (stage) immediately above storage	Linear Feet	55	Interior	Assembly	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-35	KITCHEN STORAGE	PW106	Kitchen located in same room as storage room	Kitchen and storage room to be separated	Room	1	Interior	Maintenance	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-36	STORAGE / ELEC.	PW104	Flammables stored in same room as electricals	Separate storage from electrical room	Room	1	Interior	Maintenance	Priority 1	

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				NAME	ROOM #								
Cap. Imp.	Meadows ES	Architectural	CI-37	STORAGE / ELEC.	PW104	Door and frame to fire-rated storage room not rated	Replace door with one that has fire rating of 45 minutes	Door and frame	1	Interior	Maintenance	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-38	STORAGE	PW114	Chemical storage room is not rated	Ensure that room has fire rating, complete with doors, frames, walls, and ceilings	Square Feet	210	Interior	Maintenance	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-39	KITCHEN STORAGE, COMMONS (2), CLASSROOM	PW106, 114 (2), 2	Door hardware not accessible	Replace existing door hardware with ADA-approved hardware	Door	4	Accessibility	Doors-Access.	Priority 3	
Cap. Imp.	Meadows ES	Architectural	CI-40	WORKROOM / STORAGE, LOUNGE / KITCHEN, CLASSROOM (7)	PW103, PW111, 201, 202, 206, 101, 102, 105, 106	Maneuvering clearance not met on pull side of door	Increase parallel clearance from door to 18" minimum by rebuilding walls, door, and frames or reversing door swing	Door	9	Interior	Misc.-Int.	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-41	OFFICE, LOUNGE / KITCHEN	PW102, PW111	Maneuvering clearance not met on push side of door	Increase parallel clearance from door to 12" minimum by rebuilding walls, doors, and frames or reversing door swing	Door	2	Accessibility	Misc.-Access.	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-42	CLASSROOM (11), STORAGE	201, 202, 203, 204, 205, 206, 101, 102, 103, 104, 105, 106	Maneuvering clearance not met on push side of door leading to exit	Increase parallel clearance from door to 12" minimum by rebuilding walls, doors, and frames or reversing door swing	Door	12	Interior	Misc.-Int.	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-43	ROOF	N/A	Debris, leaves, trash, and balls lying on roof	Remove all unnecessary items from roof	Debris	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-44	ROOF	N/A	Wood blocking and supports are not on slip sheets	Add slip sheets under all supports	Linear Feet	600	Exterior	Roofing	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-45	ROOF	N/A	Wood support deteriorating	Replace wood support	Wood support	1	Exterior	Roofing	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-46	ROOF	N/A	Rusted pipes	Monitor	Roof	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-47	ROOF	N/A	Ballast not fully covering roofing membrane	Re-distribute ballast to cover all necessary parts of roof	Square Feet	30	Exterior	Roofing	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-48	ROOF	N/A	Roof is flat and ballast can easily roll off	Add a stop or depression near the roof edges to prevent ballast from rolling off	Roof	1	Exterior	Roofing	Priority 3	
Cap. Imp.	Meadows ES	Architectural	CI-49	ROOF	N/A	Pipe is missing from metal weather-protective vent cap in corner of roof	Replace pipe	Pipe	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Meadows ES	Architectural	CI-50	ROOF	N/A	Roof is at the end of its anticipated service life	Replace roof	Roof	1	Exterior	Roofing	Priority 2	
Cap. Imp.	Meadows ES	Architectural	CI-51	Entire School	N/A	Windows are single pane and inefficient	Replace all windows	Windows	1	Exterior	Roofing	Priority 3	
Cap. Imp.	Meadows ES	Electrical	CI-52	Entire School	0	Heat detectors installed throughout. Heat detectors are not a life-safety device. Smoke detectors should be installed instead.	Install smoke detectors in place of heat detectors.	New Fire Alarm System	1	MEP/FP	Electrical	Priority 1	

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Cap. Imp.	Meadows ES	Electrical	CI-53	Entire School	0			Lighting utilizes old T12 lamps which are energy inefficient and have been phased out. They are no longer being produced.	Replace lighting in entire school with more energy efficient lighting.	New Fire Alarm System	1	MEP/FP	Electrical	Priority 3
Cap. Imp.	Meadows ES	Electrical	CI-54	Entire School	0			There are very little occupancy sensor lighting controls throughout building.	Install occupancy sensors throughout building.	Occupancy Sensors	35	MEP/FP	Electrical	Priority 3
Cap. Imp.	Meadows ES	Electrical	CI-55	Entire School	0			No intercom system. There is no way to communicate quickly with the entire staff in the event of an emergency.	Install an intercom system.	Intercom System	1	MEP/FP	Electrical	Priority 2
Cap. Imp.	Meadows ES	Electrical	CI-56	Entire School	0			Limited fire alarm notification devices.	Visual devices and additional audio devices should be installed to meet current codes.	FA horn/strobe	20	MEP/FP	Electrical	Priority 1
Cap. Imp.	Meadows ES	Electrical	CI-57	Room	MD-201			No lit exit sign at exterior door.	Install lit exit sign over door.	exit sign	1	MEP/FP	Electrical	Priority 1
Cap. Imp.	Meadows ES	Electrical	CI-58	Room	MD-201			No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2
Cap. Imp.	Meadows ES	Electrical	CI-59	Room	MD-202			No lit exit sign at exterior door.	Install lit exit sign over door.	exit sign	1	MEP/FP	Electrical	Priority 1
Cap. Imp.	Meadows ES	Electrical	CI-60	Room	MD-202			No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2
Cap. Imp.	Meadows ES	Electrical	CI-61	Room	MD-203			No lit exit sign at exterior door.	Install lit exit sign over door.	exit sign	1	MEP/FP	Electrical	Priority 1
Cap. Imp.	Meadows ES	Electrical	CI-62	Room	MD-203			No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2
Cap. Imp.	Meadows ES	Electrical	CI-63	Room	MD-204			No lit exit sign at exterior door.	Install lit exit sign over door.	exit sign	1	MEP/FP	Electrical	Priority 1
Cap. Imp.	Meadows ES	Electrical	CI-64	Room	MD-204			No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2
Cap. Imp.	Meadows ES	Electrical	CI-65	Room	MD-205			No lit exit sign at exterior door.	Install lit exit sign over door.	exit sign	1	MEP/FP	Electrical	Priority 1
Cap. Imp.	Meadows ES	Electrical	CI-66	Room	MD-205			No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2
Cap. Imp.	Meadows ES	Electrical	CI-67	Room	MD-206			No lit exit sign at exterior door.	Install lit exit sign over door.	exit sign	1	MEP/FP	Electrical	Priority 1
Cap. Imp.	Meadows ES	Electrical	CI-68	Room	MD-206			No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2
Cap. Imp.	Meadows ES	Electrical	CI-69	Room	MD-101			No lit exit sign at exterior door.	Install lit exit sign over door.	exit sign	1	MEP/FP	Electrical	Priority 1
Cap. Imp.	Meadows ES	Electrical	CI-70	Room	MD-101			No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2
Cap. Imp.	Meadows ES	Electrical	CI-71	Room	MD-102			No lit exit sign at exterior door.	Install lit exit sign over door.	exit sign	1	MEP/FP	Electrical	Priority 1
Cap. Imp.	Meadows ES	Electrical	CI-72	Room	MD-102			No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2
Cap. Imp.	Meadows ES	Electrical	CI-73	Room	MD-103			No lit exit sign at exterior door.	Install lit exit sign over door.	exit sign	1	MEP/FP	Electrical	Priority 1
Cap. Imp.	Meadows ES	Electrical	CI-74	Room	MD-103			No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2

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Cap. Imp.	Meadows ES	Electrical	CI-75	Room	MD-104	No lit exit sign at exterior door.	Install lit exit sign over door.	exit sign	1	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Meadows ES	Electrical	CI-76	Room	MD-104	No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Meadows ES	Electrical	CI-77	Room	MD-105	No lit exit sign at exterior door.	Install lit exit sign over door.	exit sign	1	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Meadows ES	Electrical	CI-78	Room	MD-105	No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Meadows ES	Electrical	CI-79	Room	MD-106	No lit exit sign at exterior door.	Install lit exit sign over door.	exit sign	1	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Meadows ES	Electrical	CI-80	Room	MD-106	No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Meadows ES	Electrical	CI-81	Room	MD-100	No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Meadows ES	Electrical	CI-82	Toilet	MD-4	GFI receptacle not installed within 6' of sink.	Remove existing receptacle and install GFI receptacle.		0	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Meadows ES	Electrical	CI-83	Toilet	MD-1	GFI receptacle not installed within 6' of sink.	Remove existing receptacle and install GFI receptacle.		0	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Meadows ES	Electrical	CI-84	Toilet	MD-2.5	GFI receptacle not installed within 6' of sink.	Remove existing receptacle and install GFI receptacle.		0	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Meadows ES	Electrical	CI-85	Kitchen Storage	MD-PW106	No lit exit sign at exterior door.	Install lit exit sign over door.	exit sign	1	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Meadows ES	Electrical	CI-86	Kitchen Storage	MD-PW106	No pull station witching 5' of exit	Install pull station at exit	FA Pull station	1	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Meadows ES	Electrical	CI-87	Stage/Gym	MD-PW107	No smoke detection on stage/gym	Install smoke detectors.	Smoke Detector	4	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Meadows ES	Electrical	CI-88	Storage Elec.	MD-PW104	LP B Panel is not protected properly. A 225A max overcurrent device should be installed ahead of this panel.	Install overcurrent protection device.	Redo Service Entrance	1	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Meadows ES	Electrical	CI-89	Storage Elec.	MD-PW104	EM Panel is improperly tapped ahead of the main 400A fused disconnect. The EM Panel should have a 100A max. overcurrent protection device installed ahead of this panel.	Install overcurrent protection device.	Redo Service Entrance	1	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Meadows ES	Electrical	CI-90	Storage Elec.	MD-PW104	There is a 50A/2P circuit breaker is tapped off the main lugs of the EM panel. The lugs of the EM panel are not designed for this. A short circuit on the 50A/2p breaker could take out the EM panel.	Feed the 50A/2P breaker off of the normal power after the 400A fused disconnect.	Redo Service Entrance	1	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Meadows ES	Electrical	CI-91	Furnace Room	MD-PW121	Water main shall be grounded to the main ground bar with a jumper across the water meter.	Install ground connection.	Lump Sum	1	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Meadows ES	Mechanical	CI-92	CLASSROOM	MD-101	Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1	

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Cap. Imp.	Meadows ES	Mechanical	CI-93	CLASSROOM		MD-102		Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Meadows ES	Mechanical	CI-94	CLASSROOM		MD-103		Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Meadows ES	Mechanical	CI-95	CLASSROOM		MD-104		Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Meadows ES	Mechanical	CI-96	CLASSROOM		MD-105		Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Meadows ES	Mechanical	CI-97	CLASSROOM		MD-106		Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Meadows ES	Mechanical	CI-98	CLASSROOM		MD-201		Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Meadows ES	Mechanical	CI-99	CLASSROOM		MD-202		Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Meadows ES	Mechanical	CI-100	CLASSROOM		MD-203		Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Meadows ES	Mechanical	CI-101	CLASSROOM		MD-204		Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Meadows ES	Mechanical	CI-102	STORAGE		MD-205		Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Meadows ES	Mechanical	CI-103	CLASSROOM		MD-206		Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Meadows ES	Mechanical	CI-104	CLASSROOM		MD-101		Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Meadows ES	Mechanical	CI-105	COMMONS		MD-114		Insufficient outside air	Remove interior furnaces and replace with new VAV RTU's.	Location	2	MEP/FP	Heating/Cooling	Priority 2
Cap. Imp.	Meadows ES	Mechanical	CI-106	COMMONS		MD-2		Insufficient outside air	Remove interior furnaces and replace with new VAV RTU's.	Location	2	MEP/FP	Heating/Cooling	Priority 2
Cap. Imp.	Meadows ES	Mechanical	CI-107	COMMONS		MD-2		Relief air grille blocked	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 2
Cap. Imp.	Meadows ES	Mechanical	CI-108	GIRL'S TOILET		MD-2.5		Exhaust air registers blocked	Remove plastic from exhaust registers and rebalance	Location	1	MEP/FP	Heating/Cooling	Priority 2
Cap. Imp.	Meadows ES	Mechanical	CI-109	KITCHEN STORAGE		MD-PW-106		No supply or exhaust ventilation.	Provide supply, exhaust, heating and cooling.	Location	1	MEP/FP	Heating/Cooling	Priority 2
Cap. Imp.	Meadows ES	Mechanical	CI-110	LOUNGE/KITCHEN		MD-PW-111		Exhaust air registers blocked	Remove plastic from exhaust registers and rebalance	Location	1	MEP/FP	Heating/Cooling	Priority 2
Cap. Imp.	Meadows ES	Mechanical	CI-111	JANITOR'S CLOSET		MD-PW-116		No exhaust.	Provide exhaust from adjacent toilet exhaust.	Location	1	MEP/FP	Heating/Cooling	Priority 2
Cap. Imp.	Meadows ES	Mechanical	CI-112	TOILET		MD-PW-108		Exhaust air registers blocked	Remove plastic from exhaust registers and rebalance	Location	1	MEP/FP	Heating/Cooling	Priority 2
Cap. Imp.	Meadows ES	Mechanical	CI-113	TOILET		MD-PW-113		Exhaust air registers blocked	Remove plastic from exhaust registers and rebalance	Location	1	MEP/FP	Heating/Cooling	Priority 2
Cap. Imp.	Meadows ES	Mechanical	CI-114	CLASSROOM		MD-100		Furnace installation does not meet code.	Remove interior furnaces and replace with new VAV RTU's.	Location	1	MEP/FP	Heating/Cooling	Priority 1
Cap. Imp.	Meadows ES	Mechanical	CI-115	STAGE		MD-PW-107		No air conditioning for multipurpose room	Install single zone VAV RTU	Location	1	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Meadows ES	Mechanical	CI-116	ROOF	N/A			Exhaust fans are beyond expected service life.	Replace all exhaust fans	Location	6	MEP/FP	Heating/Cooling	Priority 3
Cap. Imp.	Meadows ES	Plumbing	CI-117	FURNACE ROOM		MD-PW-121		No RPZ at water service.	Install RPZ back flow preventer on incoming water service.	Location	1	MEP/FP	Plumbing	Priority 2

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Cap. Imp.	Meadows ES	Plumbing	CI-118	TOILET	MD-4	Lavatories do not have thermostatic mixing valve	Install thermostatic mixing valve at lavatories.	Location	3	MEP/FP	Plumbing	Priority 2
Cap. Imp.	Meadows ES	Plumbing	CI-119	TOILET	MD-4	No insulation at ADA lavatory.	Install ADA insulation at ADA lavatory	Location	1	MEP/FP	Plumbing	Priority 2
Cap. Imp.	Meadows ES	Plumbing	CI-120	TOILET	MD-3	Lavatories do not have thermostatic mixing valve	Install thermostatic mixing valve at lavatories.	Location	1	MEP/FP	Plumbing	Priority 2
Cap. Imp.	Meadows ES	Plumbing	CI-121	JANITOR'S CLOSET	MD-PW-116	No RPZ at water connection to chemical cleaning system.	Install RPZ and hard connection to chemical mixing system	Location	1	MEP/FP	Plumbing	Priority 2
Cap. Imp.	Meadows ES	Plumbing	CI-122	TOILET	MD-1	Lavatories do not have thermostatic mixing valve	Install thermostatic mixing valve at lavatories.	Location	3	MEP/FP	Plumbing	Priority 2
Cap. Imp.	Meadows ES	Plumbing	CI-123	TOILET	MD-2.5	Lavatories do not have thermostatic mixing valve	Install thermostatic mixing valve at lavatories.	Location	3	MEP/FP	Plumbing	Priority 2
Cap. Imp.	Meadows ES	Plumbing	CI-124	ROOM	MD-100	Lavatories do not have thermostatic mixing valve	Install thermostatic mixing valve at lavatories.	Location	1	MEP/FP	Plumbing	Priority 2
Cap. Imp.	Meadows ES	Plumbing	CI-125	JANITOR'S CLOSET	MD-PW-116	Water heater does not have thermostatic mixing valve	Install thermostatic mixing valve at water heater.	Location	1	MEP/FP	Plumbing	Priority 2
Cap. Imp.	Meadows ES	Plumbing	CI-126	PARKING LOT	N/A	Parking lot near the end of its service life	Replace parking lot	Lump Sum	1	Site	Misc.-Site	Priority 1
Cap. Imp.	Schiesher ES	Architectural	CI-1	BUILDING EXTERIOR	N/A	Louver damaged	Replace louver	Louver	1	Exterior	Walls	Priority 2
Cap. Imp.	Schiesher ES	Architectural	CI-2	BUILDING EXTERIOR	N/A	Bricks deteriorating and cracking	Tuck point and replace bricks as necessary	Square Feet	30	Exterior	Walls	Priority 1
Cap. Imp.	Schiesher ES	Architectural	CI-3	BUILDING EXTERIOR	N/A	Sidewalk sloping wrong direction for drainage around entrance	Rebuild and re-slope entrance pad so that it slopes away from building	Entrance pad	1	Exterior	Misc.-Ext.	Priority 2
Cap. Imp.	Schiesher ES	Architectural	CI-4	BUILDING EXTERIOR	N/A	Sealant deteriorating around windows	Remove and re-seal as necessary	Window	6	Exterior	Windows	Priority 2
Cap. Imp.	Schiesher ES	Architectural	CI-5	BUILDING EXTERIOR	N/A	Rebar exposed in foundation	Repair so that rebar is fully enclosed in concrete foundation	Square Feet	9	Exterior	Walls	Priority 1
Cap. Imp.	Schiesher ES	Architectural	CI-6	BUILDING EXTERIOR	N/A	Gutter leaking down side of building	Repair gutter so that it does not leak	Gutter	1	Exterior	Misc.-Ext.	Priority 2
Cap. Imp.	Schiesher ES	Architectural	CI-7	BUILDING EXTERIOR	N/A	Building separating from pavement	Repair bricks, walls, foundations, and/or pavement as necessary so that building rests firmly on ground	Linear Feet	20	Exterior	Walls	Priority 2
Cap. Imp.	Schiesher ES	Architectural	CI-8	BUILDING EXTERIOR	N/A	Exterior wall exhaust rusting and damaging brick near Exit 15	Repair or replace wall exhaust to prevent further damage	Wall exhaust	1	Exterior	Walls	Priority 2
Cap. Imp.	Schiesher ES	Architectural	CI-9	BUILDING EXTERIOR	N/A	Concrete foundation cracking around building perimeter	Repair and/or re-seal cracking in concrete as necessary	Square Feet	30	Exterior	Walls	Priority 2
Cap. Imp.	Schiesher ES	Architectural	CI-10	BUILDING EXTERIOR	N/A	Sealant deteriorating around vents	Remove and re-seal around vents as necessary	Vent	1	Exterior	Walls	Priority 2
Cap. Imp.	Schiesher ES	Architectural	CI-11	BUILDING EXTERIOR	N/A	Downspout and drainage area in disrepair	Repair downspout and drainage area	Downspout	1	Exterior	Misc.-Ext.	Priority 2
Cap. Imp.	Schiesher ES	Architectural	CI-12	BUILDING EXTERIOR	N/A	Weep hole lacks sealant	Add sealant around weep hole	Weep hole	4	Exterior	Walls	Priority 2
Cap. Imp.	Schiesher ES	Architectural	CI-13	BUILDING EXTERIOR	N/A	Paint, sealant, and frames around windows in need of repair	Re-paint, seal, and re-build frames as necessary	Window	1	Exterior	Windows	Priority 2

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10YR or CI	SCHOOL	DISCIPLINE	ITEM ID	LOCATION(S)		NAME	ROOM #	DESCRIPTION OF THE VIOLATION	RECOMMENDATION TO CORRECT VIOLATION	UNITS OF MEASURE	QUANTITY	CATEGORY	SUB-CATEGORY	PRIORITY
Cap. Imp.	Schiesher ES	Architectural	CI-14	BUILDING EXTERIOR	N/A	Windows not fully sealed; air between panes		Seal windows in and around panes	Window	10	Exterior	Windows	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-15	BUILDING EXTERIOR	N/A	Spout damaging brick underneath		Replace spout and repair bricks as necessary	Spout	1	Exterior	Walls	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-16	BUILDING EXTERIOR	N/A	Exterior pipes rusting		Replace pipes as necessary if damaged to the point of being past acceptable use	Linear Feet	14	Exterior	Misc.-Ext.	Priority 3	
Cap. Imp.	Schiesher ES	Architectural	CI-17	BUILDING EXTERIOR	N/A	Step into building at Exit 12 greater than 7"		Rebuild entrance to add additional step or convert into ramp	Entrance	12	Exterior	Misc.-Ext.	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-18	BUILDING EXTERIOR	N/A	Drain near Exit 15 damaged		Replace ground drain	Drain	1	Exterior	Misc.-Ext.	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-19	BUILDING EXTERIOR	N/A	Entrance near Exit 16 sloping in wrong direction and does not contain drain		Rebuild and either slope towards drain or add drain	Drain	1	Exterior	Misc.-Ext.	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-20	BUILDING EXTERIOR	N/A	Pipe from building exterior wall not sealed		Seal around pipes	Pipe	1	Exterior	Walls	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-21	BUILDING EXTERIOR	N/A	Concrete entrance pad around Exit 2 and Exit 11 damaged and cracked		Rebuild entrance pad or repair cracks as necessary	Entrance pad	2	Exterior	Misc.-Ext.	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-22	BUILDING EXTERIOR	N/A	Debris around pipes around Exit 2		Remove debris	Debris	1	Exterior	Misc.-Ext.	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-23	BUILDING EXTERIOR	N/A	Cracking in stairs leading to Exit 3		Repair or rebuild stairs as necessary	Concrete stair	1	Exterior	Misc.-Ext.	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-24	BUILDING EXTERIOR	N/A	Sealant deteriorating around vents		Remove and re-seal around vents as necessary	Vent	1	Exterior	Walls	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-25	BUILDING EXTERIOR	N/A	Exterior foundation wall deteriorating		Re-paint and seal as necessary	Linear Feet	100	Exterior	Walls	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-26	BUILDING EXTERIOR	N/A	Step out of Exit 5 exceeds maximum		Rebuild entrance pad and depression around Exit 5 for accessibility	Entrance pad	1	Exterior	Misc.-Ext.	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-27	PARKING / DRIVE	N/A	Depressed curb needed along drop off area at Exit 10		Any paved area to be used as drop-off must be depressed; rebuild and pave as necessary	Curb	1	Site	Access	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-28	PARKING / DRIVE	N/A	Large cracks and uneven pavement in parking lots		Re-pave all parking lots	Parking lots	2	Site	Misc.-Site	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-29	PARKING / DRIVE	N/A	Might need bollards along lane across Kingston Ave.		Add bollards to ensure that only pedestrians and not vehicles can use lane	Bollards	3	Site	Misc.-Site	Priority 3	
Cap. Imp.	Schiesher ES	Architectural	CI-30	PARKING / DRIVE	N/A	Depressed curb needed if area across Kingston Ave. is a drop off area		Any paved area to be used as drop-off must be depressed; rebuild and pave as necessary	Depression	1	Site	Access	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-31	PARKING / DRIVE	N/A	No car stop along fence in parking lot		Add car stop	Linear Feet	100	Site	Misc.-Site	Priority 3	
Cap. Imp.	Schiesher ES	Architectural	CI-32	PARKING / DRIVE	N/A	Blind corner in parking lot at Exit 14		Add no parking zone around blind corner along wall	Blind corner	1	Site	Misc.-Site	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-33	CLASSROOM	29	Magnet preventing door from closing		Remove magnet	Door	1	Interior	Classrooms	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-34	VESTIBULE	EXIT 1, EXIT 10	Main vestibule only contains one set of double doors		Add 2nd set of double doors for energy conservation	Double Door	2	Interior	Circulation	Priority 3	

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				NAME	ROOM #								
Cap. Imp.	Schiesher ES	Architectural	CI-35	KILN ROOM	28A	Crack in CMU on upper wall	Repair crack to ensure fire rating	Crack	1	Interior	Classrooms	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-36	LOBBY	PW129	Crack in CMU above door in storage	Repair crack as necessary	Crack	1	Interior	Circulation	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-37	BOYS' LOCKER ROOM, GIRLS' LOCKER ROOM	PW113, PW141	Showers are not usable and are currently used as storage	Relocate storage so that showers can be used for intended purpose	Shower stall	2	Interior	Fitness	Priority 3	
Cap. Imp.	Schiesher ES	Architectural	CI-38	BOYS' LOCKER ROOM	PW113	Windows of office covered fully by newspapers	Remove newspapers so that there is visibility between office and rest of locker room	Wall	1	Interior	Fitness	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-39	BOYS' LOCKER ROOM	PW113	Door missing from door frame	Add door to frame	Door	1	Interior	Fitness	Priority 3	
Cap. Imp.	Schiesher ES	Architectural	CI-40	GYM	36	Cables hanging from wall	Tie back cables	Set of cables	1	Interior	Fitness	Priority 3	
Cap. Imp.	Schiesher ES	Architectural	CI-41	STORAGE	PW145	No access to storage room; not surveyed	N/A	Room	1	Interior	Maintenance	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-42	BOILER ROOM	39	Large hole in wall leads to exterior	Seal hole as necessary	Hole	1	Interior	Maintenance	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-43	STORAGE	PW129	Crack in CMU on upper wall	Repair crack to ensure fire rating	Crack	1	Interior	Maintenance	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-44	SERVER ROOM	PW107	Temperature is not appropriate for a server room; temperature is only regulated with a fan that remains on 24/7	Evaluate temperature controls in rooms where temperature and humidity controls are necessities	Square Feet	50	Interior	Maintenance	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-45	FAN ROOM	PW202	Insulation around pipe breaking and separating from pipe	Repair and/or replace insulation as necessary	Linear Feet	3	Interior	Maintenance	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-46	STORAGE	PW237	Ladder provides only narrow means of exit from 2nd floor storage area	Ensure that ladder is safe means of exit and is not accessible to students	Ladder	1	Interior	Maintenance	Priority 3	
Cap. Imp.	Schiesher ES	Architectural	CI-47	ROOF	N/A	Counter flashing is deteriorating	Repair deteriorated flashing and monitor as necessary	Linear Feet	20	Exterior	Roofing	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-48	ROOF	N/A	Ponding	Monitor roof and have inspection performed; Repair roof as necessary	Square Feet	30	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-49	ROOF	N/A	Leaves and other debris in corners of roof	Remove debris	Debris	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-50	ROOF	N/A	Monitor all patching; must be fully secured to roof	Monitor roof and have inspection performed; Repair roof as necessary	Square Feet	4	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-51	ROOF	N/A	Wood blocking and supports are not on slip sheets	Add slip sheets under all supports	Linear Feet	70	Exterior	Roofing	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-52	ROOF	N/A	Mold growth	Remove all plant growth	Plant growth	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-53	ROOF	N/A	Ponding	Monitor roof and have inspection performed; Repair roof as necessary	Square Feet	200	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-54	ROOF	N/A	Ponding	Monitor roof and have inspection performed; Repair roof as necessary	Square Feet	200	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-55	ROOF	N/A	Drain clogged with leaves and debris	Remove debris	Drain	1	Exterior	Roofing	Priority 1	

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Cap. Imp.	Schiesher ES	Architectural	CI-56	ROOF	N/A	Drain clogged with leaves and debris		Remove debris	Drain	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-57	ROOF	N/A	Roof top unit is abandoned and not useful		Remove roof top unit or put to use and connect all cables	Roof Top Unit	1	Exterior	Roofing	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-58	ROOF	N/A	Wood blocking and supports are not on slip sheets		Add slip sheets under all supports	Linear Feet	70	Exterior	Roofing	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-59	ROOF	N/A	Insulation around pipe not continuous		Ensure that all pipes are properly insulated and insulate as necessary	Linear Feet	5	Exterior	Roofing	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-60	ROOF	N/A	Monitor all patching; must be fully secured to roof		Monitor roof and have inspection performed; Repair roof as necessary	Square Feet	8	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-61	ROOF	N/A	Wood support is rotting		Ensure that all supports on roof are in stable condition and replace as necessary	Wood support	1	Exterior	Roofing	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-62	ROOF	N/A	Windows are too low to allow for standard 8" tall flashing; flooding into windows is possible		Rebuild windows to allow for 8" tall minimum flashing	Window	2	Exterior	Windows	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-63	ROOF	N/A	Roofing is beginning to tear apart at the seams		Monitor roof for seam disruptions and repair as necessary	Roof	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-64	ROOF	N/A	Pressure split in seams of roof; not fully supported and starting to bend		Monitor roof for bending and repair as necessary	Roof	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-65	ROOF	N/A	Corrosion in liner of chimney		Stainless steel liner to be added to chimney	Chimney Liner	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-66	ROOF	N/A	Spider cracking in chimney		Tuck point chimney or rebuild	Chimney	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-67	ROOF	N/A	Misc. metal materials, bricks, and debris on roof		Remove all unnecessary items from roof	Debris	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-68	ROOF	N/A	Debris in gutters		Remove debris	Debris	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-69	ROOF	N/A	Cracking in sealant throughout roof		Monitor and maintain roof	Roof	1	Exterior	Roofing	Priority 1	
Cap. Imp.	Schiesher ES	Architectural	CI-70	ROOF	N/A	Crack improperly sealed; potential for leak		Repair with appropriate sealant	Linear Feet	3	Exterior	Roofing	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-71	ROOF	N/A	Unistrut supports are rusting		Galvanize and/or replace unistrut supports as necessary	Roof	1	Exterior	Roofing	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-72	ROOF	N/A	Sealant lacking along seam		Repair seam with appropriate sealant	Linear Feet	3	Exterior	Roofing	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-73	ROOF	N/A	1% slope on roof is too low for standing seam		Rebuild roof	Roof	1	Exterior	Roofing	Priority 3	
Cap. Imp.	Schiesher ES	Architectural	CI-74	ROOF	N/A	Roof is at the end of its anticipated service life		Rebuild roof	Roof	1	Exterior	Roofing	Priority 2	
Cap. Imp.	Schiesher ES	Architectural	CI-75	ROOF	N/A	Rusted and broken drains		Replace drains	Drain	3	Exterior	Roofing	Priority 2	
Cap. Imp.	Schiesher ES	Electrical	CI-76	Entire School	0	There are very little occupancy sensor lighting controls throughout building.		Install occupancy sensors throughout building.	Occupancy Sensors	80	MEP/FP	Electrical	Priority 3	
Cap. Imp.	Schiesher ES	Mechanical	CI-77	KITCHEN	PW-105	No dedicated make-up air		Install roof mounted make-up air unit for kitchen hood.	Location	1	MEP/FP	Heating/Cooling	Priority 2	

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Cap. Imp.	Schiesher ES	Mechanical	CI-78	LIBRARY	0	Poor air distribution, units approaching the end of their expected service life.		Units are 20 years old. Replace 2 grade mounted RTU's with 1 new roof mounted VAV RTU with ducted supply to Library and ancillary areas		Location	2	MEP/FP	Heating/Cooling	Priority 2
Cap. Imp.	Schiesher ES	Plumbing	CI-79	KITCHEN	PW-105	un-insulated CW,HW AND HWR piping		Insulate all un-insulated plumbing piping		Location	1	MEP/FP	Plumbing	Priority 2
Cap. Imp.	Schiesher ES	Plumbing	CI-80	STORAGE	PW-215	Storm line not insulated.		Insulate storm line.		Location	1	MEP/FP	Plumbing	Priority 2
Cap. Imp.	Schiesher ES	Plumbing	CI-81	CLASSROOM	1	Storm line not insulated.		Insulate storm line.		0	0	MEP/FP	Plumbing	Priority 3
Cap. Imp.	Schiesher ES	Plumbing	CI-82	Exterior	N/A	Incoming water service line is in disrepair (line ruptured Sept. 2014)		Replace incoming water service line		Lump Sum	1	Site	Misc.-Site	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-1	OFFICE	C-204	Room contains unpleasant odor		Perform inspection to discover source of odor and remove cause of odor		Odor	1	Interior	Administration	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-2	BUILDING EXTERIOR	N/A	Minor cracking in soffit, column, and perimeter at Exit 1		Repair cracking as needed		Linear Feet	20	Exterior	Fascias/Soffits	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-3	BUILDING EXTERIOR	N/A	Hornets' nests around building		Remove all nests		Nest	2	Exterior	Fascias/Soffits	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-4	BUILDING EXTERIOR	N/A	Minor break in sealant near Exit 22		Re-seal as necessary		Linear Feet	1	Exterior	Walls	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-5	BUILDING EXTERIOR	N/A	Holes in sealant in gym façade between Exits 21 and 22		Remove sealant and re-seal as necessary		Linear Feet	20	Exterior	Walls	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-6	BUILDING EXTERIOR	N/A	Sealant deteriorating around windows		Remove sealant and re-seal as necessary		Linear Feet	80	Exterior	Windows	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-7	BUILDING EXTERIOR	N/A	Plaster cracking at Exit 11		Repair cracks as necessary		Square Feet	20	Exterior	Walls	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-8	BUILDING EXTERIOR	N/A	Drain clogged with leaves and debris at Exit 7		Remove debris		Drain	1	Exterior	Misc.-Ext.	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-9	BUILDING EXTERIOR	N/A	Plaster cracking, leading to possible water infiltration at Exit 8		Repair cracks and any water damage that occurred		Square Feet	30	Exterior	Walls	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-10	BUILDING EXTERIOR	N/A	Brick deteriorating around Exit 6A		Tuck point as necessary		Square Feet	6	Exterior	Walls	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-11	BUILDING EXTERIOR	N/A	Broken glass in window near Exit 8		Repair glass		Window	1	Exterior	Windows	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-12	BUILDING EXTERIOR	N/A	Brick color turning because of rust		Clean bricks as necessary		Square Feet	60	Exterior	Walls	Priority 3
Cap. Imp.	Senior HS	Architectural	CI-13	BUILDING EXTERIOR	N/A	Tape not removed around windows		Remove all tape		Window	10	Exterior	Windows	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-14	TICKETS	A-134	Door does not fully close		Repair or replace door and/cr frame so that door is capable of closing fully		Door	1	Interior	Assembly	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-15	JANITOR, ELEC.	C-130, C-131	Light does not function / No light exists in room		Repair and/or add light		Light	2	Interior	Maintenance	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-16	CLASSROOM	C-113	Upper cabinet broken		Repair cabinet		Cabinet	1	Interior	Classrooms	Priority 3
Cap. Imp.	Senior HS	Architectural	CI-17	ROOF	N/A	Moss growing along edges of roof		Remove all plant growth		Plant growth	1	Exterior	Roofing	Priority 1

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Cap. Imp.	Senior HS	Architectural	CI-18	ROOF		N/A		Debris, leaves, trash, balls, bricks, and spare parts lying on roof	Remove all unnecessary items from roof	Debris	1	Exterior	Roofing	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-19	ROOF		N/A		Ballast not fully covering roofing membrane	Re-distribute ballast to cover all necessary parts of roof	Square Feet	20	Exterior	Roofing	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-20	ROOF		N/A		Ladder rusted and in poor condition	Replace ladder	Ladder	2	Exterior	Roofing	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-21	ROOF		N/A		Lack of ladder between two different roof levels	Add ladder	Ladder	2	Exterior	Roofing	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-22	ROOF		N/A		Drain not used for proper intent; drain cap lifted for pipe access	Relocate pipe and/or drain	Pipe	1	Exterior	Roofing	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-23	ROOF		N/A		Roof top units not properly situated; sitting on wooden beams	Re-situate roof top units so they're on stable parts of the roof and on slip sheets	Roof Top Unit	4	Exterior	Roofing	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-24	ROOF		N/A		Single brick in multiple locations not flush with façade	Repair and tuck-point bricks as necessary	Square Feet	10	Exterior	Roofing	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-25	ROOF		N/A		Many cracks of various sizes in roofing material	Patch large cracks and holes; monitor others	Roof	1	Exterior	Roofing	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-26	ROOF		N/A		Concrete above window frame deteriorating	Repair concrete as necessary	Linear Feet	75	Exterior	Roofing	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-27	ROOF		N/A		Rusted pipes, flashing, and overhangs on roof	Monitor	Roof	1	Exterior	Roofing	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-28	ROOF		N/A		Sealant above main entrance not continuous	Re-seal as necessary	Linear Feet	1	Exterior	Roofing	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-29	ROOF		N/A		Bubbling; membrane not fully adhered	Conduct inspection of roof by certified roof inspector; Repair roof so that it is structurally sound	Square Feet	10	Exterior	Roofing	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-30	ROOF		N/A		Drain clogged with leaves and debris	Remove debris	Drain	4	Exterior	Roofing	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-31	ROOF		N/A		Ponding	Monitor roof and have inspection performed; Repair roof as necessary	Square Feet	75	Exterior	Roofing	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-32	ROOF		N/A		Sealant deteriorating along edge of brick façade; sealant has separated from brick completely in some areas	Re-seal as necessary	Linear Feet	100	Exterior	Roofing	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-33	ROOF		N/A		Mortar around bricks cracking	Tuck-point as necessary	Square Feet	15	Exterior	Roofing	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-34	ROOF		N/A		Equipment on roof leaking	Perform inspection to discover source of leak and repair as necessary	Equipment	4	Exterior	Roofing	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-35	ROOF		N/A		Loose, unattached cables and cords around roof	Remove and/or secure cables and cords	Cable	2	Exterior	Roofing	Priority 2
Cap. Imp.	Senior HS	Architectural	CI-36	ROOF		N/A		Roofing membrane cracking along edge around drain	Monitor cracking and repair and replace membrane as necessary	Square Feet	25	Exterior	Roofing	Priority 1
Cap. Imp.	Senior HS	Architectural	CI-37	ROOF		N/A		Pipes not properly insulated; deteriorating and ice forming around pipes	Replace insulation	Linear Feet	7	Exterior	Roofing	Priority 2

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Physical Assessment Report - Capital Improvement Detail

GENERAL				10 YEAR HEALTH AND LIFE SAFETY							CAPITAL IMPROVEMENTS		
10YR or CI	SCHOOL	DISCIPLINE	ITEM ID	LOCATION(S)		DESCRIPTION OF THE VIOLATION	RECOMMENDATION TO CORRECT VIOLATION	UNITS OF MEASURE	QUANTITY	CATEGORY	SUB-CATEGORY	PRIORITY	
				NAME	ROOM #								
Cap. Imp.	Senior HS	Architectural	CI-38	ROOF	N/A	Pipes staining and leaving residue on roofing membrane	Monitor	Linear Feet	20	Exterior	Roofing	Priority 1	
Cap. Imp.	Senior HS	Architectural	CI-39	ROOF	Old Gym	Roof near the end of its service life	Replace roof	Square Feet	10067	Exterior	Roofing	Priority 2	
Cap. Imp.	Senior HS	Architectural	CI-40	ROOF	South 2001 Addition	Roof near the end of its service life	Replace roof	Square Feet	6285	Exterior	Roofing	Priority 4	
Cap. Imp.	Senior HS	Architectural	CI-41	North Parking Lot	N/A	Parking lot near the end of its service life	Replace parking lot	Lump Sum	1	Site	Misc.-Site	Priority 1	
Cap. Imp.	Senior HS	Electrical	CI-42	Classroom	C-215	Shut gas down on general fire alarm.	Add controls so that gas will shut off when fire alarm goes off. Keyed switch required to turn gas back on with instructions to check outlets first.	Controls	1	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Senior HS	Electrical	CI-43	Chem Lab	C-226	Shut gas down on general fire alarm.	Add controls so that gas will shut off when fire alarm goes off. Keyed switch required to turn gas back on with instructions to check outlets first.	Controls	1	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Senior HS	Electrical	CI-44	Weight Room	A-202	Several light fixtures have missing lenses exposing lamps	Install new fixtures in this space.	Fixture	35	MEP/FP	Electrical	Priority 3	
Cap. Imp.	Senior HS	Electrical	CI-45	Electrical Room	PW-115	Electrical panels do not have nameplates making it difficult to trace out problems.	Provide nameplates on electrical panels with unique names.	0	0	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Senior HS	Electrical	CI-46	Electrical Room	PW-115	Electrical panels are getting old.	Replace panels and old cabling.	Panel	2	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Senior HS	Electrical	CI-47	Electrical Room	C-131	Electrical panels do not have nameplates making it difficult to trace out problems.	Provide nameplates on electrical panels with unique names.	0	0	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Senior HS	Electrical	CI-48	Electrical Room	C-131	Electrical panels are getting old.	Replace panels and old cabling.	Panel	2	MEP/FP	Electrical	Priority 3	
Cap. Imp.	Senior HS	Electrical	CI-49	Exterior	0	Exterior parking lot lighting utilizes pole mounted flood lighting. This is an extremely inefficient design that creates a lot of up light.	Install new LED lighting.	Lump Sum	1	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Senior HS	Fire Protection	CI-50	BUILDING INTERIOR	N/A	Facility is partially protected with a fire suppression system.	Provide coverage for areas currently without.	Square Feet	55335	MEP/FP	Fire Protection	Priority 4	
Cap. Imp.	Senior HS	Mechanical	CI-51	GYM	PW116	Gymnasium lacks air-conditioning	Install air conditioning for Gym.	Location	1	MEP/FP	Heating/Cooling	Priority 3	
Cap. Imp.	Senior HS	Mechanical	CI-52	ROOF	C-122	RTU beyond anticipated useful life	Replace RTU	Location	1	MEP/FP	Heating/Cooling	Priority 2	
Cap. Imp.	Senior HS	Mechanical	CI-53	KILN ROOM	C-124A	Exhaust fan beyond anticipated useful life	Replace existing exhaust fan with new.	Location	1	MEP/FP	Heating/Cooling	Priority 2	
Cap. Imp.	Senior HS	Mechanical	CI-54	BREAK ROOM	C-222	No exhaust in Break Room	Install dedicated exhaust fan.	Location	1	MEP/FP	Heating/Cooling	Priority 2	

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10YR or CI	SCHOOL	DISCIPLINE	ITEM ID	LOCATION(S)		NAME	ROOM #	DESCRIPTION OF THE VIOLATION	RECOMMENDATION TO CORRECT VIOLATION	UNITS OF MEASURE	QUANTITY	CATEGORY	SUB-CATEGORY	PRIORITY
Cap. Imp.	Senior HS	Plumbing	CI-55	BUILDING INTERIOR		N/A		Galvanized plumbing piping is corroded, leaking and reducing available pressure.	Replace galvanized CH, HW and HWR plumbing piping with new copper for entire building.	Lineal Feet	3000	MEP/FP	Plumbing	Priority 3
Cap. Imp.	Senior HS	Plumbing	CI-56	BUILDING INTERIOR		N/A		un-insulated plumbing piping located throughout	insulate all Storm, CH, HW and HWR piping where missing	Lineal Feet	3000	MEP/FP	Fire Protection	Priority 3
Cap. Imp.	Senior HS	Electrical	CI-57	Entire Building		0		It appears that some areas do not have emergency battery pack lighting for emergency exit. Instead some light fixtures in the area are connected to the generator. This emergency lighting needs to be on a dedicated transfer switch with only other emergency loads as depicted by the code.	Verify all paths of egress throughout the building are properly covered by emergency lights.	Life Safety Transfer switch, new panel to re-feed existing life safety loads.	1	MEP/FP	Electrical	Priority 2
Cap. Imp.	Tate Woods ES	Architectural	CI-1	GYM	101			Gymnasium lacks sprinklers	Add sprinklers to gymnasium	Square Feet	2613	MEP/FP	Fire Protection	Priority 3
Cap. Imp.	Tate Woods ES	Architectural	CI-2	BOILER ROOM	38			Flammable cloths in boiler room	Remove flammables	Boiler Room	1	Interior	Maintenance	Priority 1
Cap. Imp.	Tate Woods ES	Architectural	CI-3	GAS SERVICE ROOM	37A			Room not accessible - clearance is needed around doors and gas piping	Remove unnecessary items from room to allow for as much clearance as possible	Gas Service Room	1	Accessibility	Misc.-Access.	Priority 1
Cap. Imp.	Tate Woods ES	Architectural	CI-4	VESTIBULE	107			Interior double doors lack closers	Add closers to interior double doors	Double Door	1	Interior	Circulation	Priority 3
Cap. Imp.	Tate Woods ES	Architectural	CI-5	FACULTY TOILET	39			Door does not fully close	Rebuild or repair door and frame so that door closes	Door	1	Interior	Toilet Rooms	Priority 2
Cap. Imp.	Tate Woods ES	Architectural	CI-6	CLASSROOM	7			Window lacks window pull handle and covering for pipe	Add window pull and cover pipe	Pull handle and pipe covering	1	Interior	Classrooms	Priority 1
Cap. Imp.	Tate Woods ES	Architectural	CI-7	LEARNING CENTER MEDIA DESK	10			Carpet uneven and pulling up	Replace carpet	Square Feet	472	Interior	Assembly	Priority 1
Cap. Imp.	Tate Woods ES	Architectural	CI-8	BOYS' TOILET	102A			Pipes exposed under sink	Enclose pipes under sink	Sink	1	Interior	Toilet Rooms	Priority 2
Cap. Imp.	Tate Woods ES	Architectural	CI-9	HEAD CUSTODIAN	23			Room is capable of being locked from the outside and un-exitable from the inside	Replace lock so that egress is possible	Lock	1	Interior	Maintenance	Priority 1
Cap. Imp.	Tate Woods ES	Architectural	CI-10	ROOF	N/A			Ponding	Monitor roof and have inspection performed; Repair roof as necessary	Square Feet	500	Exterior	Roofing	Priority 1
Cap. Imp.	Tate Woods ES	Architectural	CI-11	ROOF	N/A			Bubbling; membrane not fully adhered	Conduct inspection of roof by certified roof inspector; Repair roof so that it is structurally sound	Square Feet	1200	Exterior	Roofing	Priority 1
Cap. Imp.	Tate Woods ES	Architectural	CI-12	ROOF	N/A			Loose, unattached cables around roof	Remove and/or secure cables	Cable	5	Exterior	Roofing	Priority 3
Cap. Imp.	Tate Woods ES	Architectural	CI-13	ROOF	N/A			Wood blocking and supports are not on slip sheets	Add slip sheets under all supports	Linear Feet	400	Exterior	Roofing	Priority 2
Cap. Imp.	Tate Woods ES	Architectural	CI-14	ROOF	N/A			Monitor all patching; must be fully secured to roof	Monitor roof and have inspection performed; Repair roof as necessary	Square Feet	100	Exterior	Roofing	Priority 1

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10YR or CI	SCHOOL	DISCIPLINE	ITEM ID	LOCATION(S)		DESCRIPTION OF THE VIOLATION	RECOMMENDATION TO CORRECT VIOLATION	UNITS OF MEASURE	QUANTITY	CATEGORY	SUB-CATEGORY	PRIORITY	
				NAME	ROOM #								
Cap. Imp.	Tate Woods ES	Architectural	CI-15	ROOF	N/A	Monitor; potential leaking around gutter	Monitor	Linear Feet	138	Exterior	Roofing	Priority 1	
Cap. Imp.	Tate Woods ES	Architectural	CI-16	ROOF	N/A	Exhaust pipe does not extend past roof	Rebuild and Extend pipe so that it rises above roof line	Pipe	1	Exterior	Roofing	Priority 2	
Cap. Imp.	Tate Woods ES	Architectural	CI-17	ROOF	N/A	Roof near the end of its service life	Replace roof	Lump Sum	1	Exterior	Roofing	Priority 3	
Cap. Imp.	Tate Woods ES	Architectural	CI-18	BUILDING EXTERIOR	South façade	Rusting and water infiltration on building façade	Seal and repair bricks as necessary	Square Feet	300	Exterior	Walls	Priority 1	
Cap. Imp.	Tate Woods ES	Architectural	CI-19	BUILDING EXTERIOR	N/A	Hornets nests and birds nests around building	Remove all nests	Nest	10	Exterior	Fascias/Soffits	Priority 1	
Cap. Imp.	Tate Woods ES	Architectural	CI-20	BUILDING EXTERIOR	N/A	Sealant deteriorating around vents	Remove and re-seal around vents as necessary	Vent	4	Exterior	Walls	Priority 2	
Cap. Imp.	Tate Woods ES	Architectural	CI-21	BUILDING EXTERIOR	N/A	Sealant deteriorating around door frame at Exit 6	Re-seal as necessary	Door frame	1	Exterior	Doors-Ext.	Priority 2	
Cap. Imp.	Tate Woods ES	Architectural	CI-22	BUILDING EXTERIOR	N/A	Bricks cracking	Repair or replace bricks and tuck-point as necessary	Square Feet	100	Exterior	Walls	Priority 1	
Cap. Imp.	Tate Woods ES	Architectural	CI-23	BUILDING EXTERIOR	N/A	Sealant deteriorating around brick joints and/or cracks	Remove and re-seal cracks and deteriorating sealant as necessary	Square Feet	300	Exterior	Walls	Priority 2	
Cap. Imp.	Tate Woods ES	Architectural	CI-24	BUILDING EXTERIOR	N/A	Paint, sealant, and frames around windows in need of repair	Re-paint, seal, and re-build frames as necessary	Window	25	Exterior	Windows	Priority 2	
Cap. Imp.	Tate Woods ES	Architectural	CI-25	BUILDING EXTERIOR	N/A	Cables hanging from roof	Secure cables and remove unnecessary ones	Cable	2	Exterior	Misc.-Ext.	Priority 3	
Cap. Imp.	Tate Woods ES	Architectural	CI-26	BUILDING EXTERIOR	N/A	Hole in ground near exterior exit	Rebuild walkway	Hole	1	Exterior	Misc.-Ext.	Priority 1	
Cap. Imp.	Tate Woods ES	Architectural	CI-27	BUILDING EXTERIOR	N/A	Louver damaged	Replace louver	Louver	2	Exterior	Walls	Priority 2	
Cap. Imp.	Tate Woods ES	Architectural	CI-28	BUILDING EXTERIOR	N/A	Roof structure improperly adhered to wall	Secure roof and rebuild portions of roof structure as necessary	Roof	1	Exterior	Roofing	Priority 2	
Cap. Imp.	Tate Woods ES	Architectural	CI-29	BUILDING EXTERIOR	N/A	Hole in sealant in expansion joint	Re-seal as necessary	Linear Feet	3	Exterior	Walls	Priority 2	
Cap. Imp.	Tate Woods ES	Electrical	CI-30	Storage	31	Electrical panels do not have nameplates making it difficult to trace out problems.	Provide nameplates on electrical panels with unique names.	0	0	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Tate Woods ES	Electrical	CI-31	Storage	31	Electrical panels are getting old.	Replace panels and old cabling.	Panel	2	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Tate Woods ES	Electrical	CI-32	Storage	32	Electrical panels do not have nameplates making it difficult to trace out problems.	Provide nameplates on electrical panels with unique names.	0	0	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Tate Woods ES	Electrical	CI-33	Storage	32	Electrical panel is getting old.	Replace panels and old cabling.	Panel	1	MEP/FP	Electrical	Priority 2	
Cap. Imp.	Tate Woods ES	Electrical	CI-34	Boiler Room	PW107	Electrical panel to the right of the main switchboard does not have nameplate making it difficult to trace out problems.	Provide nameplates on electrical panels with unique names.	0	0	MEP/FP	Electrical	Priority 1	
Cap. Imp.	Tate Woods ES	Electrical	CI-35	Boiler Room	PW107	Electrical panel to right of switchboard is getting old.	Replace panel and old cabling.	Panel	1	MEP/FP	Electrical	Priority 2	

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Cap. Imp.	Tate Woods ES	Electrical	CI-36	Entire School	0	There are very little occupancy sensor lighting controls throughout building.	Install occupancy sensors throughout building.	Occupancy Sensors	50	MEP/FP	Electrical	Priority 3		
Cap. Imp.	Tate Woods ES	Electrical	CI-37	Exterior Building	0	Lighting fixtures attached to building are old and inefficient.	Install new LED lighting fixtures.	Fixture	10	MEP/FP	Electrical	Priority 3		
Cap. Imp.	Tate Woods ES	Plumbing	CI-38	BOILER ROOM	PW-107	Uninsulated pipe	Insulate all un-insulated plumbing piping	Location	1	MEP/FP	Plumbing	Priority 3		
Cap. Imp.	Tate Woods ES	Plumbing	CI-39	Entire Building	N/A	Original plumbing piping is near the end of its service life	Replace all existing piping	Lineal Feet	600	MEP/FP	Plumbing	Priority 3		
Cap. Imp.	TW, Schiesher, Jr. High, Sr. High, Main. Bldg., &	Architectural	CI-1	ROOF	N/A	Access to most roofs in district is difficult and not fully safe	Evaluate access to all levels of roofs in district and upgrade as necessary	Roof	6	Exterior	Roofing	Priority 1		
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-1	BUILDING EXTERIOR	N/A	Concrete aggregate rusting in portions of exterior wall	Monitor rusts for any further potential problems	Exterior wall	4	Exterior	Walls	Priority 2		
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-2	BUILDING EXTERIOR	N/A	Hornets nests and birds nests around building	Remove all nests	Nest	3	Exterior	Fascias/Soffits	Priority 1		
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-3	MAINTENANCE BUILDING	N/A	Maintenance Building lacks insulation	Provide insulation for temperature control and energy use minimization	Building	1	Exterior	Walls	Priority 3		
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-4	MAINTENANCE BUILDING	N/A	Stair has open risers	Modify stair to close riser in order to prevent objects from falling through to below	Building	1	Interior	Circulation	Priority 2		
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-5	MAINTENANCE BUILDING	N/A	Guardrail/handrail on stair does not meet code requirements for height and design	Reconstruct guardrail/handrail	Stair	1	Interior	Circulation	Priority 2		
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-6	BLEACHERS / FOOTBALL FIELD	N/A	Seating is located below stairs to pressbox with open risers	Block off area below pressbox stairs so that there are no seats or bleachers under stairs	Stair	1	Site	Play Fields	Priority 2		
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-7	BLEACHERS / FOOTBALL FIELD	N/A	Tread of stair to pressbox is too shallow and riser is too large; no guardrail and open risers over main	Rebuild stairs along back side of bleacher to meet current stair and accessibility requirements	Stair	1	Site	Play Fields	Priority 2		
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-8	BLEACHERS / FOOTBALL FIELD	N/A	Depressed area near bleachers lacks grass	Re-seed depressed area and place "no mow" signs around its perimeter	Depressed grass area	1	Site	Misc.-Site	Priority 2		
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-9	BLEACHERS / FOOTBALL FIELD	N/A	No aisle hand railing	Add center handrails on home and visitor bleachers	Lump Sum	1	Site	Play Fields	Priority 1		
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-10	BLEACHERS / FOOTBALL FIELD	N/A	Open deck exceeds 4" opening requirement	re-configure foot planks to conform to the 4" sphere code requirement	Lump Sum	1	Site	Play Fields	Priority 2		
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-11	BLEACHERS / FOOTBALL FIELD	N/A	Maintenance work identified in bleacher inspection report	address repair items identified in bleacher inspection report	Lump Sum	1	Site	Play Fields	Priority 1		
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-12	Track	N/A	Track surface near the end of its service life; sub-surface likely needs to be rebuilt	Rebuild track and sub-surface; includes storm water detention	Lump Sum	1	Site	Play Fields	Priority 2		

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				NAME	ROOM #								
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-13	Track	N/A	Track events areas near the end of its service life; sub-surface likely needs to be rebuilt	Rebuild track events and sub-surface	Lump Sum	1	Site	Play Fields	Priority 2	
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-14	Track	N/A	District may want to consider replacing infield of track with synthetic turf	Rebuild field with synthetic turf; number includes cost for storm water detention	Lump Sum	1	Site	Play Fields	Priority 4	
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-15	BLEACHERS / FOOTBALL FIELD	N/A	District may want to consider replacing the home bleachers	Rebuild home side bleachers; includes construction of new press box	Lump Sum	1	Site	Play Fields	Priority 4	
Cap. Imp.	Track & Maint. Bldg.	Architectural	CI-16	BLEACHERS / FOOTBALL FIELD	N/A	District may want to consider replacing the visitor bleachers	Rebuild visitor side bleachers	Lump Sum	1	Site	Play Fields	Priority 4	
Cap. Imp.	Track & Maint. Bldg.	Architectural	16	Track	N/A	District may want to consider adding lights to field for night use	Add field lighting	Lump Sum	1	Site	Play Fields	Priority 4	
Total			381										

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Faculty Survey - Summary

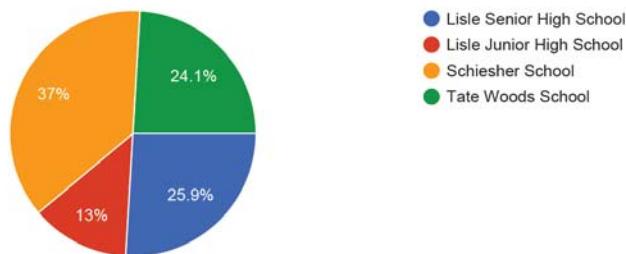
EDUCATIONAL ADEQUACY - FACULTY SURVEY

On November 4th and 6th in 2015, Perkins+Will presented a short Trends in Education presentation to faculty at each of the District's four schools. After that presentation, a survey was sent out to all faculty asking them to rate their facilities. Below is a summary of the Faculty who responded to the survey, organized by their school and position. The following pages in this section of the Appendix include:

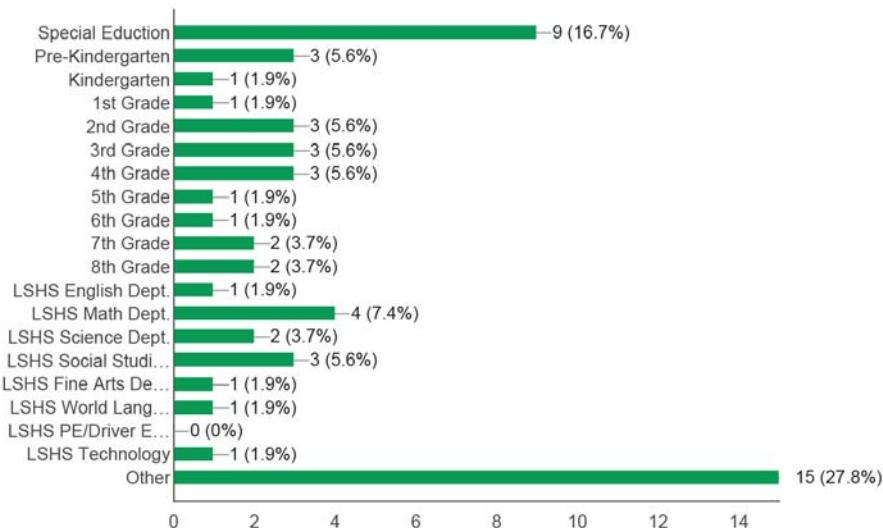
- Trends in Education presentation slides
- Faculty Survey - Questionnaire Memo
- Faculty Survey - Verbatim Responses

54 responses

Please indicate your home building: (54 responses)



Grade/Department: (54 responses)

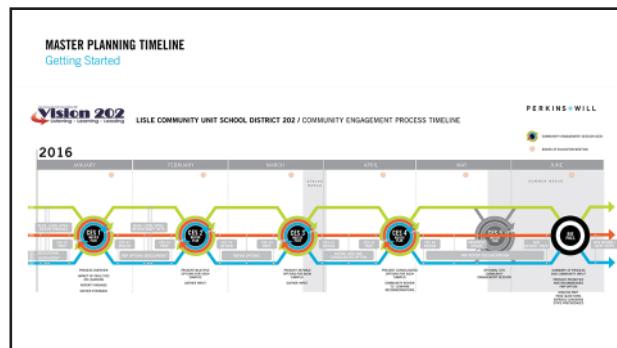


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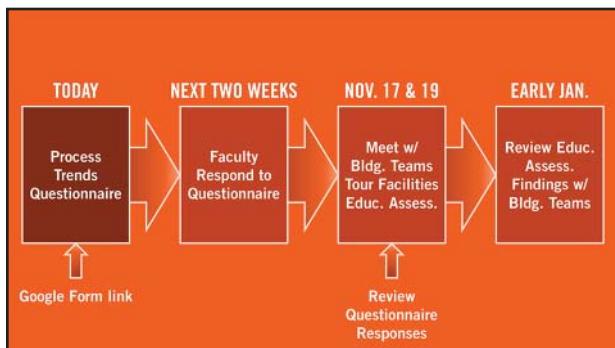
Faculty Survey - Trends in Education



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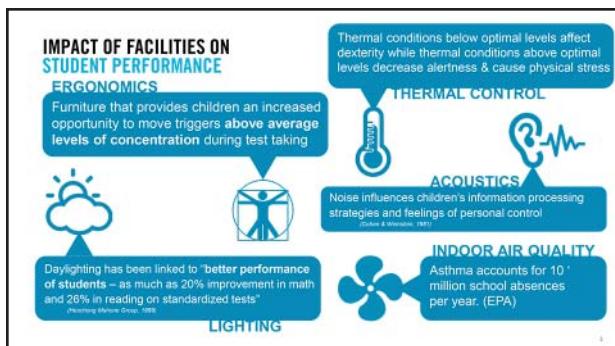
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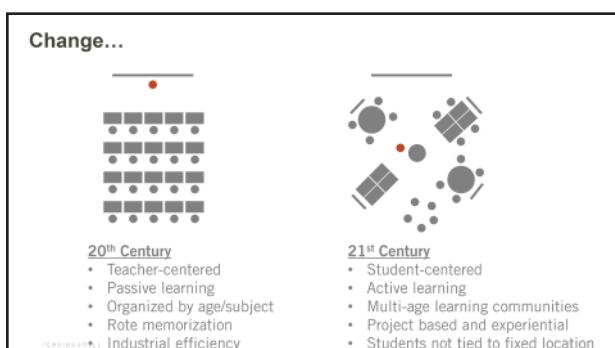
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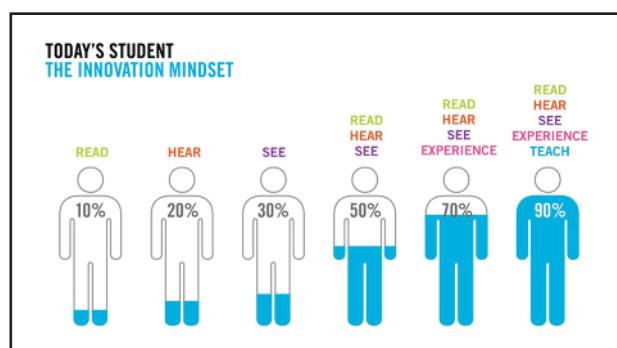
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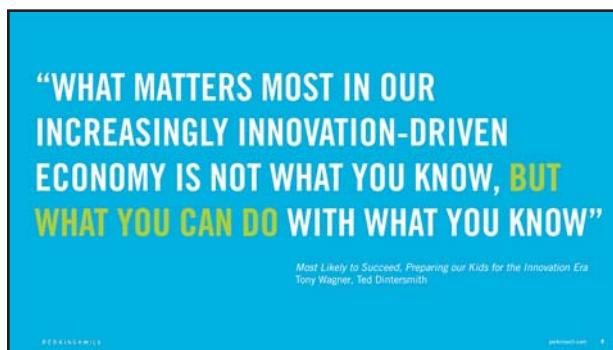


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Faculty Survey - Trends in Education



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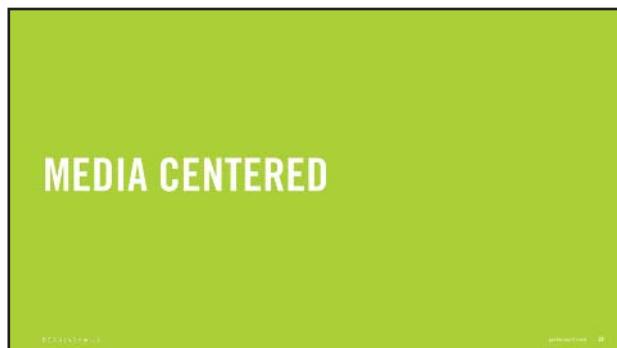
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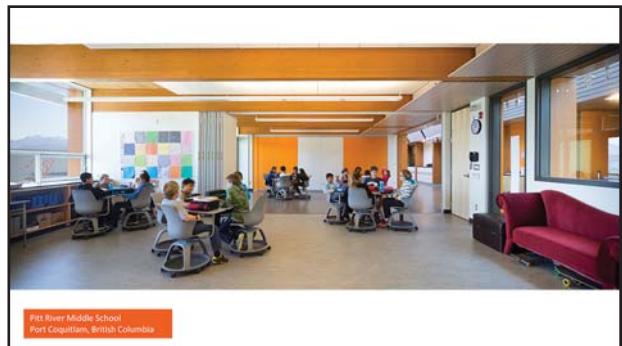


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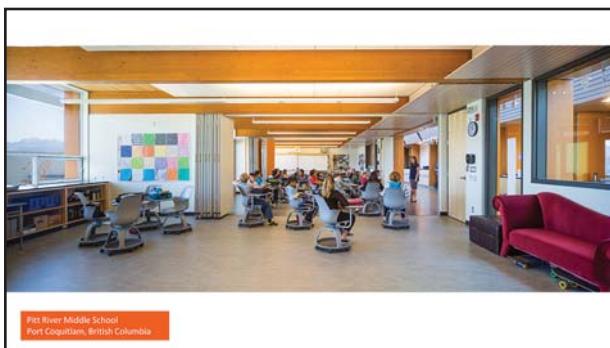
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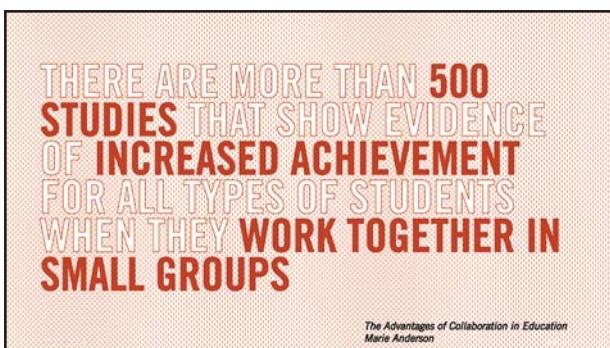
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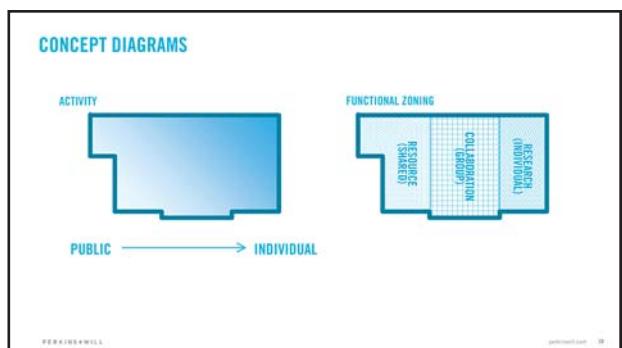
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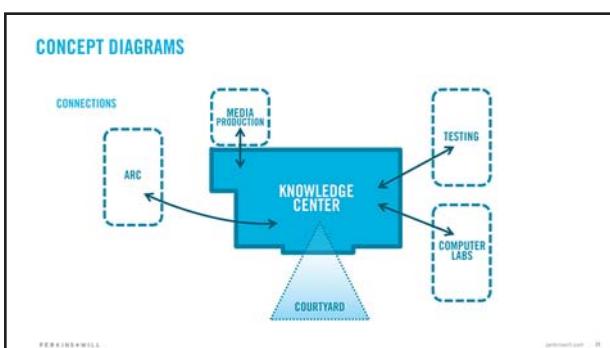
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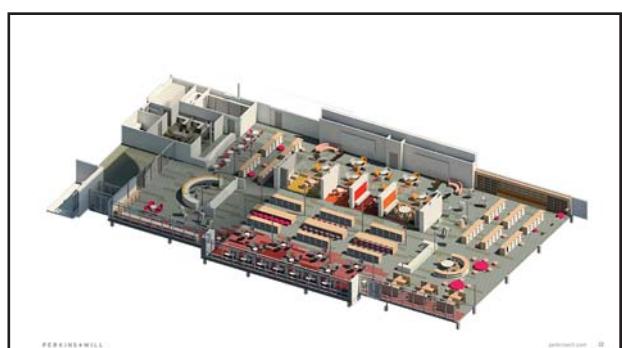
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Faculty Survey - Trends in Education



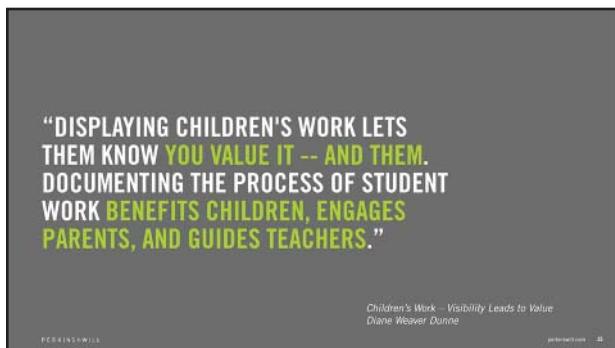
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EVIDENCE & ARTIFACTS

PERKINS+WILL

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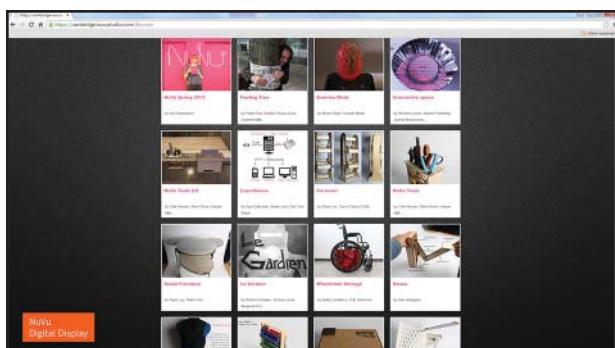
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- DOCUMENTATION OF BOTH PROCESS AND OUTCOMES SERVES DIFFERENT PURPOSES:**
- TO AID TEACHERS' OWN REFLECTIONS
 - TO SHARE BACK WITH LEARNERS
 - TO BE SHARED MORE WIDELY

*Making Learning Visible Project
Harvard Project ZERO*

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QUESTIONNAIRE Academic & Other Spaces

- What elements or aspects of the classrooms and other educational spaces enable or hinder educational delivery?
- Does the environment adequately allow for ...
 - Flexibility & Agility
 - Scalability
 - Creativity & Collaboration
 - Learning by Doing
 - Making Connections
 - Media Centered
 - Display of Evidence & Artifacts of Learning



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Faculty Survey - Trends in Education

QUESTIONNAIRE
Future Ready Student Development

- How well does the existing facility enable or hinder instructors ability to help students acquire desirable Future Ready skills?
 - Creativity
 - Collaboration
 - Critical Thinking
 - Effective Communication
 - Adaptability
 - Innovation



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QUESTIONNAIRE
Library Resource Center & Other Common Spaces

- Does the LRC & other common spaces properly support and supplement the functions and skills development listed in items one and two above for the school?
- Are there community-use educational needs that the LRC & other common spaces serve or could serve?



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QUESTIONNAIRE
Technology

- Is technology within the school . . .
 - . . . adequate to support the instructor's goals for educational delivery?
 - . . . utilized to its full potential in order to enhance the educational experience?



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QUESTIONNAIRE
Exterior

- In what ways do the exterior elements (exterior classrooms, playgrounds, playfields, etc.) enhance or hinder educational and physical activities for the school?



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QUESTIONNAIRE
General

- Please provide any additional comments.



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NEXT STEPS

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SECTION TITLE**Faculty Survey - Questionnaire Memo**

PERKINS+WILL

Memo

To:	Keith Filipiak
From:	Rick Young
Date:	November 3, 2015
Subject:	Educational Adequacy Questions for Faculty

The following is a short introduction statement and list of questions Perkins+Will recommends providing to the faculty of each school during our Trends in Education site visits on November 4th and 6th.

Introduction Statement:

As a part of the overall Facilities Master Planning process, Perkins+Will would like to gain your insights into the specific nuances of your school. The following is a short series of questions that will help inform us during our Education Adequacy Assessment site visits to each of the schools occurring on November, 17th and 19th. Please note this is intended to be a high level assessment of how the facilities are helping or hindering the delivery of education in Lisle District 202, both currently and looking out into the future. Any Facility Master Plan solutions selected by the Board of Education to proceed into a Design phase will require further in depth conversations with the faculty on the specific details of the Design solution.

1. Academic & Other Spaces
 - a. What elements or aspects of the classrooms and other educational spaces enable or hinder educational delivery?
 - b. Does the environment adequately allow for . . .
 - i. Flexibility & Agility
 - ii. Scalability (lecture vs. small group vs. large group)
 - iii. Creativity & Collaboration
 - iv. Learning by Doing
 - v. Making Connections (between disciplines or between education and real world applications)
 - vi. Media Centered
 - vii. Display of Evidence & Artifacts of Learning
2. Future Ready Student Development
 - a. How well does the existing facility enable or hinder instructors ability to help students acquire desirable Future Ready skills?
 - i. Creativity
 - ii. Collaboration
 - iii. Critical Thinking
 - iv. Effective Communication
 - v. Adaptability
 - vi. Innovation



Faculty Survey - Questionnaire Memo

PERKINS + WIL

November 3, 2015

Re: Educational Adequacy Questions for Faculty

3. Library Resource Center & Other Common Spaces
 - a. Does the LRC & other common spaces properly support and supplement the functions and skills development listed in items one and two above for the school?
 - b. Are there community-use educational needs that the LRC & other common spaces serve or could serve?
4. Technology
 - a. Is technology within the school . . .
 - i. . . . adequate to support the instructor's goals for educational delivery?
 - ii. . . . utilized to its full potential in order to enhance the educational experience?
5. Exterior
 - a. In what ways do the exterior elements (exterior classrooms, playgrounds, playfields, etc.) enhance or hinder educational and physical activities for the school?
6. General
 - a. Please provide any additional comments.

cc: Mark Jolicoeur

APPENDIX

Faculty Survey - Response Detail

Respondent	Home Building:	Grade/Dept.:	a.What elements or aspects of the classrooms and other educational spaces enable or hinder educational delivery?	b.Does the environment adequately allow for things like flexibility, creativity and collaboration? Please explain.
1	Lisle Junior High School	6th Grade; 7th Grade; 8th Grade	<p>First and foremost, there is a clear lack of space at Lisle Junior High School. Some teachers do not have their own rooms, and some rooms are so small that the teacher cannot truly accommodate all students (ELL, speech path office). Furthermore, many classrooms (band/choir room, 200, 108...) are being utilized by multiple teachers. One teacher even has to hold class in the LRC space because no rooms are available. Many teachers do not even have access to their own classrooms because another teacher is holding class. Although we always welcome one another, repeated interruptions from colleagues accessing books, papers, and other documents can cause disruptions to the flow of a class period.</p> <p>Many faculty members have expressed the need for storage space in the building. Whether it is custodial equipment that is kept in the hallway, athletic equipment, materials for clubs, the music library, or extra tables, chairs, and filing cabinets, we have many things that need to have a permanent, appropriate location and should not be found scattered around the building. Designates spots for designated materials would improve the organization of the entire building. One idea also included using slideable whiteboards and the space behind them can be used for additional storage.</p> <p>Outside of the classroom, we also must ensure that we are accommodating the social-emotional needs of our students. We need to have space set for students to be able to meet individually with social workers and counselors as well as locations for group counseling. A space for parents to be able to effectively conference and meet with faculty members regarding both SEL and academic goals would also be imperative for the success of our students.</p> <p>We also need better air quality at Lisle Junior High School. Some classrooms have loud, ambient overhead units that rattle throughout the entire class period. Students must shout over the noise during speeches; shy students struggle to share out during class discussions. These units blow directly on students and some of them ask to be moved due to the discomfort.</p> <p>Some of these classrooms, too, have no natural light. Rooms in the basement have small glass block windows and giant black squares where windows could be. While they are even with ground level from the outside, there must be a better way to still allow natural light to go shine into the room.</p> <p>We need another classroom in the music department for choir, general music and band. More storage is needed and for equipment and uniforms, and the choir/band music library, which should be housed in the rehearsal rooms. They are currently housed in the practice rooms and backstage, making the practice rooms unusable. Instructional time is used to prepare the classroom for the needs of different ensembles and classes, which can take upwards of 7-10 minutes from each class. Currently we are most likely out of code for students with disabilities. However, choir and band have different requirements regarding a tiered floor. Choir MUST have risers of some sort and band would prefer a flat floor. The entire music space is counter-productive to current educational trends in fine arts, including the use of technology. The backstage area should also not be used for custodial storage including extra furniture.</p> <p>There is also a great need for an auxiliary gymnasium. The current situation in P.E. limits student choice in activity which research has shown can have detrimental effects on student motivation and participation. With only one gym, upwards of 60-70 students are housed at a time, which is not adequate space. Adding another gym would offer more opportunities for students to become more engaged in physical activity since a wider breadth of activities could be offered with ample space. Furthermore, one gym is not enough space for our interscholastic sports teams. Both varsity and junior varsity volleyball teams, and both boys and girls basketball teams are forced to share limited space in one gym for practice, not to mention our dance/cheerleading teams not having space. This leaves our school at a disadvantage in comparison to other schools in our conference since we are forced to practice on half of the gym, limiting player development. Frankly, our students do not practice on a court with the dimensions they are expected to compete on. Another gym space would help enhance not only student physical activity but also our after school activities.</p> <p>Science classrooms need space for class discussion and labs. Room 4 is the only science room that currently has adequate space for both purposes. The 6th and 8th grade rooms do not have adequate space. Lab space should be outfitted with lab-bench height tables (movable - weâ€™ve seen some with wheels on one pair of legs) with chemical- and heat-resistant tops. Students should be able to stand or sit and work comfortably at these tables during a lab, and the benchtops need to be suitable for the chemistry labs we run. Stackable lab stools should also be in this space. Right now, electrical outlets run along the walls in these rooms, and Room 4 does not have enough outlets. Students and teachers run the risk of tripping over electrical cords plugged into the wall when microscopes, hotplates, and other pieces of equipment are used in class. Retractable outlets in the ceiling are desired, especially to utilize the interior space of Room 4 during labs needing access to electricity.</p>	<p>Currently, no. Flexible desks would make it possible for students to easily go from partners to groups to individual with comfortable chairs for students to feel at ease and welcomed in their learning environment. We need a better tables/chair system that holds student materials and Chromebooks while still allowing enough work space. However, these flexible desks would not be as effective in the small classrooms. Larger classrooms should be available for teachers to be able to maximize student productivity. We could then include bookshelves into classrooms as well. There are also adjustable desks that could allow students to stand and work and wobble seats for students to allow movement and help improve attention.</p> <p>The school design should reflect grade levels. By working in teams and designating certain areas by these teams, students will be able to easily access their next class. Furthermore, it promotes cross-curricular collaboration with colleagues. Even through informal conversations, teachers are able to check in and see what one another is doing. These informal dialogues can be truly beneficial and open opportunities for teachers to work more closely together.</p> <p>A media space set with auditorium seating could be beneficial for classes to be able to present projects to an audience of their peers, view movies, and act out plays. Similarly, the FCS room could benefit from this and the use of a demonstration kitchen. The art room could potentially have more space for sinks, storage, and technology.</p> <p>Having the ability to utilize additional spaces (like pillars) as whiteboards would be a great way to maximize the use of additional, normally ineffective, void spaces for student reminders and information.</p>
2	Lisle Junior High School	7th Grade	Unit ventilators are loud and not easily controlled.	Some areas do but we need more flexible spaces for technology. Overhead projectors and screens etc...
3	Lisle Junior High School	8th Grade	Not a lot of options for presentation spaces-- outdoor classroom? designated area for professional presentations?	Desks are too big/cumbersome to allow students to work independently, in small groups and as a large group. There is nothing creative about the classrooms-- ceiling fixtures that lend themselves as display areas? something besides cinder block walls?
4	Lisle Junior High School	Other	There are not enough classrooms. Teachers cannot create an environment that suits their unique needs when they have to share or move rooms. Also, there is not enough space for the support personal like guidance, social workers, the speech teacher, and classroom aides to deliver interventions. There are often students in the hallway working with aides, which is not a conducive environment. All of these people need separate spaces in order to deliver their services to students.	<p>There are some spaces that allow for this, but some of the classrooms could use furniture to make this easier.</p> <p>We need more classrooms! Teachers cannot set up their space to be collaborative and flexible when they have to move from room to room or share. Also, there are teachers crammed into tiny rooms that make it difficult to move around and get creative.</p>
5	Lisle Junior High School	Other	It would be great to have a larger band room because class with 80+ kids sometimes feels cramped. It would also be great to have more practice rooms that we could utilize for small-group instruction. We currently have two but they are quite small and are acting more as storage rooms than practice rooms. Finally, my 31 dream would be to have separate band and chorus rooms so we can each teach 5 days per week. Having class every day would bring our band program to the next level which would, in turn, students can utilize. For example, a clarinet section leader can take a new clarinet player into a practice room and work one on one with them while the rest of the band is practicing in the main band room. Ms. Kiener and I can also work with small groups of students during each others' classes which would help differentiate the learning process for our students.	The current band room is functional but there would be better opportunities for creativity and collaboration if we had a separate space with practice rooms that
6	Lisle Junior High School	Special Education	While I appreciate the amount of space we have as a special education department, there is still a need for additional classroom space. Our speech therapist works with students in what I would consider a closet. We would like to add a self-contained special ed program but do not have a classroom space for that person so they would have to travel between three rooms. One of our special ed classrooms is small and not able to accommodate study hall. It would really be great if we had a nice sized classroom for each teacher in the building including special ed and ELL.	Two of the special ed classrooms are on the small side which doesn't allow for much flexibility.
7	Lisle Junior High School	Special Education;Other	Office and Conference space in the student services wing is limited. Thus, it affects supporting students in a confidential manner.	No, there is not enough space to facilitate larger groups of students and execute activities within those groups that require more room.
8	Lisle Senior High School	LSHS English Dept.	The space is small and the desks are cumbersome.	Not to the extent I would like, I would like more space for different activities and small group discussions.
9	Lisle Senior High School	LSHS Fine Arts Dept.	I believe we need more storage so the classrooms can be more open and flexible.	I believe this is an area to consider. There are not a lot of spaces in the building for this type of interaction.
10	Lisle Senior High School	LSHS Math Dept.	The rooms do not have enough available board space. Ideally, there would be enough board space so that nothing had to be erased during a class period and a story could be told with the work. Also, the desks are too static.	As previously mentioned, the desks are not conducive to collaboration.
11	Lisle Senior High School	LSHS Math Dept.	It would be nice if every wall surface in my room was magnetic and was able to be written on with dry erase markers. It would also be nice if I didn't hear the other teachers through the "walls".	

APPENDIX

Faculty Survey - Response Detail

Respondent	Home Building:	Grade/Dept.:	a.How well does the existing facility enable or hinder instructors ability to help students acquire desirable "Future Ready" skills like effective communication and innovation? Please explain.	a.Does the LRC and other common spaces properly support and supplement the functions and skills development such as collaboration, innovation and technology for the school?	b.Are there community-use educational needs that the LRC and other common spaces serve or could serve? Be as specific as possible.	a.Is technology within the school adequate to support the instructorâ€™s goals for educational delivery? Please elaborate.
1	Lisle Junior High School	6th Grade; 7th Grade; 8th Grade	More access to technology and we need to embrace the one:one concept. First and foremost, we need to have wireless internet consistently working throughout the building. Moving beyond that, we need to have additional access to Future Ready devices like 3d printers, green screens, etc. In addition, we know that technology is constantly evolving and changing. By having readily available space will allow us to have our flexibility to accommodate this ever-developing field. As we move closer to one:one, students need to have access to charging stations to ensure their ChromeBooks will be ready to go for their day. A charging station could benefit students whose ChromeBooks are dying throughout the day. While the battery will last through the morning, have the opportunity to charge midway through the day will ensure that the battery will last the afternoon. Furthermore, classrooms should come equipped with easily organized charging stations that students can manage.	There is a struggle between the studentsâ€™ abilities to work collaboratively while also respecting those students who choose to read quietly. Often times these groups need to work in classrooms rather than in the LRC which should offer more space and opportunities to work as a team. Furthermore, the technology is limited to only the computer lab. We feel like the LRC should be more of a â€œhubâ€ for media and technology exploration. We could also benefit from additional rooms, locations, and spaces for classes and small groups to have group discussions.	Vision 202 meetings are occasionally held at the junior high building. They typically meet in the commons, but technology needs to be brought into the commons in order to accommodate their goals and the amount of people that attend. Therefore, a larger, tech-ready space might be required. Additionally, networking, curricular meetings, department meetings, and professional development opportunities for educators from our school, other schools, and other districts take place within our school. To be a leader in education and share our education experiences, we need spaces that support those types of meetings and foster professional growth.	Some classrooms are still lacking in some basic technology. For example, there are classrooms (ELL, Special Ed) that do not have document cameras and ceiling projectors. In addition, as we proceed closer and closer to one:one, we need to have charging stations and permanent storage for ChromeBooks and tablets in the classrooms. In addition to the basic technology, we also need a fully-functional elevator to easily allow our students with special needs to access the basement in a timely manner. Our new science standards call for engineering design to be taught in our classes. A makerspace that includes a 3-D printer and other technologies will help facilitate our students design solutions to the engineering problems they define, as well as follow up and optimize those solutions. Science Olympiad building events (which include robotics, balsa structures, wheeled vehicles, windmills, gliders, etc) would also greatly benefit from such a space. We currently have students build these at home because we do not have the resources in school. We would love to have the opportunity to facilitate them through the engineering design process involved in their events.
2	Lisle Junior High School	7th Grade	We need more media space for communications lessons such as a "green screen" studio, maker space, career building/discovery	See above		We need charging stations, open areas and meeting places with technology present.
3	Lisle Junior High School	8th Grade	More chromebooks/chromebook storage.	I think the lab should be closed off from the rest of the LRC (teaching while students are looking for books is distracting). There should be more variety in the media that is accessible in the LRC- macs? Large TV screens to display pictures/student work throughout the building. Charging stations? Musical options?		We need more laptops. Desktops should be out of the classrooms; nobody uses them anymore. Teachers should have laptops that allow them to write on the screens which are displayed for students. Is apple TV available as a way to access educational videos more seamlessly?
4	Lisle Junior High School	Other	Our access to technology and tools is starting to get outdated. We need	No. We need another computer lab. We also need a better elevator to the basement for our students that cannot use the stairs. Also, the hallways are often cluttered with equipment and furniture. Maybe we need more storage space? We need more bathrooms or at least more stalls in the current bathrooms.	More and better meeting spaces. Places for IEP meetings, parent meetings, training, department meetings, etc. The spaces we currently use are small and inconvenient.	No we need another computer lab for PC desktops. We also need wireless access points in every classroom.
5	Lisle Junior High School	Other				The technology is a bit outdated in our music room. Our speaker system is not working very well and it would be great to replace it with another one because we regularly play music examples for our kids and lately they have been hard to hear.
6	Lisle Junior High School	Special Education				No, in one of our spec ed classrooms we have no way of showing movies, no ceiling projector or elmo. Our desktops need to be updated. Also, in the gen ed classrooms, it is sometimes difficult to obtain the cart of laptops on days that they are needed. We have students walking back and forth between classrooms during class because teachers are trying to share carts. If students had one to one technology - class time could be used much more effectively.
7	Lisle Junior High School	Special Education;Other	There are not enough large meeting spaces for students to meet with different professionals or to interact effectively in groups.	Please contact LRC personnel and other staff for this information. It appears to be adequate for purposes related to student services.	Currently, the park district uses the Commons and the Gym, Special Olympics uses the building as well. Common areas could be used for possibly a day care facility for teachers and staff and parents coming for meetings, a second gym would be nice for intramural activities, the school could be used for community engagement activities	No, the WiFi is not throughout the whole building. Chrome books are a nice addition but would be nice for each student to have their own Chrome book that they are able to take home especially for those students that cannot afford or do not have a computer at home.
8	Lisle Senior High School	LSHS English Dept.			I think a common outdoor area would be beneficial, especially for discussions. There could also be a collaborative digital classroom.	If we had more wireless checkpoints, laptops would be better to use.
9	Lisle Senior High School	LSHS Fine Arts Dept.	It is hard to "keep up" with technology in our changing world. I believe we should strongly consider a state-of-the-art "engineering" lab.	I believe we have just upgraded this area, but as things change, this could be expanded.		It is getting better, but, as I said before, it is hard to "keep up" with technology. I teach in the Music Lab, and our computers have not been upgraded for 8 years and our iPads are getting slower.
10	Lisle Senior High School	LSHS Math Dept.	More resources such as ipads should be readily available in every classroom in order to maximize teachable moments.	We should move toward a vision of a school where students are able to explore different interests. We currently do not have the proper LRC set up to allow students to explore media design or even collaborate with whiteboards and shared areas.	The LRC could use places for students to work out their solutions in tandem with others. Whiteboards could help this process.	Yes, the only adjustment would be to make technology such as laptops more widely available.
11	Lisle Senior High School	LSHS Math Dept.				

APPENDIX

Faculty Survey - Response Detail

Respondent	Home Building:	Grade/Dept.:	b. Is technology within the school utilized to its full potential in order to enhance the educational experience?	a. In what ways do the exterior elements (exterior classrooms, playgrounds, playing fields, etc.) enhance or hinder educational and physical activities for the school?	Please provide any additional comments you would like to share for consideration in this process.
1	Lisle Junior High School	6th Grade; 7th Grade; 8th Grade	<p>While technology has been integrated into the curriculums of a variety of topics, in the technological world, we are becoming outdated. In the near future, students are going to be expected to be even more well-versed in a variety of new technologies. ChromeBooks, yes are being utilized regularly, but there are new technologies that are becoming available, for example, green screens and makerspaces, that could really take our students to the next level in terms of their 21st century skills. This could include tablets in the art room to support the use of other media used to create, document and research art beyond traditional art materials. Furthermore, the lack of diversity of the technological needs is also a cause for concern. Incorporating an additional Mac lab or media center would allow teachers and, more importantly, students to explore different mediums of technology. Similarly, the lab in the LRC is not adequate enough to fill the needs of all the students; trying to schedule time (especially a large chunk of it) extremely difficult as multiple teachers are vying for a single space. Although we are going one:one, many heavy duty software programs could not be installed on ChromeBooks.</p> <p>We also feel it could be beneficial to have televisions and monitors as displays throughout the school. These forms of digital information could have announcements for the day, calendar, etc. It could also incorporate pictures of the students to make them feel even more connected to Lisle Junior High School.</p>	<p>The courtyard is also a fantastic space that some of us really enjoy; however, no classes are ever held in the courtyard due to the fact that all interior rooms look into it. Students have also expressed interest, but we are unsure of how to proceed in a way that would not disturb the other classes. One suggestion was to incorporate a vegetable garden/winter greenhouse to enhance health and nutrition education. The outside playing fields/track are currently used to great extent to enhance physical activity. They are in good shape while providing sufficient space for students to safely engage in aerobic activity as well as team sports.</p>	<p>While we continue to push forward in advancing and incorporating technology at Lisle Junior High School, are still missing some more basic components. First, with updates, having the hallway walls and floors freshened up would bring new life into the school. Some consider our lockers to also be too small to accommodate the organizational method we teach, especially at the sixth grade level. Some students' materials do not even fit in their lockers.</p> <p>An auxiliary gym could greatly benefit our school. The gym locker rooms also need to be looked at. It would also be extremely beneficial for there to be offices for the coaches as well as faculty showers and changing rooms for teachers and staff who utilize the fitness center before and after school. The student locker need a variety of enhancements: equitable girls and boys locker rooms, improved design for P.E. lockers, adequate number of bathroom stalls, etc. Similarly, the student bathrooms throughout the school need to have more than one stall available. The restrooms should incorporate more sanitary amenities like automatic sinks, flushing, soap dispensers, and hand dryers. Shelving for student materials would also be appropriate as many teachers ask that students bring their assignment notebooks as a pass. We could also use a bathroom in the basement and additional faculty restrooms.</p> <p>The faculty could also benefit from the inclusion of water bottle refill stations, drinking water in the faculty workroom and lunchroom as well as a sink to be installed in the faculty lunchroom near the commons.</p> <p>The entryway needs to be more secured and safe for our students. Some visitors rush passed our secretaries without checking in which leads to some alarming moments. This area needs to be a major priority to protect the safety of our students from intruders. The mailbox and copy room could also be reorganized to allow a better flow of traffic for teachers as they come in. Often this area can become easily congested quite quickly.</p> <p>The auditorium is one of the most unique and special parts of our junior high. As much as we enjoy it, it does need some updating. We need a larger stage and newer seats for the audience. Some of the seats' arms will fall off; some of the desks attached to these seats do not work and are too small. The sound and lighting system could use fixing and improvement along with a new control room. The lighting is not conducive for stage productions. A mounted projector should be available for all grade levels to utilize with an updated screen.</p> <p>There are some issues with the back of the building. Parts of the cinderblock wall in Room 4 have shifted over time, and the flooring buckles in one of the corners. We're not sure if this is structural or cosmetic. The metal framing around the windows and door at exit 17 is corroding away. There are pipes and ducts that hang below the drop ceiling in the science rooms and the downstairs hallway. One of the pipes runs from Room 2 through Room 3 and the stairwell to Room 4, but isn't connected to anything on either end.</p> <p>Thank you so much for reviewing this document. We as a faculty are so excited about the prospects of our new 21st century building! We look forward to continuing this conversation.</p> <p>Vinny Slowiak; Andrew Sergeant; Mary Sauer; Celeste McIntyre; Patti DeNichols; Lauren Malcolm; Jason Lumsden; Kerry Connors; Jason Smid; Monica Blatchley; Erica Pilon; David Dybeck; Emmy Bossenga; Natalie Keigher; Aimee Park; Natalie Oros; Gretchen Broadus; Sharon Byrne; Courtney Cunningham; Jaime Hernandez; Patricia Stevens; Lisa Kiener; Pat Kerback; Mary Bumpus</p>
2	Lisle Junior High School	7th Grade	Can this ever be true? No.	Our court yard is a waste of space. It should be converted into classrooms or completely renovated into an outdoor educational environment. Possibly a garden to teach many agricultural and environmental standards. Many possibilities.	We are one of the only, possible the only school in our conference without an auxiliary gym. We need another gym. We also have inequitable facilities for our girls. The girls locker room should be equal to the boys. Including office and locker space and coaches facilities.
3	Lisle Junior High School	8th Grade	I use what I have.	Students should be in charge of the courtyard-- they should use it to garden/grow produce to be served in cafeteria. Also, there is a lot of "wasted" space in the back of the school; we should utilize this for another gym space or outdoor classroom.	No more fluorescent lighting, please. I would also like the teachers' workroom to have more comfortable furniture since this doubles as space for lunch and for meetings. It would be great if we could make it bigger to be more accomodating during these times. I think District Office MUST move out of the junior high's building-- we need this space for additional classrooms. I'd also like to see a testing center where students can go to make up tests/quizzes. Student and faculty bathrooms are in desperate need of updates-- brighter colors in common spaces. The auditorium should also be updated with better seats. Students would like benches/cushions in common areas.
4	Lisle Junior High School	Other	I think that we use what we have well, but I think that with even more access to computers and better access to wireless, the teachers will be able to utilize technology to its fullest.	We need more space for sports and extracurriculars. Teams have to fight for practice space. The cheerleaders and dance teams are forced to practice in the commons on cement floors. This is not good for their joints. Showers would be great! I would love to be able to come to work early and workout, but there is no shower.	
5	Lisle Junior High School	Other			
6	Lisle Junior High School	Special Education			
7	Lisle Junior High School	Special Education; Other	I think it would be nice to have a more expansive version of PowerSchool that is able to hold data and can track when students are seen by individual people. Other school districts seem to have a version of powerschool that can hold much more information.	It would be nice to be able to use the courtyard more functionally.	This was done collaboratively by Lauren Malcolm, Jack Royhl and Jenny Reband.
8	Lisle Senior High School	LSHS English Dept.	I think that depends on the class.	I think outdoor classrooms would be great for social-emotional learning. I think it's natural that we should be outside more often, and there are many health benefits.	I think there could be a common classroom conference room where we can skype in or call experts for our classrooms. The current set up does not allow this. Overall, I would like more space for my classroom, and I would like desk stations that can move around the room with the potential to stand.
9	Lisle Senior High School	LSHS Fine Arts Dept.	I believe we are trying to utilize as much as possible. But I strongly must say that TEACHERS make the biggest impact, not computers.	I feel that it would be terrific if we had our own stadium for home football games. It would enrich our sense of community and would be vastly better for our football teams and band to not "travel" to BU for our games. Also, there are plenty of times when Physical Education and Band need the East field at the same time during 1st period.	Keith told us to dream big, so here goes.... A home HS stadium, Recording studio/Green room for multimedia and technology applications, the acoustical environment in both large gyms needs enhanced with sound absorption treatment. More storage areas-the grass to the North of the auditorium could be used for additional storage for scene shop, wardrobes, sound shell, risers, platforms, etc., the grass area to the North of the band room could be used for a percussion storage/rehearsal area, music library, and more practice rooms.
10	Lisle Senior High School	LSHS Math Dept.	Yes, we are maximizing what we currently have.	Those elements have no effect on my math instruction.	
11	Lisle Senior High School	LSHS Math Dept.			<p>The number one thing I would want as an employee here is for us to have a 3 court fieldhouse. This would enable the PE department to offer more diverse classes and would also allow for practices to be held after school. Having to come back for practices at 7:00 pm is tough on coaches and players alike. This could also help out the many storage problems we face.</p> <p>The 2nd thing that I would wish for would be for there to be a few more classrooms. Having to leave my classroom so that another teacher can use my room, during the only period of the day when I am not in charge of students, makes it very difficult to prepare and keep my classroom organized.</p> <p>Other miscellaneous things...better staff chairs, with lumbar support, and better desks would make my work life more enjoyable. Built in shelving or organizing/storage systems on the walls by my desk would also be great. Getting better acoustics in the gym would make sense too.</p>

APPENDIX

Faculty Survey - Response Detail

Respondent	Home Building:	Grade/Dept.:	a.What elements or aspects of the classrooms and other educational spaces enable or hinder educational delivery?	b.Does the environment adequately allow for things like flexibility, creativity and collaboration? Please explain.
12	Lisle Senior High School	LSHS Math Dept.	One of our math teachers travels to 5 different classrooms in various departments throughout the day. Although these classrooms may be set up appropriately for that particular teacher, they do hinder the educational delivery of mathematics.	My classroom is one of the newer classrooms from the renovation. It does have plenty of space for various configurations and allows for flexibility. However, some of the older classrooms do not. The older classrooms are small and the walls are thin. These classrooms could use more board space to allow for student work. The traditional student desks could be replaced with desks that can easily transition to teams/pods, rows, etc.
13	Lisle Senior High School	LSHS Math Dept.	Limited space for larger class size. Currently have 27 desks (largest class) and it is difficult to walk throughout room.	Desks are of different sizes. Difficult/loud to maneuver the desks between individual and group. Walls are thin and have spaces at tops; anything said in one room can be heard in adjacent room.
14	Lisle Senior High School	LSHS Science Dept.		
15	Lisle Senior High School	LSHS Science Dept.	My classroom in particular is oddly shaped due to a janitors closet. The room itself is adequately sized, but due to the configuration, it does not function well as a collaborative space or a laboratory space. In either case, it can be done, but it is cramped and sometimes uncomfortable. We sometimes need to use the hallways to get the needed space. The room itself has 2 exterior walls but there are no windows, the lack of exposure to natural light makes the experience less pleasant in addition to lacking the proven benefits natural light has been shown to give for student attendance, achievement, physical and mental health. The labs to the best of my knowledge not compliant with current safety standards in terms of eye washes, showers and chemical storage.	My Science classroom allows for a fair environment for collaboration and flexibility. Although it works, it does not work well. Students are often cramped, especially with the larger class sizes the current school year has brought.
16	Lisle Senior High School	LSHS Social Studies Dept.	Some of the walls are thin and activities can be heard in other classrooms.	Yes
17	Lisle Senior High School	LSHS Social Studies Dept.	too stationary	I need flexibility we should be able to rearrange the room in a moments notice
18	Lisle Senior High School	LSHS Social Studies Dept.	The noise level is bad from classroom to classroom. Most of the rooms have very thin metal walls. I am constantly competing to be heard with the rooms that surround me. Also I am next to the Special Ed study hall and when there are issues you hear everything. It is distracting on all levels. I also have very large classes. Usually between 25-30 students and I have an extremely small room. The desks are all sizes and the room is cramped.	No. Do to my room size and class size (stated above) it is hard to move desks into collaborative group work. Once desks are moved than it is hard for me to navigate between them. Kids also are to close together which causes behavioral issues as well. I would like the desks that are uniform and can be easily moved but allows for space.
19	Lisle Senior High School	LSHS Technology	Need windows for light	
20	Lisle Senior High School	LSHS World Language Dept.	Desks that can't move (no wheels)	See above answer
21	Lisle Senior High School	Other	Desks can hinder the delivery of a topic. It would be good to be able to move desk/tables easily. Also, we are limited on where the smart board or powerpoint presentations are given. I must stay in one part of the room, but if I am demonstrating in a different part of the room it's difficult to go from one point, but to the front of the room. The lack of computers and WiFi makes using technology difficult. Having only one colored printer in the school makes it difficult to provide work for students who have concussions or who have been limited to screen usage by a doctor. (Not everything can and should be done on screen.)	Currently, the layout of rooms dictates how I present.
22	Schiesher School	3rd Grade	It is good to have natural light coming into the classroom (a row of windows), also we need a gathering space, so room for a 30 person rug, and then the desks need to be clustered together. We also need shelves for a library. We also need adequate electrical plugs for all of our chrome books, ipads, and computers.	Yes. The clusters help with partner and group collaboration.
23	Schiesher School	3rd Grade	Too much "stuff" in the rooms. We try to get rid of things that aren't used as much but then new items are brought in. Size of shelving for storage is not good. Technology is piecemealed together as far as wires all over, not enough outlets, etc.	It depends on what we're doing and how much space is needed. We move desks frequently or have the kids move around.
24	Schiesher School	3rd Grade	With our flexibility the aspects of our classroom and other educational spaces do not hinder our educational delivery. The bookshelves could be updated to allow more room for curriculum materials.	At this point we do make our rooms a place for the students to be creative and flexible to our instruction. Additional rooms would be important for the staff to be able to meet to collaborate and have additional meetings.
25	Schiesher School	4th Grade	Wants: Classroom electricity outlets for charging and using technology. Furniture forms and design flexible for groupings and for teachers and students presenting. Walls that can be used easily for displaying and even writing everywhere(magnetic whiteboards everywhere) <i>Comfortable meeting areas for the whole school and grade levels</i>	Not easily yet, but hopefully in the future.
26	Schiesher School	4th Grade	Classroom: Enable -Large classrooms -Windows -Closets for storage, helps with rotating unit materials Hinder - With our increasing amount of technology, there is sometimes inadequate outlets and space to house all of the different devices. -Furniture that is similar in height would be helpful for flexible grouping. -Lots of space for writing and posting on the walls. Whiteboard space, magnetic space, and bulletin board space - could even be floor to ceiling. -More storage space -Wireless computer and interactive white board accessibility so that I do not have to go to my desk to pull something up on the white board. -It would be great to have as much natural, non-fluorescent lighting as possible. Lamps and smaller light sources would be great to incorporate into the room. Other spaces: -Multiple large gathering spaces for groups	In some places, yes. It would be nice to have a larger meeting space for each grade level for collaborating events. This could be the LRC or elsewhere. There are improvements that could be made so that students were able to collaborate more easily.

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Faculty Survey - Response Detail

Respondent	Home Building:	Grade/Dept.:	a.How well does the existing facility enable or hinder instructors ability to help students acquire desirable "Future Ready" skills like effective communication and innovation? Please explain.	a.Does the LRC and other common spaces properly support and supplement the functions and skills development such as collaboration, innovation and technology for the school?	b.Are there community-use educational needs that the LRC and other common spaces serve or could serve? Be as specific as possible.	a.Is technology within the school adequate to support the instructor's goals for educational delivery? Please elaborate.
12	Lisle Senior High School	LSHS Math Dept.	Hard to tell. My one thought as it pertains to this issue would be that once we deploy more technology we will encounter power and work space issues.	Not really. Although the LRC is getting there with the recent changes. The commons is about the only other spot where students can collaborate.		No. We probably could be deploying Chromebooks to all students.
13	Lisle Senior High School	LSHS Math Dept.		New arrangement in LRC allows students more space to work and communicate; however little privacy where a group larger than 2-3 could work without disrupting others.		Seems that there is enough. Many classrooms have SMART boards, wireless hot spots, etc
14	Lisle Senior High School	LSHS Science Dept.	Many science classrooms have limited space for group work (i.e it is hard to move the desks around to give kids space to do grp work). Many classrooms also have limited space to do lab (i.e. kids run into each other during labs). This is especially true this yr as many of our classes have over 24 students. It would also be nice if all science classrooms had a window, as many do not.	I don't use the library much so don't think I have skin in this game. I do use the computer labs as they are more reliable than a laptop cart. Plus, we often have to hunt down the location of the laptop cart b4 school, which is a burdensome chore, eliminated by signing up for a computer lab.		See above laptop cart comment. I enjoy my whiteboard, and appreciate that I now have 6 dedicated laptops to use for labs. I don't think I need much else.
15	Lisle Senior High School	LSHS Science Dept.	The classrooms do not offer much flexibility. The furniture is dated and does not lend itself to collaboration. Each science room has a lab and a "lecture" area, which is particularly needed in areas like chemistry. Other sciences may be better served by a smaller more collaborative space paired with a larger laboratory space. The laboratory space could be multi-function, multi-discipline (Science or Technology) space that could be used by all teachers when needed. I think we need to specifically invest in multiple use spaces that can be used for STEM purposes. The computer labs occupy valuable space and are not utilized during much of the day.	The LRC does serve its purpose. I don't feel that the commons is pleasing space due to its low ceiling and lack of natural light.	I'm not sure.	No, it seem that resources have been expended to bring in technology, but when it gets here, there is not adequate support for that technology. Unlike larger districts where there are many support staff to manage "educational technology" at Lisle it is still often struggle to implement technology once it is here. This has gotten much better, but it still as a long way to go.
16	Lisle Senior High School	LSHS Social Studies Dept.	The school being wireless has helped the learning environment.	Yes		From use of the lap top carts, they need to be updated.
17	Lisle Senior High School	LSHS Social Studies Dept.	fairly well situated in that area	too stationary	need more spaces that could accommodate various size groups	getting there - 1:1 wireless awesome - mondo pads for rooms would help
18	Lisle Senior High School	LSHS Social Studies Dept.	In my room I am limited to one specific corner in order to use technology. The kids do not have technology for their use within my classroom. If every student is going to go 1 on 1 then I will need more power sources within the classroom.	Yes	N/A	See above for limitations
19	Lisle Senior High School	LSHS Technology		Should have touchscreen tvs for students to work on projects in groups. 1:1 laptops for students.	Comfortable chairs, not wooden, in multiple places. Seating should feel inviting and comfortable. Maybe stand up walking desks?	No, we need more and we are way behind.
20	Lisle Senior High School	LSHS World Language Dept.		LRC is fine, but we don't need the computer labs anymore. The labs should be turned into classrooms for the teachers that don't have their own rooms and we can just order more laptop carts.		We could use more laptops/Chromebooks instead of having labs with computers that are outdated.
21	Lisle Senior High School	Other	Anything we can provide for our students to be ready for their college/work force experience would be to our advantage.	Books! Where are the books? Having books to read for pleasure is directly linked to higher reading scores. If students aren't enjoying reading then collaboration, innovation and technology will go out the door.		No, we need to stay ahead of what the students know and use. We need computer science courses.
22	Schiesher School	3rd Grade	I do like the size of the 3rd grade classroom. We do need space and I believe that the 4th and 5th grade classrooms appear smaller with bigger students in them.	I believe that the LRC does provide space to meet all of those needs. It is not handicap accessible though. I would like to see some more comfortable seating in the LRC.	I know that the community uses the large gym and the small gym/cafeteria, but I am unaware that the community uses the LRC.	Yes. We are very fortunate to have been given many tools to teach with. I use my smartboard, elmo, chromebooks, and ipads the most.
23	Schiesher School	3rd Grade	Technology doesn't always work.	Yes to a point but it could be so much more modern and up to date.		It would be great if all tech could be counted on all the time. There seem to be a lot of "band aids" and hopes that all will work.
24	Schiesher School	3rd Grade	The existing facility needs to be updated in order to keep up with changes in technology.	The LRC and other common spaces do support reading activities for students and adults. Updates will support the integration of technology and innovation for the students and staff.	There are programs and classes the community runs in the LRC, gym, and lunchroom.	Technology is an exceptional attribute at our school.
25	Schiesher School	4th Grade		A dynamic space in the school, a "third space" for children. The center of the school.		We are very lucky that the district has always been great about implementing the latest technology, I hope that will continue.
26	Schiesher School	4th Grade		I think, with Chromebooks, we may not need a computer lab in the future. However, we do need access to print and access to outlets. The LRC design could help house different multimedia options for students.	I think allowing the community to use space in our school would be great. Student safety and hours of availability would be my top concern regarding this area.	At this point, student use of technology during the day is adequate. I think the one-to-one chrome book initiative has been helpful in educational delivery. At some point, it might be helpful to have students be able to take chrome books home or to be able to access the school's WiFi in the evening for projects or presentations in the evening.

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Faculty Survey - Response Detail

Respondent	Home Building:	Grade/Dept.:	b. Is technology within the school utilized to its full potential in order to enhance the educational experience?	a. In what ways do the exterior elements (exterior classrooms, playgrounds, playing fields, etc.) enhance or hinder educational and physical activities for the school?	Please provide any additional comments you would like to share for consideration in this process.
12	Lisle Senior High School	LSHS Math Dept.	Getting there. This will always be a work in progress.	Football practice facilities are sub par. We do not have our own equipment shed. The one we use is removed from our practice field. There is no water available at our practice field. It is also located in a remote location.	
13	Lisle Senior High School	LSHS Math Dept.	I don't think it is; mainly because things such as cell phones, ipads/tablets, laptops were not previously allowed in the classrooms. Think that it could be on right track with new policies		
14	Lisle Senior High School	LSHS Science Dept.	Well, I feel anyone who says "yes" to this is complacent as there is always more we could be doing. It is, however, overwhelming.		I hope the faculty and staff opinions are utilized as many times lately we feel we are asked our opinion but it is not valued or considered when making decisions about what occurs in our building.
15	Lisle Senior High School	LSHS Science Dept.	No. The school lacks support staff to make the use of technology a help instead of an hindrance.	I would like to see the school demonstrate a commitment to environmental stewardship. This could include reduced turf area, increased prairie plantings, additional tree plantings, motion activated lighting, less conditioning of air in storage spaces/rooms, more efficient and pleasant artificial lighting, more natural lighting, and composting area. An area outside "classroom area" might be helpful when labs are done outside.	I think that the last update of the building brought it a long way from the post energy crisis original design, however it did not touch many of the parts of the building. I think many classrooms, the commons and south gym would be greatly modernized by addition of some combination of opaque windows, skylights and gabled windows. I think that much planning needs to be done before the facility is outfitted to teach STEM in the future.
16	Lisle Senior High School	LSHS Social Studies Dept.	In my observations, yes technology is used at full potential.	Many of the practice fields are located some distance away from the school.	
17	Lisle Senior High School	LSHS Social Studies Dept.	not by everyone	we could use external classrooms and performance areas	n/a
18	Lisle Senior High School	LSHS Social Studies Dept.	I do.	I think that the kids would benefit from an outside learning environment. Aka a place to bring your class during nice weather. I also think that AP Environmental Sciences should have a place where they can create a garden/ ecosystem to study.	
19	Lisle Senior High School	LSHS Technology	Yes.	Should have outside eating option so students can eat outside on campus if they choose. Give them more responsibility. Keeping them inside under artificial light depletes vitamin D. People need a break- teachers included.	Newer vending machines with nutritious foods. If Aramark doesn't like it find another food service company who doesn't mind vending machine competition (they're out there). Also, vending machines that work (at least for teachers). The outdated ones we have never work.
20	Lisle Senior High School	LSHS World Language Dept.	See above.		We definitely need more faculty bathrooms, especially on the first floor. There is always a long line in the girls bathroom, not to mention it is uncomfortable using the same facility as students. In addition, it would be nice to have working water fountains where you could easily refill water bottles.
21	Lisle Senior High School	Other	Probably not!	Storage is a huge issue. Coaches can't get to their supplies or things go missing due to where coaches have to store their supplies. There isn't a common area that could be used for testing, meetings, etc. Classrooms must be used for testing which causes teachers to be displaced.	Thank you for this opportunity; however, our voice will not be heard. Principal Howard has already decided on what will be done with the high school. Our thoughts and words will not be considered regardless of what the staff writes in this questionnaire. Dreams are free, but they can be squashed when a person in a leadership position isn't willing to communicate with those of us in the trenches. His interior designing is impeccable, but his leadership is lacking.
22	Schiesher School	3rd Grade	I believe so.	The students need a playground and areas for the PE department to take them outside.	I have children that attend Yorkville Schools. Because that town grew so fast they took one design of a elementary school and built it 4 times. It is a beautiful school and well thought out. The special classes like Art, chorus, band, and PE along with the cafeteria are all clustered together. The entrance is like a real entrance to a school and it is very secure with a common space, before parents enter the office 1st. Straight ahead of the office is the library & computer lab (middle of the school). It is a two story building with upper grades upstairs and K - 2 downstairs. It house 1 6th grade. I think the design is something to look into, because it has impressed me and would work for our needs. They also have sufficient parking and the buses drop off students in the back of the school and the car riders and walkers exit the front of the school. Very wise decisions.
23	Schiesher School	3rd Grade	Everyone tries really hard to use tech but there's probably more that can be done.	Updates. We don't have full control of the playground as the Park District has the final say.	It's exciting to think of a new building. I also think it's important to see what is out there for elementary buildings. A building doesn't have to look modern to be modern. Please help make the building friendly, warm and welcoming.
24	Schiesher School	3rd Grade	Our students are fortunate with they aw your school utilizes technology.	The placement of the doors for parents to enter is confusing as well as the circular drive.	
25	Schiesher School	4th Grade		parking	
26	Schiesher School	4th Grade	At this point, I am not sure technology is used to the full potential. Part of this is due to our curriculum (ELA) and part is due to time and resources. I think, personally, I have found ways to use chrome books in a substitution format but not to enhance education in all the ways possible.	I think it would be great to have an outdoor meeting space for students to work/read outside at times, maybe an enclosed courtyard!	

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27	Schiesher School	4th Grade	<p>Classroom- Lack of outlets in various locations hinders the use of some technology Furniture that would be flexible for different grouping options (can be moved easily). Some kind of desk with storage and a seat that could be moved quickly would be great!</p> <p>Interactive/easy to use to share/showcase work walls-Interactive whiteboard, whiteboard, cork board, magnetic material covering everywhere.</p> <p>Wireless capabilities for all tech. including document cameras</p> <p>Natural light and other task lighting options would be interesting to consider.</p> <p>Other educational spaces More gathering spaces for large group/small group in central locations-cute and comfy). Perhaps they could have flexible walls/dividers to fit many different needs.</p>	In some areas, but not easily.
28	Schiesher School	5th Grade	<p>In the classroom ~ Enabling elements: technology is great. We're so blessed to have doc cams, interactive whiteboards, Chromebooks, and iPads to facilitate and enhance learning Hindering elements: lack of flexible seating & workspaces for collaboration among students AND staff; lack of storage; HVAC issues. LRC ~ Enabling elements: amazing book and e-book resources. Ask, and we shall receive. Again: a blessing. Hindering elements: lack of flexible seating & workspaces. Today's libraries are so much more than books. They are meeting places, work places, complete with many digital resources at the fingertips of its guests.</p> <p>Lunchroom ~ Hindering elements: location; lack of flexibility of space. Can we use it for other things with better, more flexible seating?</p> <p>Specials ~ Hindering elements: location. Too much learning time is wasted getting to and from special!</p>	No. The environment was created for - literally - "old school" education. We still have desks, not tables. We don't have the wall space or desk tops that encourage group or partner collaboration and expression, such as table tops that double as dry erase boards. It would be great to have a true science lab for each grade level that could be used for tons STEM activities, not just science. Classrooms within a grade-level wing could connect with a centrally-located teacher "pod" for staff collaboration, and a room for intra-classroom collaboration (i.e. my kids could work with kids in another 5th grade classroom.) Flexible, varied seating that is free to move around the room, and is comfortable, yet activates students muscles for those who need movement to work.
29	Schiesher School	Kindergarten	<p>A few aspects of my current classroom that hinder my educational delivery are: 1. Lack of outlets-With more ipads and computers in my classroom I do not have the wall space to charge the devices our set up stations for student use. 2. Lack of classroom bathroom- Having a personal bathroom in each kindergarten class room would be ideal. Students that young are still working out when and how to use the bathroom. They often need assistance and cannot get it. Students at this age need to use that bathroom at all different times and often waste class time going to the bathroom that is not the right size for them. 3. Not enough space for Kindergarten materials and preschool type materials 4. Not enough space to for small group or partner work without being disturbed 5. Lack of in class storage- I have one cabinet I purchased last year. My shelves are old and have been fixed multiple times. Young students need a variety of materials that change through out the year as their development changes and we do not have space for all those materials.</p>	More space would adequately allow for flexibility and collaboration. I am glad I have the space I do have. I utilize the sink and drinking fountain in my room daily. It allows for less student disruption when someone has to wash their hands or get a drink. I also use it for projects that require messy materials. I have been able to be creative with how I use my space. I often have students with special needs in my classroom and I do not have much flexibility to use different types of chairs or desks/tables because of the space I have.
30	Schiesher School	Other	With the use of various technology in the classroom, there needs to be an infrastructure that supports it. There needs to be more space within the classroom for groups to work collaboratively.	The space is not conducive for the flexibility of learning. Classrooms in the building are still very traditional and not reflective of 21st Century skills.
31-1	Schiesher School	Other	<p>Enable: Bookshelves to hold books; Projector and screen for presentations; Tables for sitting and small group work; Small reading space for story time; Chairs that are stackable; Outside door for quick emergency exit; Climate control for necessary adjustments in temperature; Wifi access is strong</p> <p>Hinder: Stairs with no ADA accessibility; Bookshelves too tall, so students cannot reach top shelves; Projector and Screen that are awkward to operate; Tables that are hard to move; Chairs that are hard and uncomfortable; Limited outlets to plug in electronic devices; Limited amount of shelf space for books and other materials; Location not quickly accessible by many classrooms; No windows for natural light or ventilation; Server room in LRC is loud, constantly humming, and is dusty</p>	The environment allows for limited flexibility. We can hold up to 100 students for a large-group presentation, but then checkouts can not happen during that time. Chairs and tables can be moved, but are difficult to do so (they are heavy and hard to move up stairs). We cannot move bookshelves to create more space. Office space is small and limited. Storage space is small and limited. The LRC holds many items (other than books) that students and teachers use, but there is not enough space to hold all these items.

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27	Schiesher School	4th Grade		More gathering spaces for large group/small group in central locations-cute and comfy:) would really help. Perhaps they could have flexible walls/dividers to fit many different needs. It doesn't seem like we would need a "computer lab" but we do need to be able to print.	Safety of our students would need to be our first priority if we choose to invite the community in the building during the day. Events after school hours would be a great way to get the community involved. Opening the building for students to use technology if they don't have access at home would be helpful to those families.	We have always been fortunate in Lisle to have access to technology. In the future, allowing students to take home the tech. that is available to them on a one-to-one basis at school may help as long as they have WiFi.
28	Schiesher School	5th Grade	A bit, but not well. Utilizing things like green screens, presentation areas, and making classrooms more collaborative would move the school more toward enabling the students' ability to acquire future ready skills. Could there be a grade-level room that teachers could reserve for students to take time to extend their thinking and to create avenues to share their learning, inform, or persuade their audiences? Can the classrooms have spaces for students to share their thinking? Dry erase table tops?	The LRC does not promote collaboration or innovation simply because the physical space does not allow for it. There's a computer lab and a few desktops available for students. But what if a student wants to watch a book trailer to see if he or she would like that book? What if they'd like to see what their fellow students said about that book? Could there be a common space - a graffiti wall or something - to share book thoughts? If students are researching in the lab, how can the LRC be integrated into that process? The two spaces aren't mutually exclusive, but they behaving that way right now.	I think the gym and lunchroom could be combined as an all-purpose, multifunctional area. Plays, gym classes, lunch, assemblies could all take place in a centrally located area that could have different sections to it. Right now, gym can't happen in the facility when assemblies, LEHSD events, and other activities are happening. If the area were more flexible, the gym wouldn't be needed and the kids could have their facility. We could also use the area to house learning & art fairs so that the families just had to be in one place.	Mostly. I love the Chromebooks. We've been able to utilize technology to collaborate with each other, and to share our learning with each other and with other classrooms across the country. That said, I think that, while teachers' goals for educational delivery are similar, they don't know how the technology is able to support those goals. Therefore the question of adequacy is difficult to answer. Personally, if we had the space for my students to freely explore the ability to create and design with technology, my goals for educational delivery would change. For example, in math, we're working on the concept of volume. Could students use technology to design an aquarium with various tank capacities to share their understanding of the concept of 3-D shapes and the space they take up? YES! Do we currently have that capability? No. In language arts, I would love for students to create book trailers about books, or newscasts about book characters and plots, but the space doesn't allow for that technological collaboration.
29	Schiesher School	Kindergarten	I wish I had space or we had communal space in which students can work together with supervision with also being apart of the classroom. I also wish I had a place for students who need to work independently without distraction but I could still monitor their behavior while also leading the class.	As you know our LRC is not accessible for all students. Up until a month ago there was no gathering space. We have limited space for teachers to meet and do assessments with out being on top of one another or without disrupting another meeting. Our meeting spaces are not equipped with adequate technology for teachers to use (smartboards, apple TV, projector etc).	Our gym and multipurpose room are used by the park district for before and after school care. Our gym and multipurpose room are also used by volleyball leagues on the weekends as well as for park district teams during the evenings. We use our LRC for literacy, math, and SEL nights where parents and community members gather.	Nope! I do love my smartboard and use it multiple times a day. I have been warned once it breaks or goes out it will not be replaced. This makes me anxious because my students do not have 1 to 1 devices and I am wondering what system will replace my smartboard. I have 11 iPads to use in my class of 19. I also wish for other tech items such as wireless earphones and mice to help my students with independence in using technology. I need an updated document camera because mine does not function properly and I use it daily.
30	Schiesher School	Other		The LRC needs to be more open and create a hub for learning. Currently, this space is only used for check out and special presentations. Students should be utilizing this space to work independently or in collaborative groups, interacting with technology, and utilizing the resources to enhance their education.		The technology is adequate. Students are given access to technology daily.
31-1	Schiesher School	Other	Enable: Classrooms have chromebooks for technology integration; teachers make best use of limited space to allow for gathering area and special areas in classroom. Hinder: Classroom space is small, so there is not much space to have desks, a gathering area, a classroom library, and to hold technology and other supplies and materials.	Only partially. The LRC has tables for small group work for collaboration. Although, the space is too small for faculty meetings when small work needs to occur with all teachers. There is no "maker-space" in the LRC for student innovation. There is no natural light or ventilation in LRC. There are only a limited number of electrical outlets to plug electronics into. There are 4 library workstations in the LRC. Wifi is available and used in the LRC. Technology presentations, university classes in the evenings, Lisle PDAs after school. Faculty meetings occur in the LRC, but the space is very tight. When meetings or presentations occur in the LRC, book checkout cannot usually happen. This can cause huge disruptions to studentsâ€™ and teachersâ€™ schedules.	Yes, the LRC holds community meeting at various points throughout the year. The LRC is sometimes used for LEHSD meetings, Power Hour presentations, Parent University presentations, university classes in the evenings, Lisle PDAs after school. Faculty meetings occur in the LRC, but the space is very tight. When meetings or presentations occur in the LRC, book checkout cannot usually happen. This can cause huge disruptions to studentsâ€™ and teachersâ€™ schedules.	Students in grades 3-5 have access to one-to-one chromebook devices, with ample wifi connectivity. The electrical outlets to charge these devices is limited. Power breakers are sometimes overloaded, and must be reset. The LRC would like to see more access to technology, such as a built-in screen, electrical outlets, a "maker-space", a class set of chromebooks, or a separate computer lab where Technology classes do not occur.

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Respondent	Home Building:	Grade/Dept.:	b. Is technology within the school utilized to its full potential in order to enhance the educational experience?	a. In what ways do the exterior elements (exterior classrooms, playgrounds, playing fields, etc.) enhance or hinder educational and physical activities for the school?	Please provide any additional comments you would like to share for consideration in this process.
27	Schiesher School	4th Grade	Not at this time. This is due in part to our ELA curriculum. Our team tries to find opportunities to use technology each day in math so it is used as much as possible.	An outdoor classroom would be a nice option for an additional gathering space during nice weather.	
28	Schiesher School	5th Grade	Nope. If you look at the SAMR model of technology integration (https://sites.google.com/a/msad60.org/technology-is-learning/samr-model), most teachers aren't working at the redefinition level, where technology is used to create new tasks that were previously inconceivable. Most are at the augmentation or modification level, which is fine. But there's a potential for so much more, especially if technology were integrated into a space where kids could go to freely create and share new thinking that they wouldn't otherwise be able to do.	The parking is terrible. It hinders parents from wanting to come into the school and share in their children's educational experience. I also don't like that the playground is far away. How about differentiated playgrounds? Primary and intermediate, located close to the classrooms of the students they serve? It would be REALLY COOL for an area for students to go to get a movement break! Two minutes jumping on a trampoline... one minute of cross-body exercise... climb a rock-wall for 5 minutes to stimulate gross motor muscles. Now that there's only 1 recess per day, movement breaks are more important than ever, especially on the days we don't have gym.	I touched on this earlier, but I would like the group to consider alternative seating. Students who are able to utilize standing desks, hokki stools, or other alternatives to the "desk and chair" modality are more focused and on-task during independent and collaborative work time. The seating should be free to move around, as should the tables... on casters or something.
29	Schiesher School	Kindergarten	I am not sure how other grade levels use technology within their classrooms with their chrome books.	I do like that my classroom is near the door which makes the playground quickly accessible. I wish we had an outdoor courtyard or a garden where we could read during nice days. I also wish I could plant with my kindergarten students. The playground is odd because the swings are so far away from the playground and down the hill. I do not allow my kindergartners to use the swings because I cannot see them while also watching the rest of the students.	The biggest hurdle my students and I face is that we are in a building that was built and furnished for older kids. My kids cannot reach the faucets in the bathroom. The chairs in the computer labs and art room are too large and the tables too tall. My students have trouble looking at the monitors in the labs yet have to take standardized tests on those computers. Even the playground is built for older kids. We make due with what we have inside the classroom with accessible furniture but outside of our classroom it is difficult to navigate for a 5 year old.
30	Schiesher School	Other	I am not sure if the technology is used to its full potential.	The building is old and has a very awkward configuration. The playground is new and the fields are maintained for student use.	
31-1	Schiesher School	Other	Yes, teachers are using technology to the full potential to enhance the educational experience. Chromebooks are used daily for various academic activities. The LRC has begun using more online resources and materials with students.	Enhance: Playing fields for recess activities and PE activities; Playground for recess activities; Overflow parking across the street for school events Hinder: Building at different levels, which causes a need for stairs; Confusing front of building, which is actually not the front of the building; Many outside doors, which may be a security concern; Parking lots in poor condition; Some rooms have no windows; Building is not straight, so there is no line of sight within it or from the outside; no outdoor classroom for learning or instruction	Here is a LARGE list of new building wish requests for a future elementary Library Resource Center (LRC): 1. ADA Accessible - No stairs - Wide aisles - ADA washroom in LRC 2. Natural Elements - Wood materials - Earth tones (paint, furniture, carpet, shelving) - Windowsâ€¢; many and large - Able to be open/closed and covered/uncovered 3. Location - Centralized in school building - Easy access to/from classrooms 4. Layout - Have a distinct K-2 area and a distinct 3-5 area in same LRC - Large space - Enough to hold many books, technology, artwork, etc - Multiple large spaces - Enough to hold multiple classes and meetings simultaneously - Be able to hold a grade level of 100 students, while still having checkout of a different class elsewhere in the LRC - Multiple small spaces - For student/teacher meetings, parent/teacher meetings, small group work, testing

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Faculty Survey - Response Detail

Respondent	Home Building:	Grade/Dept.:	a.What elements or aspects of the classrooms and other educational spaces enable or hinder educational delivery?	b.Does the environment adequately allow for things like flexibility, creativity and collaboration? Please explain.
31-2				
31-3				
31-4				
32	Schiesher School	Other	Certain layouts of my classroom, placement of the smart board, placement of elmo, are restricted to one area because of limited technological aspects and wall inputs.	My classroom walls are white with many wires exposed. I would love more color and bulletin boards to allow creative advancements. Storage spaces for art supplies are limited to only certain areas and cabinets that are almost 30 years old.

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Faculty Survey - Response Detail

Respondent	Home Building:	Grade/Dept.:	a.How well does the existing facility enable or hinder instructors ability to help students acquire desirable "Future Ready" skills like effective communication and innovation? Please explain.	a.Does the LRC and other common spaces properly support and supplement the functions and skills development such as collaboration, innovation and technology for the school?	b.Are there community-use educational needs that the LRC and other common spaces serve or could serve? Be as specific as possible.	a.Is technology within the school adequate to support the instructor's goals for educational delivery? Please elaborate.
31-2						
31-3						
31-4						
32	Schlesher School	Other	I like that my classroom is large and has a high ceiling for hanging projects. There is also a lot of space for students to move around with many tables for them to work and multitask projects.	The LRC needs to all one level instead of having stairs that lead to a lower area. If everything was all on one level furniture and resources could be moved around easier and more effectively to promote more learning.	The LRC could be larger and possibly accessed by an additional door from the outside.	The technology in our school is advanced but the building connectivity (ports, outlets, cables, etc) are very outdated and make it hard for these new tools to sync up. I suggest outlets with USB ports on the walls, hidden ports on the floor, and on the ceiling.

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31-2					<p>5. Circulation Desk - In center of LRC - Large - Line of sight to all parts of LRC</p> <p>6. Office Space - Aide work area - LRC Director desk and area - Bookdrop when LRC is not open</p> <p>7. Bookshelves - Sturdy and movable (on wheels) - Low height - Some front-displaying shelves - Signage for book call numbers</p> <p>8. Tables - Easily movable (on wheels) - Earth tone colors - Outlets built-in - Square/rectangle in shape - can be put together</p> <p>9. Chairs for Tables</p> <p>10. Chairs for Lounging - Soft - Comfortable - Durable - Cleanable</p> <p>11. Technology - Many outlets around room - Outlets on floor - Durable outlet covers - Separate chromebook lab - Server room NOT located in LRC - Server room located elsewhere in building with easy access and designated cooling and monitoring system (and space for upgrades in the future) - Strong wi-fi signal throughout LRC (multiple hidden access points) - Wired ethernet connections throughout LRC and near presentation area - Network-based projector (anyone with access to network can send projection)</p>
31-3					<p>12. Audio - Built-in speakers - Separate systems for separate areas of LRC, but able to be combined for large group - Sound-absorption tiles</p> <p>13. Lighting - Indirect - Adjustable - Light switches by entrance/exit door AND presentation screen</p> <p>14. Security - Line of sight from circulation desk to all parts of LRC - Safe lockable room - Exit door to outside - Automatic door locks (with push of button/warning) - Designated space for walkie-talkie - AED in LRC</p> <p>15. Storage - Large room for boxes, carts, books, decorations - Shelving/cabinets in storage room - Lay-flat drawers for posters, maps</p> <p>16. Climate Control</p>
32	Schiesher School	Other	Everything in the building is very spread out. If a teacher needs to use iPads or computers they have to go to a computer lab that is all the way across the building. Things need to be more centrally located.	PE instructors have to bring their students across the street to use the track at the Jr. High School which is unsafe and too far to reach causing wasted class time. All of these resources need to be closer to the building.	The work room and teachers lounge in our building are very small and hinder the amount of work/relaxation that need to be accomplished daily. Our building is very spread out with the special classrooms on one end of the building with the grade level classrooms on the other. Time is wasted traveling to and from these areas of the building. The office is at an area of the building that is hard to access and unsafe in allowing visitors to enter. The air conditioning and condition of each classroom is extremely outdated, noisy, and emits odors that distract learning. The art room has very limited storage space that is open to the students in allowing an unsafe environment. The sinks in the art room are cramped and do not allow students enough space to freely move around creating an unsafe environment.

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Respondent	Home Building:	Grade/Dept.:	a.What elements or aspects of the classrooms and other educational spaces enable or hinder educational delivery?	b.Does the environment adequately allow for things like flexibility, creativity and collaboration? Please explain.
33	Schiesher School	Other	<p>It would be nice to have the ability to hang/display work and class charts all around the classroom on any surface. One nice aspect of the 2nd grade classrooms at Tate Woods is that their walls are magnetic allowing teachers to hang items all around the room at appropriate levels for the students to access and reference.</p> <p>It would also be nice to have the ability to project or display on multiple surfaces, in multiple places, around the classroom. As a teacher, it is not always conducive to have a group of students gather in front of the one projector in the room, especially when you have multiple specialists working with students at once in a classroom. I would prefer to be able to project books/articles/images, etc... wherever I am meeting with students.</p> <p>Some of the furniture in the rooms also hinders the ability to group students in flexible ways. The built in shelves and heavy cabinets do not support allowing enough space for students to gather in flexible groups. They confine the space in the room, and they do not always fit with the needs of the students.</p>	<p>As I mentioned above, the large and fixed furniture often hinders the ability to group students in collaborative, flexible ways because they often impact the amount of space that students could use. From the research we saw, it looks like soft, flexible, movable furniture would be more conducive to creativity and collaboration.</p>
34	Schiesher School	Other	Not enough rooms or spaces for small group pull-out work, teacher collaboration, meetings (grade level, parent, etc.). Our rooms don't support the growing technology we are so fortunate to have.	(see my answer to A)
35	Schiesher School	Other	SMART Boards and document cameras are a great asset that facilitate great interactive learning experiences and make teaching using multimedia resources possible for all our students in all content areas.	<p>As long as we have movable desks classrooms are flexible. Some of the classrooms are a bit small for centers.</p> <p>Classrooms should be spacious enough to allow student movement without having to undo the classroom every time a teacher wants students to collaborate.</p> <p>Research supports allowing children to stand and learn so desks and chairs that are adjustable in height would allow more student success.</p>
36	Schiesher School	Other	I am very fortunate to have a band room with plenty of space that is isolated from the main wing of the school. If a new band room were to be designed, the space of our current room is actually pretty good compared to other schools that I have been to. My concern with the current room is storage- I would love to have an adjacent room to store items like tuba cases, drum cases, and extra school instruments because those items are currently being stored in the corner of the room which limits the amount of functional space that I have in the room.	<p>There are times when I would love to split the students into two or three different groups- for example, I work with a struggling student while two or three more advanced students go in a practice room together and work on a song with specific goals that I assign them. Then, we can come back together for the end of class. Another example would be if I had a student teacher and I wanted him or her to take half of my group while I took the other half. Currently, we only have one space so the above activities are not possible. It would be great if we could have a small practice room adjacent to our main band room for these reasons.</p>
37	Schiesher School	Special Education	Small spaces, not enough outlets, too hot or too cold, no climate control, sharing space with other small groups leads to distractions, inability to open windows in some of the instructional spaces, having bulky supply cabinets takes up valuable space	No in the small areas used for instructional pullout. Small spaces being shared by many staff members
38	Schiesher School	Special Education	I do not currently have a space to meet with students either individually or in a group confidentially. When making phone calls to parents, I often have to compete with people making copies in my office or with other people meeting in the room which hinders the confidential conversations I am attempting to have.	No, the rooms are always all being used and I am unable to meet with students, collaborate with teachers, or speak with parents on the phone in a private manner.
39	Schiesher School	Special Education	<p>I work in a classroom that is divided and shared by several teachers and used for several purposes. There is an area for students to take sensory or calming breaks with yoga balls, a trampoline, bean bag chairs, and other sensory tools. Behind a small shelf are 3 tables that divide the room into 3 different learning areas for the speech pathologist, Occupational therapist, Physical therapist, and for the special education teacher to pull small groups of special ed. or intervention students.</p> <p>There is so much going on in this classroom that sometimes it is very distracting to the students. There are also only book shelves and cabinets dividing the area, so we are often competing for noise.</p> <p>If a student is taking a break or needing to calm down, there is not a lot of privacy.</p>	No, with all of our cabinets and book shelves in a fixed place, we are very limited in how we can use and divide the room.
40	Schiesher School	Special Education	Lack of space and confidentiality for students and parents. Related services would benefit from more technology for students (ipads, laptops, smartboard etc). Related services and special education should be located in a central area to decrease travel time to offices and classrooms. Needing larger office space or common area for larger groups or instruction.	Limited space or small offices do not allow for instruction other than sitting at a table. It is difficult to talk on the phone or with others while a student is in crisis within the same area that you work. Sharing spaces make confidentiality difficult at times.
41	Schiesher School	Special Education	Lack of appropriate space (my room can only fit 4 kids and it is tight), related services would benefit from smart boards or more technology for students, related services and special education should be located in a central location to decrease travel time to offices and classrooms (this especially impacts the kindergartners), need a common area for larger group opportunities	Limited space that is uninviting makes collaboration difficult. Space is defined (I only instruct in my office vs. I am able to go to the library for a different location due to confidentiality). Sound proofing rooms would be beneficial, especially in spaces where kids are both trying to share their feelings and concentrate in quiet.

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33	Schiesher School	Other	No, the common spaces in this building do not properly support the students or staff. The LRC is not accessible to all students, and it is difficult to navigate for our youngest learners in our school to use independently. The common spaces for specialists to meet with small groups of students are essentially nonexistent. The few rooms that might be used to meet with small groups outside of the classroom are often taken for parent or teacher meetings, causing the students to walk across the building to find a space to meet with a teacher. This takes time from the students' academic day by pulling them from the classroom longer than necessary. It would be nice to have small group rooms/spaces spread throughout the building available for specialists working with students. The common spaces for staff are also essentially nonexistent. It is consistently difficult to find space to meet for collaboration because, again, those common spaces are often in use for parent meetings or other teacher meetings. We have many staff members sharing offices and meeting and small group space, and it is difficult to conduct meetings or work collaboratively with colleagues in your own office when their other specialists trying to meet with students at the same time in the same space. It would be nice to have separate spaces for parent meetings away from office space and professional learning space. It is also necessary to have spaces to conduct confidential meetings outside of staff members' offices and work spaces.			No, the internet is inconsistent and spotty, and the actual hardware is old and outdated. Projectors and SMART Boards are constantly breaking. The laptops consistently need to be restarted to access the Internet. The storage of the technology is also not conducive to education. It takes up space, and it is not easy for students to access independently.
34	Schiesher School	Other	Lack of space and lack of flexible rooms hinders group work and project-based learning	No, our LRC is small and contains too much unusable space	Having small rooms off the library, similar to what you see in a public library, would allow for small group work, and community reading events such as Jr. Great Books and Community Readers.	The technology is as adequate as our current facilities will allow
35	Schiesher School	Other	The existing facilities lack spaces that are large enough for multiple classes to come together for collaborative activities. Currently these activities have to be conducted by borrowing time and space from the gym schedule or the library schedule. Current classrooms are too small for student movement and multiple centers or for areas where interventions are delivered by another teacher in a push-in model. The current spaces in both elementary buildings do not have a separate classroom for supporting English Language Learners. Through the years these students have been taught in closets, hallways and borrowed and shared spaces. This is not conducive to learning and achieving academic goals. ESL instruction is lacking teaching spaces that are on par with other classrooms, that do not have to be shared and hence allow for the level of services students should be getting to make the most progress. These classroom should be the same size as other classrooms and have areas for the necessary resources to allow our ELLs to be properly supported through their English language acquisition and academic development.			SMART Boards, document cameras, Chrome books and computers are great assets that facilitate great interactive learning experiences and make teaching using multimedia resources possible for all our students in all content areas. Any new building should include all of the above.
36	Schiesher School	Other	I utilize the smart board and white board for these sort of activities and it has been working really well.			I do not have a sound system in the band room like the junior high and high school do. It would really improve my instruction if I were able to play musical examples for the kids over a sound system. I like to use the speaker to play a metronome too and sometimes the students just cannot hear the metronome because my current speaker is not loud enough.
37	Schiesher School	Special Education	Not enough space for the collaborative learning piece, not enough outlets, not enough lighting, the rooms are smelly (old and moldy), climate control is non-existent. These hindrances inhibit student learning.	The sunk in floor is not ideal for students with physical disabilities. Other common spaces, such as the hallways, is where small groups and testing tend to happen because there is no where else to go in close proximity to their classrooms.		iPads are not accessible to Special Education students. They are housed in the computer lab and not available for quick use. We have outdated laptops for teachers and printers that are not working a good majority of the time.
38	Schiesher School	Special Education	Students that are identified as needing additional services in school outside of the general education classroom are not able to receive those services in a confidential manner. I am sometimes meeting with groups in the faculty dining room, in the cafeteria on the floor, or in a room in which others are working. During these times, there are usually people coming and going in the rooms which can be very distracting.	The LRC space appears to be adequate.		Technology needs appear to be adequate although there are limited outlets in most classrooms.
39	Schiesher School	Special Education	Our facility limits future ready skills. We want to have 5 full-day kindergarten sections and our current facilities do not have adequate space so we need to move around other classrooms. Music classroom is next to kindergarten classes which disrupts learning throughout the day. There are not spaces for students to meet and work together in collaborative ways (like a flexible LRC). We would love to have a play-based room in the kindergarten classes and adequate space to allow for classroom libraries, play areas, tables, carpet space, and room for students to move.	Our LRC has a dropped down middle section with several stairs and no ramps. Therefore students with physical disabilities often times cannot safely get to this middle section of the library. The book shelves are fixed and not movable. This is also our main large meeting area for Faculty Meetings and Professional Development. It is not easily movable to be used for a variety of purposes.	The LRC was used for the Homework Club that met for the first time last year during after school hours. It could be used for a variety of afterschool club activities like Chess Club, Girl Scouts, Boy Scouts, etc. It is also used for Parent University, Secret Summer Reading Society, and Summer School Book Check-out.	In 3rd- 5th Grade students have 1:1 Chromebooks. In kindergarten, there are a few iPad and mini-laptops per classroom, but not enough for all students to access them at the same time. There are a cart of iPads for students with disabilities that are used for a variety of purposes. These are helpful and seem to be an adequate number to share Kindergarten, 3rd-5th for students with IEPs.
40	Schiesher School	Special Education	We have a lot of great technology, but our classrooms and resource spaces are set up very old fashion (all desks and tables) and there is little room to gather on the floor or teach in other ways due to lack of space.	Library has stairs and this does not allow all students to use the entire space. The overall split set up of the building does not work. The children are too segmented. It would be nice to have another space besides the lunchroom to do activities.		We have a lot of technology and when used it works well.
41	Schiesher School	Special Education	I feel unable to co-teach often due to a limited space with other related services. Our rooms only hold 4 kids and 1 adult. There is little space to act and share and be active.	The LRC has stairs. This may not allow all to use it. The technology lab seems to be one that may be non-existent soon due to chrome books in classrooms. Do we need that dedicated space?		I feel a smart board or some type of larger screen would be beneficial in specialist's offices.

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33	Schiesher School	Other	Again, the technology would probably be better utilized if it functioned properly all the time and was easier for students to access independently.		
34	Schiesher School	Other	I believe so, yes	Having small group work spaces in grade-level based "wings" of a new building would definitely enhance educational experiences for all	
35	Schiesher School	Other	What we currently have could be utilized more if we had larger spaces to accommodate larger groups working in collaboration. Also technology storage and space availability in each classroom could allow for more fluid use of technology (outlets, charging stations, tables that have adequate space for tablets and other student work). Whenever we use technology our students are either tied to a desk-top right next to each other or piled up together at a table with little elbow room.		Visits to new schools would greatly help when considering what our future space should include. Hopefully the committee will have the opportunity to see some of the successful spaces that have already been created.
36	Schiesher School	Other			I think the current location of the band room is perfect- away from the main wing so that the noise we make does not affect any classrooms. In summary, I am very satisfied with the size of our current band room but would love to have two adjacent rooms- one for storage, and one for small-group instruction.
37	Schiesher School	Special Education	Depends on whose class you are in.	These are adequate, ugly, but adequate. The layout is weird and not appealing. Although a courtyard or some other gathering space would be great for outdoor learning when the weather is nice.	I think instead of bulky cabinets and file cabinets those should be built into the walls. There should be a small group learning room anchoring each grade level classroom. Or a community learning room shared by each grade level. Individualized office spaces for all support staff with room enough for small pullout groups and updated technology in each, including smart-boards. This would also ensure confidentiality for parent meetings. A sensory room that can support more than 3 students if needed, with all current sensory tools and calming tools. More windows. To ensure safety they should be bullet proof. A teacher's lounge big enough to support the whole staff with updated appliances and cabinets. Multiple microwaves to accommodate more people and perhaps more than 1 fridge. Workroom away from teacher lounge. Storage for supplies in this room. A copier that doesn't always break down. Science lab room with a small refrigerator. Music room that is sound proof so other classrooms won't hear the music.
38	Schiesher School	Special Education		The outside of the building is functional. The main entrance way should be more visible to the public.	Support staff that speak with students individually and in groups should have a space specified to meet with students to ensure confidentiality.
39	Schiesher School	Special Education	It would be awesome to have more spaces for students to meet collaboratively around technology.	It would be amazing to have sections of the playground that could be accessible to a wheelchair or walker. The field has a large slope that needs to be walked down in order to get to it, this can be challenging for students with physical disabilities. I think the fence should be enclosed around the playground area, as students can access the street quickly and easily from the baseball field. With the swings away from the rest of the playground, the students are often not able to use this equipment.	As a special ed. teacher, our current building is very inaccessible. In a new building, it would be wonderful to have doors that open from the push of a button. This is important for students with physical disabilities as well as students of very short stature. Single stall and accessible bathrooms in all boys and girls restrooms is very important. We desperately need an elevator or way for students to quickly and easily access all part of the school. The wheelchair lift that goes up the stairs is slow, inconsistently works, and does not allow easy access to the 4th and 5th grade classrooms. Small meeting spaces close to students' classrooms for special education teachers and interventionists would allow for less disruptions and transitions than our current shared spaces with many teachers in the same classroom. A sensory/calming room is also very important. This would be great to have in a room by itself close to the social worker and special education teachers. We currently have part of 2 rooms used
40	Schiesher School	Special Education	I think all the technology is not used because of where it is at and lack of time.	Lack of natural light. Building is old and dated. Lack of play space for sports, PE uses the Junior High grounds a lot. We need the front entrance to be visible and easy to find.	We need more space, especially with full day kindergarten. We need related services to be in a central area and have more space for groups, calming and for each service to be provided. We need the front entrance to be visible, safe and easy to access. Have the feel of an elementary building, this building was a JH. Better lighting for all. A large conference room is needed. Printers that work and extra ink always on hand. Students services have their own printer or copier for when printing confidential reports etc. Larger teacher's lounge and copy/work area.
41	Schiesher School	Special Education	I think we are still discovering all of the ways that we can utilize technology.	These is a lack of natural light in many places. The building layout doesn't make sense. Front entrance needs to be a true front entrance.	We need more space, especially with full-day kindergarten coming to SES. Related services needs to be centrally located. More windows and natural light. Make this school feel like an elementary school-we don't lockers. Bright, inviting colors and a welcoming environment. Common space is important for grade level teachers, specialists, and the office. Then a common space for everyone (large teachers lounge and conv. area). A large conference room is much needed for important parent/staff meetings.

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42	Tate Woods School	1st Grade	<p>Enable:</p> <ul style="list-style-type: none"> - Functioning, consistent, mobile updated technology -Meeting area with adequate amount of space and flexible seating for whole group instruction (carpet with squares, chairs surrounding meeting area, etc.) <p>Hinder:</p> <ul style="list-style-type: none"> -Indoor air quality (lack of fresh air) -Lighting (lack of natural light) -thermal control 	<p>No.</p> <p>Suggestions for Improvement:</p> <ul style="list-style-type: none"> -mobile seating -option of desks or tables -storage for student supplies -designated spaces for different learning and collaborative purposes - flexible seating options (hard, soft, swivel chairs, stools)
43	Tate Woods School	2nd Grade	The size of my classroom makes it difficult to facilitate small group and independent instruction. Also, the magnetic walls are very thin and makes it difficult for the students to concentrate due to outside noises. The magnetic walls are a nice feature and make hanging and utilizing anchor charts very easy and accessible for the students.	Being attached to the LRC is an amazing feature. It allows for the students to seamlessly travel back and forth whenever needed. Its an extension of our classroom space.
44	Tate Woods School	2nd Grade	Space is the biggest factor. Having a good amount of space enables students to break into small groups as well as having individual space to work independently. Book shelves are kind of tricky too - having the space to house all of the books in our classroom libraries as well as having shelving that is easily accessible for students is a challenge. It would also be helpful to have a work space for additional adults working in our rooms.	For our grade level (2nd), yes (flexibility) because our classrooms surround the LMC; this allows for flexibility in students coming and going as well as using technology. It is also convenient to have access to the computer lab. As a school, I think we could use more meeting space. Also, it would be nice to have a bigger teacher's lounge - it gets so crowded that it overflows into our only conference room.
45	Tate Woods School	2nd Grade	open space allows for educational delivery to be fluid and not constrained	not enough movement opportunities in the classroom structure due to space and furniture
46	Tate Woods School	Other	Delivering instruction to our most at risk students in a place full of distractions such as noise due to multiple teachers teaching in the same space, turning off the lights when my small group is learning and all of a sudden the room gets dark. So having to share a common space due to the lack of more small private rooms to deliver specialized small group instruction.	Absolutely, there is tons of flexibility as far as where we can choose to deliver instruction as long as the room are available. No one will ever say this is my space. Yes the space lends itself to creativity and collaboration, the spaces through the building can turn into labs, meeting places or simply hanging out places when reading a good book.
47	Tate Woods School	Other	At Tate Woods the grade levels are not all in the same area which could create isolation with some of the classes for the teachers and maybe the students. The music and art room are completely separate from the rest of the school - also creates isolation.	No - not many places for people to meet. Some meetings occur in the teachers lounge with many people walking in and out - distracting. Science is taught in the lunch room with people walking through.
48	Tate Woods School	Other	There is not enough space for all of the extra support we have in the building.	NO There are so many people coming in and out all day long.
49	Tate Woods School	Other	One nice aspect of the classrooms in the 2nd grade wing is that the walls are magnetic, so they offer opportunities to creatively display student work without necessarily requiring bulletin boards or dry erase surfaces (because the walls are temporary). In a future space, the ability for walls to serve multiple purposes (magnetic, can write on them, can project on them) would allow for flexibility in the use of the space for learning.	<p>The new soft seating in the LRC does allow for flexibility and collaboration- its a good start, but more of that in the LRC would allow for more students to use this space in creative, collaborative ways.</p> <p>The classrooms aren't a bad size, but in the first grade wing, built in shelving limits the use of certain areas to storage (and since many of the shelves are fixed, only certain things fit). If storage solutions in all classrooms were easy to move and fit together in different ways, it would allow for more flexible groupings of students and independent access for students to materials like classroom library books, reading and writing materials, technology devices etc.</p> <p>Desks in classrooms also limit use of furniture in the early grade classrooms. Tables and alternate seating options would allow for more flexible groupings for inquiry in math and science, club work in reading, and peer revision and sharing in writing.</p>
50	Tate Woods School	Pre-Kindergarten	The playground does not have age appropriate equipment for my students. It is better, but still not age appropriate. Unfortunately, our building does have an indoor gross motor area designed for preschoolers. There's a need for a sensory room too.	The way I have set up my classroom provides creativity and collaboration.
51	Tate Woods School	Pre-Kindergarten	We don't have enough space to house Pre-K and K in one building which makes transitions and continuity of curriculum difficult.	Teachers are always flexible and we will work with what we are given. However, it would be nice if support services personnel offices were near who they service.

APPENDIX

Faculty Survey - Response Detail

Respondent	Home Building:	Grade/Dept.:	a.How well does the existing facility enable or hinder instructors ability to help students acquire desirable "Future Ready" skills like effective communication and innovation? Please explain.	a.Does the LRC and other common spaces properly support and supplement the functions and skills development such as collaboration, innovation and technology for the school?	b.Are there community-use educational needs that the LRC and other common spaces serve or could serve? Be as specific as possible.	a.Is technology within the school adequate to support the instructor's goals for educational delivery? Please elaborate.
42	Tate Woods School	1st Grade	Enable: -Set up of library -Independence of students in LRC Hinder: -Lack of mobile technology -Lack of "open work space" -Only once space for book checkout/collaborative, technology work	The LRC has seating options and space to support collaboration. We would like to see another space dedicated to project-based learning, as opposed to a space that is shared for a variety of purposes.	No due to lack of space in LRC.	No-due to lack of consistency across classrooms. Interactive white-boards are helpful; however, when they don't function to their full potential, they hinder educational delivery.
43	Tate Woods School	2nd Grade			The LRC has limited small group work spaces. While the ones we have are nice, more are needed to serve our students as well as teachers.	
44	Tate Woods School	2nd Grade	We are at the primary level and have been given a great deal of opportunity with the computer lab and the rotating classroom ipad cart. While these are wonderful things, they are not available consistently or on-demand. While we do have 5 ipads per classroom, they are not utilized to their fullest due to every student not being able to access them at the same time.	I think our LRC is great. I like the openness and comfort seating for students.		The ideal would be a 1:1 technology classroom where iPads are available to each student. We work with what is available and I don't feel that students are deprived.
45	Tate Woods School	2nd Grade	more up to date technology would allow for better collaboration	more technology in the LRC would be beneficial as well as more areas throughout for group work/partnership work		Access to smartboard, document camera, iPad, laptop and desktop to support instruction. More student availability to technology would allow for better use of technology
46	Tate Woods School	Other	Existing facility enables us to help our students with "Future Ready" skills for effective communication and innovation because of the high levels of technology that we put on our students hands on a daily basis. In early years of education we do want students to interact more with each other and develop their interpersonal skills and the need of more human resources at this level of education is crucial. It is amazing how well students learn to use technology or how much they already know but in schools we desperately need to teach our students how to be problem solvers and good decision makers through interactions with real live people and not so much on line.	Yes, except the teacher's lounge, it needs to be more than just chairs and tables to eat we need some soft furniture, to sit and relax for a few minutes. Our LRC is wonderful.	Sure, our facility hosts community basketball in the gym and I have noticed that at times our principal has certain evening events in the LRC.	Yes technology is at its best right now in the classrooms, the lab is fully furnished to for those of us who are floating around and have access to take our students if need be.
47	Tate Woods School	Other	Unable to answer this question.	Yes for the LRC no for other common areas.	Do not know.	Yes
48	Tate Woods School	Other	We do have access to lots of technology, however, it is difficult to use much of it in the room because of the amount of people houses in here.	The common areas are used all the time as an overflow- we even use the conference room for a lunch room because the lounge is so overcrowded.		
49	Tate Woods School	Other	LCD projectors in classrooms are older, and SMARTboards are reaching the end of their lives. Document cameras vary in their age. Technology that works and is accessible to students would allow teachers to help students acquire "future ready" skills. Classrooms have a few iPads each, but the technology to have students use those devices to mirror up on the walls and explain their thinking to peers is either non-existent or too complex and finnicky to set up and be relied upon.	The common meeting spaces in the building are small and awkward, and there are lots of spaces being used for multiple purposes; room 6 is a space for 2 instructors to conduct reading interventions, store all of their materials, and the two instructional specialists offices. Instructional specialists work in this open space with limited storage for professional learning materials while students are receiving reading interventions in the same space. Room 2 across the hall serves as a special education classroom, as well as the office of the two speech and language pathologists who service preschool, 1st and 2nd grade. This room is a classroom space for students with multiple needs, an office for two specialists, where they complete IEPs, make plans, and meet with students. We need separate spaces for the special education classroom and the speech pathologists. Our social worker and psychologist share an office, and they need to take each others' schedules into account when scheduling to meet with students. In addition, we have one conference room in the whole building, which serves as a space for team meetings (but only one team can meet at a time), building leadership team meetings, problem solving meetings on kids, domain and IEP meetings with parents, and a professional learning space. I have scheduled professional learning cycles with groups of teachers, and had to host the conversations in the staff lounge, because the conference room is in use with parents. In a new building or reconfiguration of this one, multiple multi-purpose spaces would be ideal. A space to meet with parents is necessary, as well as a larger, multi-functional room for professional learning. I envision a space with walls that can be written on, projected on, and magnetized for hanging charts, displaying student data, and building action plans with teachers. Flexible furniture that would allow for large group, round table conversations, as well as smaller conversations would be ideal. Storage for materials such as markers, post-its, chart paper, technology devices, and professional texts would be nice as well, so instructional specialists can work in the place they host professional learning. A larger lunch space would be nice to accommodate more teachers and support staff. Currently, specialists and office staff tend to eat in the conference room (if it's available) because there isn't enough room in the teacher's lounge. The nice thing about the LRC is that it is centrally located within the 2nd grade wing, and 1st and 2nd grade students do use this space independently throughout the day. It would be nice to have a space with even more natural light, and more integrated options for technology (stations set up with e-reader options) The new furniture is nice, but it is too tall for our students. The soft seating is wonderful, more of this would be lovely. The technology specialist and ELL teacher share the computer lab as their office space and the ELL teacher meets with students in classrooms, in the hallway, or in the LRC- some dedicated space for her to work quietly with students is important. Students receiving physical therapy are serviced in the hallway currently. A multipurpose space for our OT and PT to work and service students is also important. They work in the teacher's lounge or hallway, and use the phone in the teacher's lounge to make work-related phone calls.	We host family nights and book fairs.	No. SMARTboards are dying, LCD projectors are old, and some document cameras work while others don't. I don't know that the SMARTboard technology is something that we want to invest in going forward, document cameras and LCD projectors are essential, as they need to work seamlessly with the computer for projecting. Having opportunities to mirror up a teacher device and student devices easily would also be ideal. The internet access in the building is better than it has been in the past, but is sometimes slow.
50	Tate Woods School	Pre-Kindergarten	I am excited that my students have been included in the use of computers and Ipads. Also, I am thrilled that my classroom has been equipped with a SmartBoard.	It may for older students, but the LRC is not functional for pre-k students.	Since the tables are for adults, I could see the LRC being used for community members and groups.	It is for my students.
51	Tate Woods School	Pre-Kindergarten	I think this is mostly a logistics problem, but we are compensating well in that I don't believe that student's academic skills are being compromised. They are learning what they need to learn, but I think if the facilities were better, we could take them beyond that.	They are adequate, but I believe that they could be more thoughtfully used.	The LRC houses educational cohort groups at times and they move tables around to suit their needs.	Yes and no. Special education has iPads, but they are outdated and the accounts are not managed well. Purchasing apps that we need is a difficult process that most don't bother with.

APPENDIX

Faculty Survey - Response Detail

Respondent	Home Building:	Grade/Dept.:	b. Is technology within the school utilized to its full potential in order to enhance the educational experience?	a. In what ways do the exterior elements (exterior classrooms, playgrounds, playing fields, etc.) enhance or hinder educational and physical activities for the school?	Please provide any additional comments you would like to share for consideration in this process.
42	Tate Woods School	1st Grade	No. Suggestions for Improvement: -mobile devices -on-going professional learning	Although we don't have many exterior elements mentioned above, things we would like to see are: a functioning out-door learning space, a safe, durable playground (appropriate for K-2 and 3-5 students, and students with physical needs), a space for physical education.	-More teacher storage space that is functional (magnetic, shelving options) -grade-level pods -grade-level meeting spaces for both teachers and students -conference room -book room -teacher's lounge -classroom library shelving
43	Tate Woods School	2nd Grade		The playgrounds are behind classrooms. This can be a huge distraction for the children in the room.	
44	Tate Woods School	2nd Grade	Not as far as the set of 5 student iPads in our room. Because there are not enough for all to use, they end up not being used very often.	They could be bigger. When there are several classes on the playground, it gets very crowded	I love the idea of having the ability to have open classrooms, meaning, the ability to have a wall that opens to allow classes to combine (team teaching, shared activities, etc.) Having flooring that allows for easy clean up (stain resistant) and allergen free; but also welcoming and warm rather than cold and institutional looking, would be a plus.
45	Tate Woods School	2nd Grade	yes	more physical space/areas for collaboration with peers	
46	Tate Woods School	Other	To a certain degree, I think that there are tons of ways we can be incorporating it more but the needs at this level of education limits the level of potential use.	Does not hinder at all, perhaps having the playground attached to the parking lot is hinder some because teachers have to be very vigilant that our kids are safe at all times when playing with rolling balls.	
47	Tate Woods School	Other	Yes	Do not know.	This survey only touches on the 10 classrooms, the LRC, outside and technology. There are many more elements to a school that also impact learning and the total school experience for student and staff that have not been addressed. Other areas to consider: the pre-k, early childhood classrooms, art room, music room, PE and use of gym, lunch room for students, teachers lounge and lunch facilities for teachers - right now we have 2 separate eating areas that doesn't help to create relationships, bathroom facilities for students and teachers, storage, main office, principal office, areas for teachers aides. I'm sure there's more. This survey is a very limited.
48	Tate Woods School	Other	Yes		
49	Tate Woods School	Other		We have a small garden area that is occasionally used for life science, but a larger courtyard area for students to grow things and study nature, sit outside and read etc. would be a wonderful addition as an outdoor classroom space.	Thanks for the opportunity to provide feedback!
50	Tate Woods School	Pre-Kindergarten	I don't know the answer to this question.	Like I stated earlier, the playground is not adequate for preschoolers.	During this process, please keep in mind the youngest age group served in Lisle.
51	Tate Woods School	Pre-Kindergarten	It depends on the staff member, but we do have access to many different technologies.	I would love to see a fence around the playground area. We do get runners from time to time in Pre-k and I have heard that another student wandered home during recess in the past few years.	I would love to see Pre-K through 5th grade housed in one building.

APPENDIX

Faculty Survey - Response Detail

Respondent	Home Building:	Grade/Dept.:	a.What elements or aspects of the classrooms and other educational spaces enable or hinder educational delivery?	b.Does the environment adequately allow for things like flexibility, creativity and collaboration? Please explain.
52	Tate Woods School	Pre-Kindergarten	<p>Good: I love the brightly colored walls, high ceiling, child sized toilet, wall storage cabinets, and emergency exit in my pre-k classroom. I love the wonderful curricular and art materials I am given, the generous classroom budget with which to buy materials, I have a lot of stuff in my classroom because I want the students to be able to experience so many things that they don't have or cannot do at their homes, as I teach the pre-K at risk students. Still, I feel the size of my room, the running water, and the layout allow me to do pretty much what I need/want. If not, I just kind of spill out into the hallway!!</p> <p>Not so good: The infrastructure is aging, and the classroom bathroom floor is discolored, and buckled. It's hard to tell if it is clean or soiled. The toilet often clogs/overflows, and the classroom air smells stale and leaves tiny black specs on surfaces. I'm afraid that it may be mold.</p>	
53	Tate Woods School	Special Education	Hallways are noisy and crowded, not enough dedicated space for small group instruction. No dedicated spaces for OT, PT speech etc.	Not enough small space available for meeting. Not enough space for faculty dining - which would enhance professional collaboration through social situations.
54	Tate Woods School	Special Education	Not enough individual and private rooms (with doors) for each discipline. Limited space and access to sensory equipment. No rooms for individual or small group lessons/assessments. Natural lighting (windows) in each room. Rooms are centrally located to general education classrooms	Not currently. Need more private collaboration space (i.e. conference room)

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Faculty Survey - Response Detail

Respondent	Home Building:	Grade/Dept.:	a.How well does the existing facility enable or hinder instructors ability to help students acquire desirable "Future Ready" skills like effective communication and innovation? Please explain.	a.Does the LRC and other common spaces properly support and supplement the functions and skills development such as collaboration, innovation and technology for the school?	b.Are there community-use educational needs that the LRC and other common spaces serve or could serve? Be as specific as possible.	a.Is technology within the school adequate to support the instructor's goals for educational delivery? Please elaborate.
52	Tate Woods School	Pre-Kindergarten	I wish I had a quiet area off the beaten path in my classroom where small groups of students can work on a project or idea without the chaos of others impeding this. As it is, I must assess students in the hallway, or neighboring classroom to aid in concentration and loud to teach computer skills to my students. This may not be the fault of the existing facility!!!	This year I am not as happy with the LRC layout as earlier years. To accomodate our new ELL teacher, the computer Lab has to be shared with her office space. It is hard for me to teach my pre-k students how to be computer users when the ELL teacher is working with groups. I feel bad that I am talking to my students in the hallway. I must assess them in the hallway, or neighboring classroom to aid in concentration and loud to teach computer skills to my students. This may not be the fault of the existing facility!!!	We already use our LRC for so many wonderful activities. Author Nights, Math Nights, Family Fun Nights, Learning Fairs, etc. We always make what we have work!!! Recently we had a small upgrade to some colorful soft furniture and funky seating that the students seem to like.	In my own classroom I have no technology complaints, except for exposed wiring. I am excited about my new computer work station, my new laptop, all of my classroom IPADS and my new Elmo. It is adequate to support my instructional goals.
53	Tate Woods School	Special Edution	The computer lab suffers from traditional set up. More space for collaboration is needed.	Yes. Moveable shelving on wheels. Flexible scheduling. Could use more examples of technology in addition to laptops and desktops in the LRC for authentic learning experiences.	The LRC does currently host events - meetings, community, daytime and night.	We sorely need more technology meeting testing requirements
54	Tate Woods School	Special Edution	We have a lot of technology available for the students, but we need more outlets in better locations in order to utilize them. Small group lesson rooms will enable better communication and collaboration among students.	Yes, but it would be better to have a few more private areas or quiet areas for meetings, lessons, and even independent reading.	Adequate for current needs.	We would like printers to print confidential documentation. We would like to have the current technology to support sensory needs for both special and general education needs. For example, smart table, dimmers on lights, Acoustically sound classrooms and large spaces.

APPENDIX

Faculty Survey - Response Detail

Respondent	Home Building:	Grade/Dept.:	b. Is technology within the school utilized to its full potential in order to enhance the educational experience?	a. In what ways do the exterior elements (exterior classrooms, playgrounds, playing fields, etc.) enhance or hinder educational and physical activities for the school?	Please provide any additional comments you would like to share for consideration in this process.
52	Tate Woods School	Pre-Kindergarten	I can't speak for any other teacher, but I feel we kind of "wheel" technology in to wherever we need it. There are so many technologically talented staff members in our school, so it always seems to get set up. I take professional development classes in our LRC and our instructor always has what she needs to run the class technology speaking.	Our school is aging and is showing wear and tear. There are mice and bugs in our classrooms. Our basketball hoops are rusted over and our playground/grassy area is unkempt and full of tree roots and holes. Many students have fallen when running because of this. There is no fence to keep us safe from out of control vehicles driving by, and we are breathing so much exhaust from Interstate 88. We can hardly hear ourselves talk when out on the playground due to engine noise. Inside, there are no screens on our classroom windows, so we can't open them for fresh air when the room smells stale. The HVAC is smelly and maybe not healthy for us to breathe because of the black flecks I spoke of earlier in the survey	<p>As a preschool teacher, I wish that kindergarten classes were in our building so my team and I could collaborate with the kindergarten teachers as we work to prepare our students for kindergarten curriculum and behavior expectations. I feel like the primary grades are disjointed, as we are in two different buildings. We should be in a PreK-2 and 3-5 building, or even in one b PreK-5 building.</p> <p>I wish we had a bigger teacher's lounge so the staff could all eat lunch together if we wanted. I also wish staff had an oven/stove top to use. The convection oven in the lunchroom scares me.</p> <p>I wish our building was updated to be environmentally healthy for all who work in it. I also would like it to be safe from school attacks such as the ones always in the news. We are at the end of neighborhood and butt up against a major highway, a pretty good target for individuals with guns who may try to hurt us. I am not aware that we fixed our front entrance to be safer and to deter any terrorists as was suggested by the federal government.</p>
53	Tate Woods School	Special Education	Yes. Existing technology is utilized. There is room for improvement	Traffic flow in and out of the building - especially at recess is a problem. The hallways are too narrow and border upon open instructional spaces.	
54	Tate Woods School	Special Education	No	Access to outside from classrooms. Outdoor learning spaces. Windows in all classrooms and office spaces.	Please take into account the amount of related service providers hired both by the district and privately which need private spaces to adequately meet students needs. In addition students with sensory needs and behavior concerns, both general education students and special education students, would immensely benefit from a designated room for calming and alerting activities. The members taking this survey also advocate for keeping primary grades (K-2) and elementary grads (3-5) in separate buildings.

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Classified Staff Survey - Summary

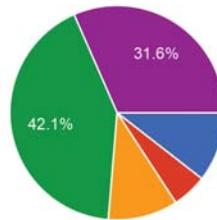
EDUCATIONAL ADEQUACY - CLASSIFIED STAFF SURVEY

In addition to the Faculty Survey, a second survey was distributed to the classified staff in order gain as broad a perspective on the educational and functional adequacy of the existing facilities. Below is a summary of the Classified Staff who responded to the survey, organized by their school and position. The following pages in this section of the Appendix display the Classified Staff verbatim responses.

19 responses

Summary

Please indicate your home building:



Lisle Senior High School	2	10.5%
Lisle Junior High School	1	5.3%
Schiesher School	2	10.5%
Tate Woods School	8	42.1%
District Office	6	31.6%
Other	0	0%

Please indicate your position:

Payroll/Benefits Mgr.	Inclusion Aide
Inclusion Paraprofessional	Custodian
Teacher's Assistant	science aide lunchroom
Inclusion assistant	Secretary
District Secretary	Technology Services Manager
Library aide	Head Custodian
Paraprofessional	
Data Coordinator	
aide	
Administrative Coordinator	
Tech	
accounts payable	

APPENDIX

Classified Staff Survey - Response Detail

Respondent	Home Building:	Position:	What do you like best about your current working environment?	What features of the building need to be enhanced and/or changed? What is missing?	What physical or environmental changes are needed to enhance the experiences of students, faculty, staff and visitors?	What changes would you like to see in the next five years?	Please provide any additional comments you would like to share for consideration in this process.
1	District Office	accounts payable	my windows, the keurig	we need storage solutions and the back room needs to be reorganized and cleaned, mail room/copy area need to be re-arranged and maybe re-decorated			
2	District Office	Administrative Coordinator		Each office should have a window for better ventilation and natural light. All files should be housed in their own office or department. No open offices or shared offices. More meeting areas. More storage area. Larger mail / copy room. Better lighting.	All classrooms should have windows. Large enough offices to meet with staff/ parents privately.		
3	District Office	Data Coordinator	The space	View to the outside	Temperature control	Central office employees all together	
4	District Office	District Secretary	The lighting is good.	I would like to the District Office to be in a separate location so that we can accommodate visitors, meeting space, Professional Development, etc. I would like a more inviting workspace and more space for storage.	Same as below.	I would like to see a K-5 Building; JH, and HS. Possibly an EC center, separate or attached. A new Central Office space with a large Professional Development Meeting hall, several other meeting rooms, and a larger space for the district office staff. I would like to see a more professional atmosphere than what we have now.	I would like to see a K-5 Building; JH, and HS. Possibly an EC center, separate or attached. A new Central Office space with a large Professional Development Meeting hall, several other meeting rooms, and a larger space for the district office staff. I would like to see a more professional atmosphere than what we have now.
5	District Office	Payroll/Benefits Mgr.	The people I work with.	Each person in the district office needs their own enclosed work space with a mandatory window or skylight, complete with proper storage to accommodate their work materials/filing. All employees considered "district" employees should sit within relatively close proximity to each other and not be spread out. A break/lunch/rest area that provides a complete break from internal & external sources.	There seems to be a need for a larger "board room"/meeting area or two, that can adequately accommodate on site staff development meetings.		
6	District Office	Secretary	Windows; two monitors	Back room needs to be cleaned/organized; everyone needs an enclosed work space; need to be closer to my boss; separate break/lunch room for the minions	carpet needs to be replaced; clean up around my desk;	Better storage space for permanent records; central office should be in a separate building; more meeting space	
7	Lisle Junior High School	Technology Services Manager	Having an office and a work area to set stuff up is nice.	The network IDFs (wiring closets) have not coling what so ever which is not good for the equipment that sits in them and runs 24/7. The same is true at all buildings.		New Main computer room with a more reliable AC system with automatic backup as well as a generator system for power outages for computer equipment located in the main server room.	
8	Lisle Senior High School	Custodian		Need more storage - Needs better landscaping- More color	updated Bathrooms/fixtures		
9	Lisle Senior High School	Inclusion Aide	Good lighting, room temperature control, doors with locks	some classes have too many desks/students to move desks into small groups.	Resource study hall rooms are dysfunctional. Improve acoustics so that students who need to concentrate, can. We hear movies in Wallenburg's room- students who have difficulty concentrating need desks, not tables. The other room is used for instruction. Need more classroom space for Special Ed instruction. Perhaps Plexiglas dividers. Natural light.	Improve Special Ed space for students and staff. Move School social work and psychologist from the main entrance closer to Special Ed. Classrooms that can accommodate 30 students...if that is what is needed. Remove computer labs and use space for classrooms. Laptops go everywhere. Get rid of childcare. Outsource to Park District. Use that space for....? Maybe horticulture, language labs? Enhance tech lab to teach students job skills for the 21st Century, not the 20th. Upper level courses with fewer students need smaller rooms than an English I class with 27 students. More flexible learning space that is not tied to where a teacher's desk is.	
10-1	Schiesher School	Library aide	Centrally located	Office centrally located, have an entrance in a logical place so visitors can find it. A gathering place is needed (other than the gym).			Library should have: ADA Accessible - No stairs - Wide aisles - ADA washroom Natural Elements - Wood materials - Earth tones (paint, furniture, carpet, shelving) - Windowsâ€¢; many and large - Able to be open/closed and covered/uncovered Location - Centralized in school building - Easy access to/from classrooms Layout - Large space - Enough to hold many books, technology, artwork, etc - Multiple large spaces - Enough to hold multiple classes and meetings simultaneously - Be able to hold a grade level of 100 students, while still having checkout of a different class elsewhere in the LRC - Multiple small spaces - For student/teacher meetings, parent/teacher meetings, small group work, testing - Quiet reading areas - Open wall spaces for signage/posters Circulation Desk - In center of LRC - Large

APPENDIX

Classified Staff Survey - Response Detail

Respondent	Home Building:	Position:	What do you like best about your current working environment?	What features of the building need to be enhanced and/or changed? What is missing?	What physical or environmental changes are needed to enhance the experiences of students, faculty, staff and visitors?	What changes would you like to see in the next five years?	Please provide any additional comments you would like to share for consideration in this process.
10-2							Office Space - Aide work area - LRC Director desk and area - Bookdrop when LRC is not open Bookshelves - Sturdy and movable (on wheels) - Low height - Some front-displaying shelves - Signage for book call numbers Tables - Easily movable (on wheels) - Earth tone colors - Outlets built-in - Square/rectangle in shape - can be put together Chairs for Tables - Comfortable - Easily movable Chairs for Lounging - Soft - Comfortable - Durable - Cleanable Technology - Many outlets around room - Outlets on floor - Durable outlet covers - Separate chromebook lab
10-3							Server room located elsewhere in building with easy access and designated cooling and monitoring system (and space for upgrades in the future) - Strong wi-fi signal throughout LRC (multiple hidden access points) - Wired ethernet connections throughout LRC and near presentation area - Network-based projector (anyone with access to network can send projection) - Dedicated A/V closet or storage room - 2 Built-in presentation screens, can be controlled individually or display the same thing Audio - Built-in speakers - Separate systems for separate areas of LRC, but able to be combined for large group - Sound-absorption tiles Lighting - Indirect - Adjustable - Light switches by entrance/exit door AND presentation screen Security - Line of sight from circulation desk to all parts of LRC - Safe lockable room - Exit door to outside - Automatic door locks (with push of button/warning) - Designated space for walkie-talking - AED in LRC
10-4							Storage - Large room for boxes, carts, books, decorations - Shelving/cabinets in storage room - Lay-flat drawers for posters, maps Climate Control - Able to adjust heat and air conditioning manually - Important during presentations, meetings, group assemblies
11	Schiesher School	Paraprofessional	Air conditioning in every room, lockers, carpet in rooms, resource room, big windows	bigger teacher's lounge, more space in classrooms, better plumbing, heating system more consistent, need copy machine on second floor	office should be at front of building near the entrance, parking lot should not be across the street, should not be one lane traffic to get to the office, elevator for wheelchairs	kindergarten should be where first and preschool are, office location, get rid of one lane traffic in parking lot	natural light from all the windows is great, parking lot needs a total repave, get rid of desks and go to tables for students
12	Tate Woods School	aide		More parking	This building is very dirty, bathrooms, walls, cafeteria floors are not being washed after the days lunch. very sticky and dirty. Lunch totes need to be washed once a week. An assistant Principal in the building when our Principal isn't here which is at least once or twice a week. The assistant Principal is always at Schiesher.	Being recognized for hard work and good attendance. Overall thankfulness for employees.	I'm not sure i believe this is confidential
13	Tate Woods School	Head Custodian	The compact footprint of the building.	We are missing a well defined Main Entrance. Air quality is a concern with our proximity to the Tollway.	Digital signage to post school news and community bulletins.	I would like to see a new K-5 school built. My daughter attends a k-6 building and the older students mentor and set an example for the young ones. This is also done at Schiesher but we are unable.	I feel that if we do build that we should go vertical. (small but tall)Also a parking deck rather than street parking would be a good neighbor. I have other ideas as well and I hope to be able to share them. Thanks. John
14	Tate Woods School	Inclusion assistant	The building is clean, air conditioned and heated properly. The walls are painted regularly. The tile floors are cleaned thoroughly and look nice each day.	There needs to be a bigger lunch room for staff. Sometimes there is not enough chairs to sit during lunch breaks. Also, there needs to be another larger conference room for regular staff meetings. More bathrooms for staff would be helpful. Specialists such as speech teachers need office space to work effectively. An office area for teacher assistants would be beneficial to lock up personal belongings. Finally, handicapped accessible bathrooms and doors should be installed especially for wheelchair individuals.	Possibly adding on to the existing building to create more classrooms, offices, bathrooms and conference rooms.	Same as above.	I think Tate Woods is an awesome school to work. If an addition is not possible then please make the doors inside the building and entering into the building handicapped assessable so all our students have the ability to enter any room on their own.

Classified Staff Survey Responses - December 4, 2015 - Rows 10-14

APPENDIX

Classified Staff Survey - Response Detail

Respondent	Home Building:	Position:	What do you like best about your current working environment?	What features of the building need to be enhanced and/or changed? What is missing?	What physical or environmental changes are needed to enhance the experiences of students, faculty, staff and visitors?	What changes would you like to see in the next five years?	Please provide any additional comments you would like to share for consideration in this process.
15	Tate Woods School	Inclusion Paraprofessional	The facility is one level. This is a plus for disabled students. Also the facility is small,	Doors are not handicap accessible (both outside and inside).Students bathrooms do not have handicap provisions (lower sinks ,towel racks, lower toilets/urinals and soap dispensers).Door handles of classrooms should be easy for disabled students to use. LRC/Gym doors are not handicap accessible.	The building should be more handicap accessible. The building should have more rooms for "pull out" instruction. Also a room for students with special needs to "calm down" without disturbing others. Also a separate meeting room where teachers and staff can collaborate or meet with parents.	I would like to see more handicap accessibility, also K thru 5 being in the same building.	I like the small school feeling of Tate Woods. To keep that "feeling" possibly we should have several K-5 buildings in Lisle (not just one big building).
16	Tate Woods School	Paraprofessional	I like that all the children in our building are the youngest learners. It is a very warm and nurturing environment. Buses and the playground are safer without the older children.	We have outgrown our buildings due to many extra programs provided for children. Many of the services that are provided such as speech, OT, PT, ESL, and intervention programs are taught in hallways/classrooms/lunchroom that have other things, also, going on. This makes it very difficult for the children to concentrate/learn. It is, also, very difficult for the specialist to give services under these conditions.	I would like to see less facility changes for our children in the early grades. Keep our youngest learners in one building instead of bouncing them around. I would like to see a safer environment. At Tate Woods visitors are buzzed into the building before they are required to stop at the office and be checked in by personnel.	I would like to see a better grade configuration and safer school environment. It would be nice to have an Early Childhood Center that would include blended classrooms, E.C. classrooms, self contained classrooms, OT and PT rooms. It could have SASED classrooms so that we could keep more of our children in district. Early intervention has helped with the success of our delayed learners.	I am an employee of Lisle 202 as well as a resident of Lisle. I realize that there are many issues with the facilities but, as a resident I am very concerned about my taxes. I know it was stated that our taxes would not go up but, then they wouldn't go down if we build another facility. I would like to be a part of the upcoming conversation knowing that my time won't be wasted because a decision has already been made.
17	Tate Woods School	science aide lunchroom	Having a room(lunchroom) where the teachers can come down do science and then go back to there class. I have it set up and clean up when students are not there.	Security at the front door.			
18	Tate Woods School	Teacher's Assistant	The teacher I work with	Handicap accessible		Making it more handicap accessible. However, I feel we don't need a new building for that.	I don't think there is a need for a new building.
19	Tate Woods School	Tech	The people!	Aide space, Dedicated office and storage space for the computer work space.	Dedicated staff bath rooms for both male and female staff members instead of only student bathrooms or the only male staff bathroom which is used by female staff, student and the male staff..	Actual office space.	Eliminate the continual change in room setups. Make a decision of where Technology will be placed and keep it there. These changes create unnecessary tax payer costs for very little improvement.

APPENDIX

CES 1 - Executive Summary



EXECUTIVE SUMMARY OF THE SMALL GROUP WORK ACTIVITY SESSION #1 • JANUARY 19, 2016

SUMMARY OF COMMUNITY ENGAGEMENT SESSION ONE



The Lisle Community engaged in the Vision 202: Chapter 2 conversation, "Physical Condition of District Facilities" at Session #1 held on Tuesday, January 19th with an estimated 90 participants in attendance. Participants discussed the physical condition of the District's current facilities including Lisle High School, Lisle Jr. High School, Schiesher Elementary School, Tate Woods Elementary School, Meadows Center and Wilde Field.

Vision 202: Chapter 2 Co-chairs Susan Stears and Bill Buchelt launched this second phase of the community engagement project sharing their continued commitment to facilitating a positive conversation and collaborative process. Superintendent Dr. Keith Filipiak then presented information about the Facilities Master Planning process and the projected timeline.

Keynote speakers Mr. Mark Jolicoeur and Mr. Rick Young from the architecture and design firm Perkins+Will presented an overview of the condition of the current facilities based on the Physical Assessment during the summer of 2015. The audience then learned about the items that need addressing at each facility as well as projected costs associated with the updates needed to maintain the facilities.

Following the facilities presentation, participants worked in 15 small groups to complete the task shown above. Facilitating Team members, Board of Education members and some District administrators are not asked to complete the task. Included in this document is a summary of the responses from the groups.

APPENDIX

CES 1 - Executive Summary

TASK #1: PHYSICAL CONDITION OF DISTRICT FACILITIES



INSTRUCTIONS

Tonight you heard details regarding the physical condition of each of the Lisle CUSD 202 facilities. As a small group, reflect on the presented information as well as your experiences and interactions with the District facilities for the categories: Building Interior, Building Exterior, Site Grounds, Safety/Security, and Parking/Lighting. Discuss and record your feedback on the following questions for each facility:

- **When considering the physical condition of each school building, what does your small group feel are:**
 - positive building features?
 - desired building changes?

Participants were asked to consider the positive attributes and desired changes for each of the school facilities based on the information included in the presentation as well as their personal experiences. The categories to consider included:

- Building Interior
- Building Exterior
- Site Grounds
- Safety/Security
- Parking/Lighting
- Other

CES 1 - Executive Summary

SUMMARY OF SMALL GROUP RESPONSES

POSITIVE BUILDING FEATURES FOR LISLE CUSD 202 FACILITIES

POSITIVE BUILDING FEATURES -TATE WOODS ELEMENTARY SCHOOL

Building Interior - The small groups mentioned topics associated with the **Learning Resource Center** (LRC/Library). Positive attributes listed included the **configuration of the library with adjacent classrooms** as well as the **recent remodel**. Other items noted were the "cozy" feel of the building.



Building Exterior - Responses varied including comments such as "**Welcoming building**" and "**Entrance on the front of the building**".

Site Grounds - The **new playground** and green space were listed as positive attributes of the school's Site Grounds.

Safety/Security- Security measures such as **video cameras** and controlled entry through the **key card/buzz-in system** were included as positives.

Parking/Lighting – Comments in this category mentioned the **pick-up and drop-off system** and **bright hallways** as a positive feature for this building.

POSITIVE BUILDING FEATURES -SCHIESHER ELEMENTARY SCHOOL

Building Interior – The small groups indicated the **large size, accommodations, and clear direction** of the **hallways** are positive interior features. Another positive attribute noted for the building included the **large gym with a stage**. Groups mentioned that having **two gyms** is a positive feature as well.



Building Exterior – Participants comments included "**nice playground**", "**new sign**", "**multiple entrances** make for speedy/efficient entrance/exit for students" as well as "**close to downtown, JH, HS**" for this category.

Site Grounds – The most common positive attribute listed by the Vision 202 participants in this category focused on the **updated playground**. Another positive feature listed was the **proximity to the athletic field** and baseball field.

Safety/Security – **Video cameras** were noted as an asset to the facility along with the addition of **key card entrances**.

Parking/Lighting – The **separate bus/parent pick-up areas** was identified as a positive feature for this building.

APPENDIX

CES 1 - Executive Summary

POSITIVE BUILDING FEATURES –LISLE JUNIOR HIGH SCHOOL

Building Interior – A common positive attribute listed was the **Auditorium** along with the **gym** and the **cafeteria/commons area**.



Building Exterior – Groups listed the **entrance** as a positive feature citing that it is **accessible, safe, clear and controlled**. The only other comment included in this category was that the "grounds look nice".

Site Grounds – Features associated with the **athletic field** such as "nice to have field attached for sports and P.E. activities" and "Field accessibility" were indicated. Other comments included were the appreciation for "**plenty of green space**" and **close proximity** to the high school and downtown.

Safety/Security – The **clear entrance** located near the front doors was listed as a positive building feature. Another item included in the feedback was the **enhanced security measures** at the building.

Parking/Lighting – Participants commented that "**Good improvements**" had been made to the parking lot while as well as the "**Ample parking for school day**".

POSITIVE BUILDING FEATURES –LISLE HIGH SCHOOL

Building Interior – A common positive feature listed at the high school was the **Auditorium**. Comments also listed the **two gyms and commons area** as a positive attribute.



Building Exterior – A positive feature indicated by small groups was the **entrance** of the high school. Participants noted that the entrance is **attractive** and **easily identifiable**. Other comments noted the "flow" and **logical layout** as a building asset.

Site Grounds – Participants commented on the **location and surrounding area** with **access to the park and fields** as a positive attribute for this facility. A group also noted that it is "easy to get to".

Safety/Security – Features related to the building's **entrance** were listed as a positive feature. Participants noted that it is a **secure and clear entrance that offers visibility upon entry**. Also mentioned was the close proximity to the police station and the **well-lit parking lots and entrances**.

Parking/Lighting – The **ample parking** was listed as an asset of this facility as well as the **traffic flow during drop-off and pick-up**.

CES 1 - Executive Summary

DESIRED BUILDING CHANGES FOR LISLE CUSD 202 FACILITIES

DESIRED BUILDING CHANGES –TATE WOODS ELEMENTARY SCHOOL

Building Interior – A frequently mentioned desired building change related to the building interior was the layout or “**flow of the building**”. Vision 202 participants commented that the layout is a “maze of hallways”, “segmented”, and “convoluted”. Another desired change noted by the groups was related to lighting. Comments noted the **poor lighting** or lack of natural light in the building as a concern. Participants also indicated the **lack of storage and narrow hallways** as a feature to be addressed.

Building Exterior – Participants felt changes need to be made to the entry indicating a desire to have **one clear entrance to minimize confusion**. Other comments noted the **school's location** is the farthest in the district calling the location “excluded”, and that **pick-up/drop-off is inefficient** “particularly because most parents have younger siblings, strollers, etc.”

Site Grounds – Small groups listed issues related to the green play space available with some groups specifically mentioning the **lack of outdoor fields**. Groups also indicated the **proximity to the highway** as a desired change due to the noise and fumes.

Safety/Security – The most common desired change noted in the area of Safety/Security was the need for a **more secure entrance**. Participants noted that the entrance does not control visitor access to the building due to the location of the office relative to the entrance. One group also noted that **traffic flow on the street is limited when busses are present**.

Parking/Lighting – Many groups noted the need to address parking. Participants mentioned the **location and safety of the current parking lots** as well as the **lack of sufficient parking** as concerns. Vision 202 participants also indicated the desire to address the **drop-off/pick-up logistics** and **space related to cars and busses on the road**. Groups described arrival and dismissal time periods as congested and challenging.

APPENDIX

CES 1 - Executive Summary

DESIRED BUILDING CHANGES – SCHIESHER ELEMENTARY SCHOOL

Building Interior – Two items were listed most frequently as a desired change. The first item suggested to be addressed is the **building layout**. Groups described this aspect of the facility as “awkward”, “disconnected”, and “disjointed”. The other item is the **Learning Resource Center** or LRC (library) noting **accessibility issues** and comments indicated a desire for **updates**. Small groups also noted issues related to the **classrooms**. **Size** dominated the comments along with the **age of the classrooms**. Other items included as desired changes for the building interior included **space for the Arts and specialists**, **washroom updates**, **storage needs**, and the need for **air conditioning in the large gym**.

Building Exterior – The most desired change for the building exterior at this facility is the **location of the main entrance**. Participants cited the entrance at the rear of the school as an issue. Another item noted by groups is the **exterior layout** of the facility as well as a desire for **increased signage**.

Site Grounds – Participants indicated concern about the **location of the basketball courts** and clearly defining an area where cars should be unable to park. Other issues indicated include a desire for **additional playground updates** as well as the **difficult sight lines** between the playground area and the swings.

Safety/Security – Small groups felt there is **a need for a secure main entry point**. Participants also indicated that the **entrance's location in the building** impacts security. Comments included that the entrance does not control visitor access to the building due to the location of the office relative to the entry doors and lack of sight lines. In addition, participants mentioned issues with the **parking lot flow and/or traffic during drop-off/pick-up** as well as a desire to address lack of **ADA accessibility**.

Parking/Lighting – Participants expressed concerns over the **parking lots and/or traffic flow** and the **drop-off/pick-up system**. One group described the current set-up as “not at all conducive to pick-up/drop-off” while another group described it as “unsafe”. Small groups also noted the **single-lane blind spot** to the back parking lot as a concern. **Lighting** was also listed as a desired change by the groups describing the area as “dark” on Kingston Ave.

CES 1 - Executive Summary

DESIRED BUILDING CHANGES – LISLE JUNIOR HIGH SCHOOL

Building Interior – Vision 202 participants noted desired changes related to the classrooms specifically mentioning a need for **more classroom space**. Other comments included updating the **Theater/Auditorium**, a need to address **heating/cooling**, and **relocating the District offices**.

Building Exterior – Small groups noted a desire to address the **courtyard** and for **improved signage**.

Site Grounds – The **courtyard** was again identified as an area to be addressed. Other items mentioned in this category were **track improvements** and to utilize and/or address areas in the space around the school grounds.

Safety/Security – Participants indicated a desire to **improve the entrance security** as well as address the **after school pick-up** procedure and **wheelchair lift**.

Parking/Lighting – The **drop-off/pick-up procedure** as well as the **location of the bus lane** were listed as areas of concern. Further comments were made regarding the need for **additional parking capacity during events**.

DESIRED BUILDING CHANGES – LISLE HIGH SCHOOL

Building Interior – Participant feedback was varied for this category. Comments were listed such as a need for better **lighting**, increased **storage**, unequal **heating/cooling** as well as better **sound systems** for the gym and auditorium.

Building Exterior – Desired changes for this category included **windows for classrooms**, that the school is in the flood plain, and “getting in and out of Short Street can be challenging (Expand intersection of Short/53).”

Site Grounds – Vision 202 participants expressed a desire for **athletic facilities on campus**.

Safety/Security – Among the items mentioned for safety/security were to move the **commons area away from the front entrance**, **stairwells** are difficult to find, a desire for **increased signage**, and students are able to prop open entrances.

Parking/Lighting – Groups indicated a desire for **additional lighting** as well as a need for **parking lot repairs**.

APPENDIX

CES 1 - Executive Summary

GENERAL COMMENTS

MEADOWS CENTER

The **facility grounds** were identified as a positive attribute for this facility by several groups. Some groups suggested this site be considered as an option for a new facility while one group felt it is not a central location. Some participants noted questions regarding the **financial implications** for maintaining this facility as well as suggestions for **repurposing** the building as well.

WILDE FIELD

Overall, participants indicated that Wilde Field is a nice facility that is in need of updates. Some groups **questioned** whether **the location** is optimal or if the land should be utilized for a new facility.

For a complete listing of all responses
see the January 19, 2016 CES-1 Verbatim Response Document found at
vision202.org/vision-202-ch-2

CES 1 - Presentation

Welcome

Community Engagement Session #1
~ Physical Condition of District Facilities ~

- Please introduce yourself to others at your table.
- Put on a name tag
- Complete the information on the sign-in sheet

Vision 202
Chapter Two: Facility Master Planning

1

Vision 202: Chapter 2
Co-Chairs

 Bill Buchelt	 Susan Stears
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Vision 202
Chapter Two: Facility Master Planning

2

**Remembering the Past...
Looking to the Future**

Lisle Citizens School
Advisory Council

Vision 202
Chapter Two: Facility Master Planning

3

Charge Statement

- Consider the findings from last year's **Vision 202** Report to the Community, focusing on the facilities recommendations
- Gather input from the Lisle 202 community to determine community priorities for Lisle 202 facilities
- Use community feedback to inform the School Board in the development of a Facilities Master Plan



Vision 202
Chapter Two: Facility Master Planning

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Facilitating Team

Members <ul style="list-style-type: none"> - Community Chairs - Community Members - Staff Representatives - District Leadership - Board Liaisons 	Role <ul style="list-style-type: none"> - Process - Strategy - Communications - Agendas - Materials - Final Report of Findings
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Vision 202
Chapter Two: Facility Master Planning

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Facilitating Team

Team Roster		
Community Chairs	Susan Stears	Bill Buchelt
Community Members	Terry Brennan	Steve Pawlowicz
	Dan Helderle	Monica Wagoner
	Mark Kelley	
District Representatives	Keith Filipiak, Superintendent Pat Kerback, LEA President & Teacher Linda Kotalik, Director of Personnel, Staff Development and Technology David Wilkinson, Director of Finance	
School Board Members	Pam Ahlmann	Amy Narof
Perkins+Will Architects	Mark Jolicoeur	Rick Young

Vision 202
Chapter Two: Facility Master Planning

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Sessions

- Participants can be any Lisle CUSD 202 resident, community stakeholder, or employee
- Workshops are designed and coordinated by the Facilitating Team
- Topics are relevant to Lisle CUSD 202's facilities
- Recommendations developed through discussions in small group setting



Vision 202
Chapter Two: Facility Master Planning

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Typical Session Agenda

- Welcome & Review of Previous Session
- Data/Informational Presentation
- Instructions for Small Group Work Activity
- Small Group Work (Dialogue/Decisions)
- Small Group Reporting to Large Group
- Closing/Preview of Next Session

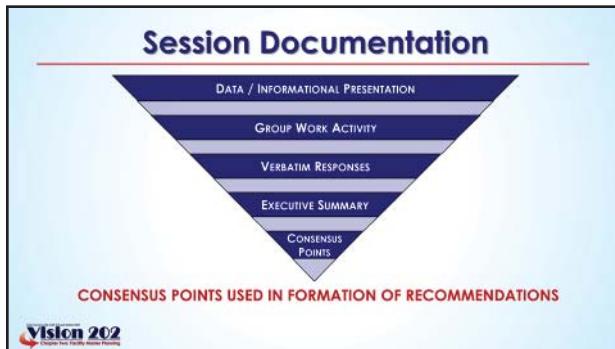


Vision 202
Chapter Two: Facility Master Planning

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APPENDIX

CES 1 - Presentation



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Sign-In Sheet

Community Engagement Session # _____ Date: _____

Name	Address	Phone Number	Email	Check All That Apply
1.				<input type="checkbox"/> Lisle 202 Parent Student <input type="checkbox"/> Lisle 202 Faculty Staff <input type="checkbox"/> Lisle 202 Board Member <input type="checkbox"/> Community Member <input type="checkbox"/> Lisle 202 Parent Current Student <input type="checkbox"/> Lisle 202 Parent Past Student <input type="checkbox"/> Lisle 202 Parent Current Faculty <input type="checkbox"/> Lisle 202 Parent Past Faculty <input type="checkbox"/> Lisle 202 Parent Current Staff <input type="checkbox"/> Lisle 202 Parent Past Staff <input type="checkbox"/> Lisle 202 Alumni Current Student <input type="checkbox"/> Lisle 202 Alumni Past Student <input type="checkbox"/> Lisle 202 Alumni Current Faculty <input type="checkbox"/> Lisle 202 Alumni Past Faculty <input type="checkbox"/> Lisle 202 Board Member <input type="checkbox"/> Lisle 202 Faculty Current Student <input type="checkbox"/> Lisle 202 Faculty Past Student <input type="checkbox"/> Lisle 202 Staff Current Student <input type="checkbox"/> Lisle 202 Staff Past Student <input type="checkbox"/> Lisle 202 Community Member
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6.				

Vision 202
Chapter Two Facility Master Planning

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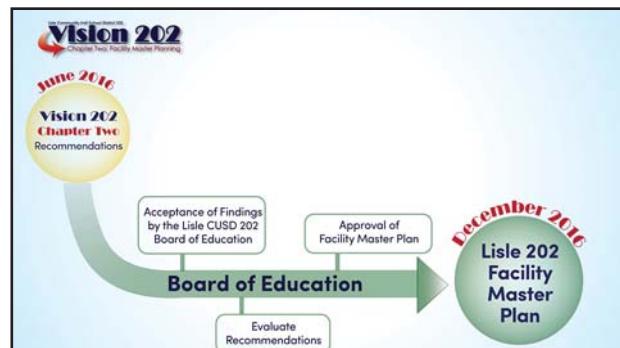


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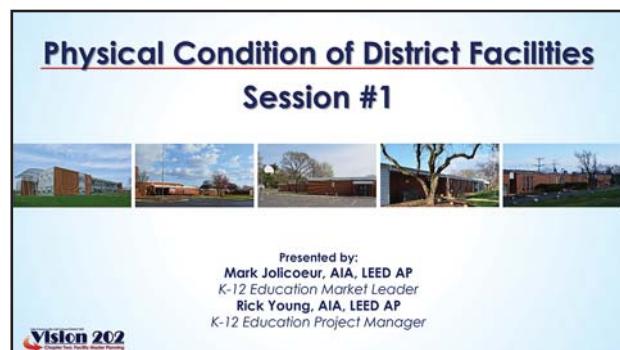
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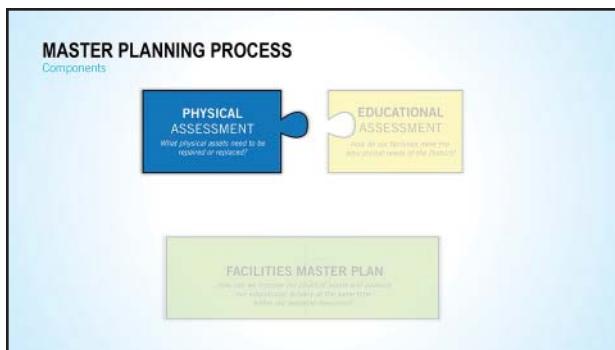
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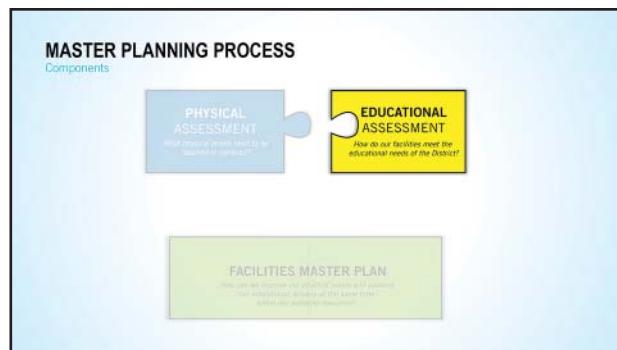
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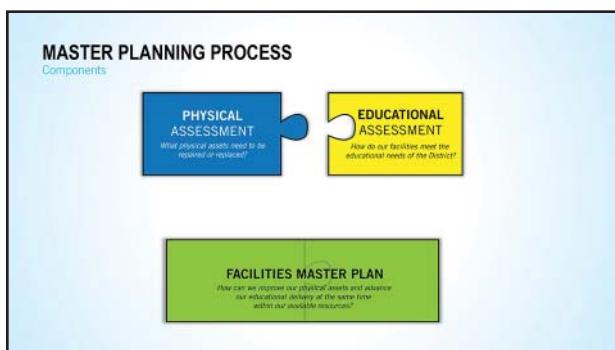
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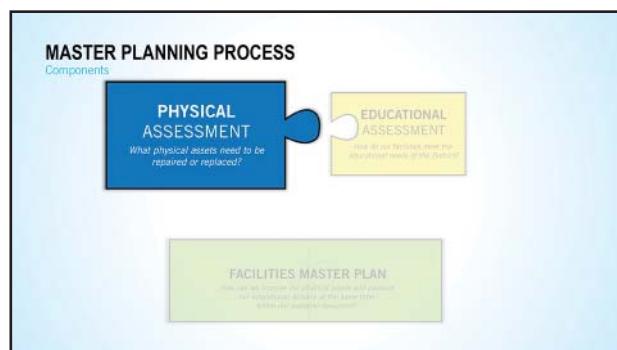
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CES 1 - Presentation

LISLE DISTRICT 202
Existing Facilities

- Tate Woods -
- Grades: PreK, 1-2
- 247 Students
- Senior High School -
- Grades: 9-12
- 504 Students
- Junior High School -
- Grades: 6-8, District Admin.
- 340 Students
- Schiesher -
- Grades: K, 3-5
- 372 Students
- Meadows Center -
- Grades: N/A
- No District Students

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LISLE DISTRICT 202
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LISLE DISTRICT 202
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LISLE DISTRICT 202
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LISLE DISTRICT 202
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LISLE DISTRICT 202
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- 372 Students
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- Grades: N/A
- No District Students

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FINANCIAL IMPLICATIONS
Facility Master Plan

Physical	+	Educational	+	Operational	=	Total
TODAY Budget Estimates for Building Maintenance and Upkeep		Budget Estimates for Options to correct Building Functional Issues		Budget Estimates for Operational Implications with Options		

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DISTRICT-WIDE
Categories

- Exterior: Brick, Windows, Roof, Doors, etc.
- Interior: Walls, Doors, Ceiling, Flooring, etc.
- MEP/FP: Mechanical, Electrical, Plumbing, etc.
- Site: Parking Lots, Sports Fields, etc.
- Accessibility: ADA Issues, etc.

Anticipated expenditures over the next 10 years

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APPENDIX

CES 1 - Presentation

DISTRICT-WIDE
Priorities

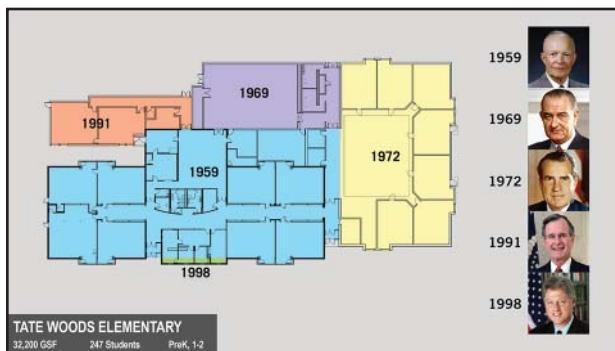
- Priority 1:**
 - Poor condition
 - System or component needs replacement or repair within 1-3 years
- Priority 2:**
 - Fair condition
 - System or component will probably need replacement or repair within 3-5 years
- Priority 3:**
 - Good condition
 - System or component may need replacement or repair within 5-10 years



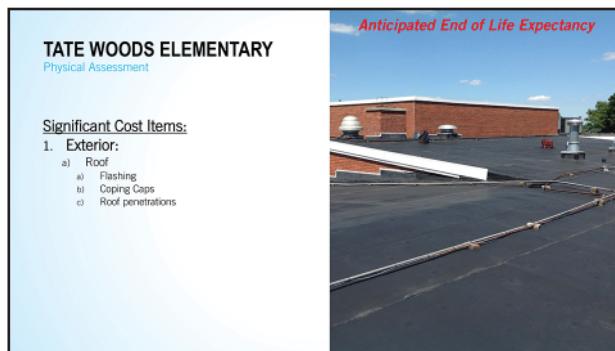
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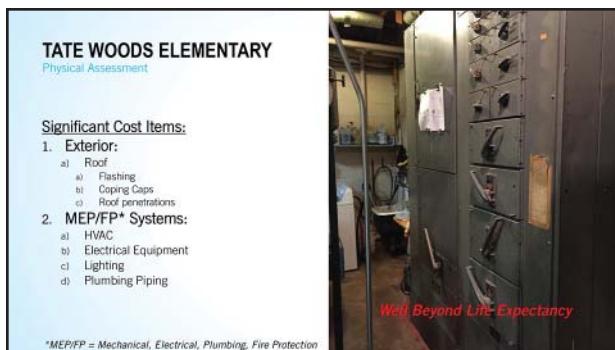
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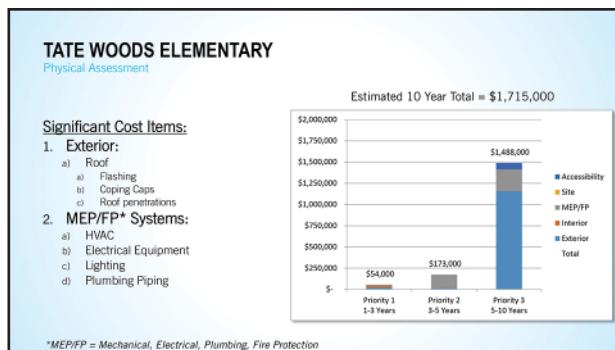
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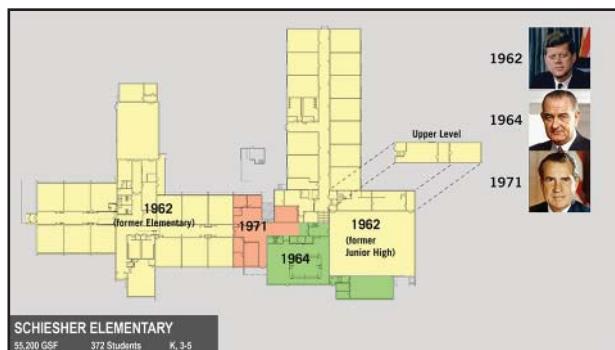
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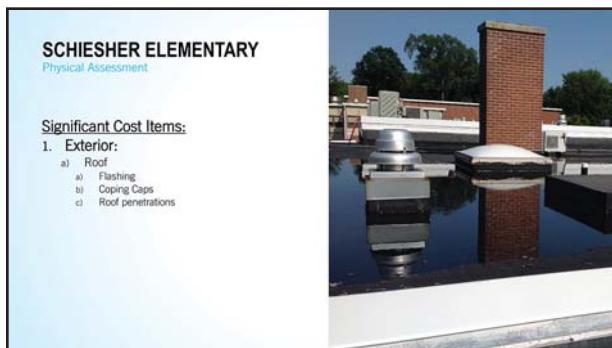


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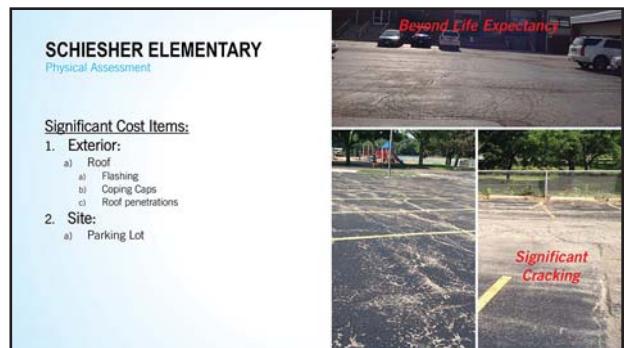


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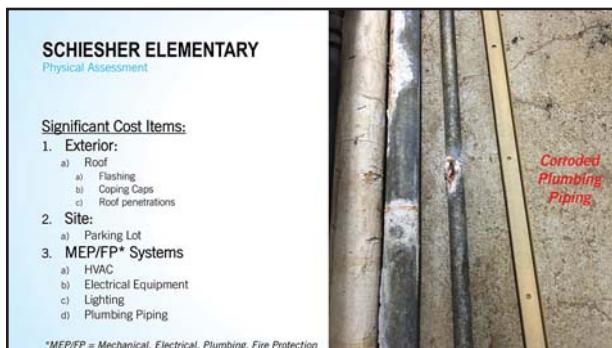
CES 1 - Presentation



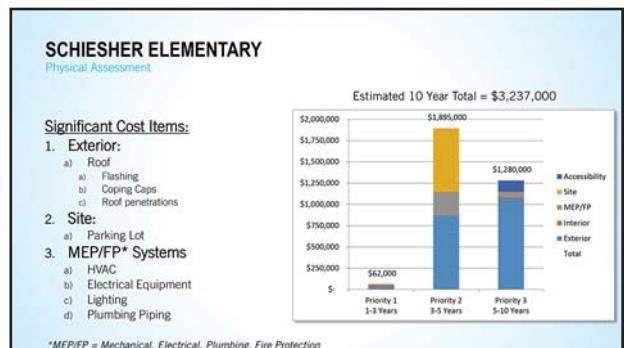
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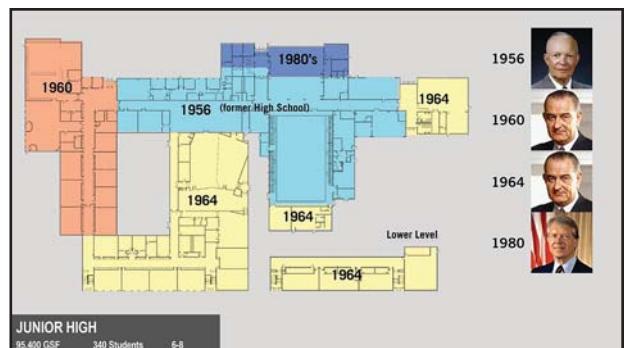
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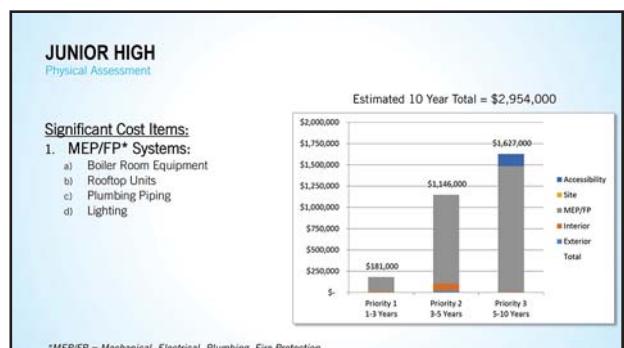
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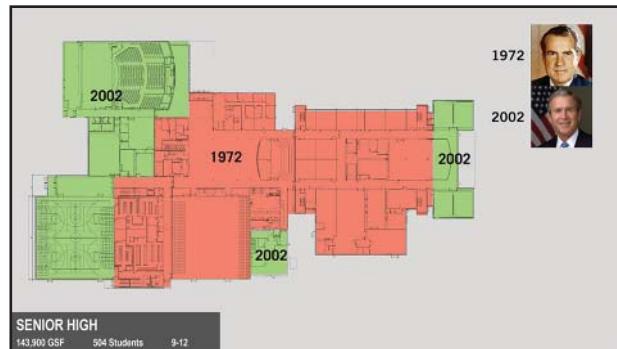
56

APPENDIX

CES 1 - Presentation



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SENIOR HIGH
Physical Assessment

Significant Cost Items:

1. MEP/FP* Systems:
 - a) End of Service Life Equipment
 - b) Plumbing Piping
 - c) Lighting

*MEP/FP = Mechanical, Electrical, Plumbing, Fire Protection

Anticipated End of Life Expectancy

59

SENIOR HIGH
Physical Assessment

Significant Cost Items:

1. MEP/FP* Systems:
 - a) End of Service Life Equipment
 - b) Plumbing Piping
 - c) Lighting
2. Site:
 - a) Parking Lot

*MEP/FP = Mechanical, Electrical, Plumbing, Fire Protection

Beyond Life Expectancy

60

SENIOR HIGH
Physical Assessment

Significant Cost Items:

1. MEP/FP* Systems:
 - a) End of Service Life Equipment
 - b) Plumbing Piping
 - c) Lighting
2. Site:
 - a) Parking Lot
3. Exterior:
 - a) Roof
 - i) Flashing
 - ii) Capping Caps
 - iii) Roof penetrations

*MEP/FP = Mechanical, Electrical, Plumbing, Fire Protection

Anticipated End of Life Expectancy

61

SENIOR HIGH
Senior High School

Estimated 10 Year Total = \$2,474,000

Significant Cost Items:

1. MEP/FP* Systems:
 - a) End of Service Life Equipment
 - b) Plumbing Piping
 - c) Lighting
2. Site:
 - a) Parking Lot
3. Exterior:
 - a) Roof
 - i) Flashing
 - ii) Capping Caps
 - iii) Roof penetrations

*MEP/FP = Mechanical, Electrical, Plumbing, Fire Protection

Category	Priority 1 (1-3 Years)	Priority 2 (3-5 Years)	Priority 3 (5-10 Years)	Total
Accessibility	\$892,000	\$0	\$0	\$892,000
Site	\$0	\$0	\$0	\$0
MEP/FP	\$0	\$0	\$0	\$0
Interior	\$0	\$0	\$0	\$0
Exterior	\$0	\$0	\$0	\$0
Total	\$892,000	\$0	\$0	\$892,000

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63

WILDE FIELD & MAINT. BLDG.
Physical Assessment

Significant Cost Items:

1. Site:
 - a) Wilde Field
 - i) Track surface
 - ii) Bleachers
 - iii) Pressbox

End of Service Life

Inaccessible

Non-compliant stair

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CES 1 - Presentation

WILDE FIELD & MAINT. BLDG.
Physical Assessment

Significant Cost Items:

1. Site:
 - a) Wilde Field
 - 1) Track surface
 - 2) Bleachers
 - 3) Pressbox
2. Exterior:
 - a) Insulation



Roof and walls lack insulation

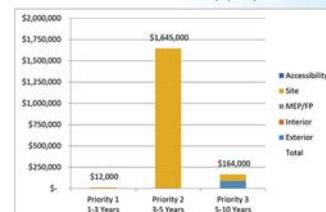
65

WILDE FIELD & MAINT. BLDG.
Physical Assessment

Significant Cost Items:

1. Site:
 - a) Wilde Field
 - 1) Track surface
 - 2) Bleachers
 - 3) Pressbox
2. Exterior:
 - a) Insulation

Estimated 10 Year Total = \$1,821,000

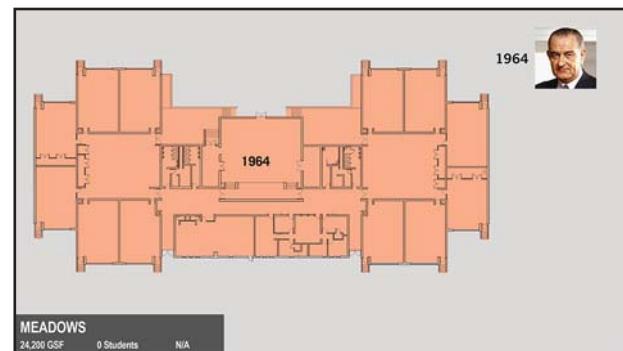


Category	Priority 1 (1-3 Years)	Priority 2 (3-5 Years)	Priority 3 (5-10 Years)	Total
Accessibility	\$12,000	\$1,645,000	\$164,000	\$1,821,000
Site	\$12,000	\$1,645,000	\$164,000	\$1,821,000
MEP/FP	\$12,000	\$1,645,000	\$164,000	\$1,821,000
Interior	\$12,000	\$1,645,000	\$164,000	\$1,821,000
Exterior	\$12,000	\$1,645,000	\$164,000	\$1,821,000
Total	\$12,000	\$1,645,000	\$164,000	\$1,821,000

66



67

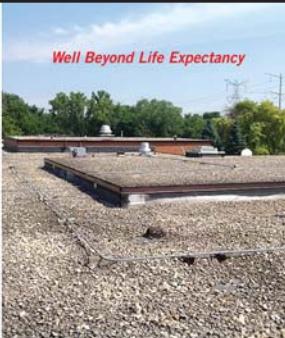


68

MEADOWS
Physical Assessment

Significant Cost Items:

1. Exterior:
 - a) Flashing
 - b) Coping Caps
 - c) Roof penetrations
 - b) Windows



Well Beyond Life Expectancy

69

MEADOWS
Physical Assessment

Significant Cost Items:

1. Exterior:
 - a) Flashing
 - b) Coping Caps
 - c) Roof penetrations
 - b) Windows
2. MEP/FP* Systems:
 - a) End of Service Life Equipment
 - b) Lighting
 - c) Fire Protection Systems
 - d) HVAC equipment



**MEP/FP = Mechanical, Electrical, Plumbing, Fire Protection*

70

MEADOWS
Physical Assessment

Significant Cost Items:

1. Exterior:
 - a) Flashing
 - b) Coping Caps
 - c) Roof penetrations
 - b) Windows
2. MEP/FP* Systems:
 - a) End of Service Life Equipment
 - b) Lighting
 - c) Fire Protection Systems
 - d) HVAC equipment
3. Site:
 - a) Parking Lot

**MEP/FP = Mechanical, Electrical, Plumbing, Fire Protection*



Significant Cracking

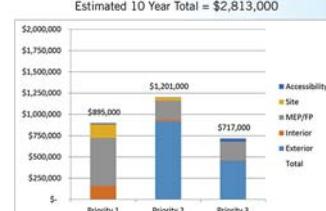
71

MEADOWS
Physical Assessment

Significant Cost Items:

1. Exterior:
 - a) Flashing
 - b) Coping Caps
 - c) Roof penetrations
 - b) Windows
2. MEP/FP* Systems:
 - a) End of Service Life Equipment
 - b) Lighting
 - c) Fire Protection Systems
 - d) HVAC equipment
3. Site:
 - a) Parking Lot

Estimated 10 Year Total = \$2,813,000



Category	Priority 1 (1-3 Years)	Priority 2 (3-5 Years)	Priority 3 (5-10 Years)	Total
Accessibility	\$895,000	\$1,201,000	\$717,000	\$2,813,000
Site	\$895,000	\$1,201,000	\$717,000	\$2,813,000
MEP/FP	\$895,000	\$1,201,000	\$717,000	\$2,813,000
Interior	\$895,000	\$1,201,000	\$717,000	\$2,813,000
Exterior	\$895,000	\$1,201,000	\$717,000	\$2,813,000
Total	\$895,000	\$1,201,000	\$717,000	\$2,813,000

**MEP/FP = Mechanical, Electrical, Plumbing, Fire Protection*

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APPENDIX

CES 1 - Presentation

FINANCIAL IMPLICATIONS	
Physical Assessment	
Facility	\$
Tate Woods	\$1.7M
Schiesher	\$3.2M
Junior HS	\$3.0M
Senior HS	\$2.5M
Wilde Field/ Maint. Bldg.	\$1.8M
Subtotal	\$12.2M
Meadows	\$2.8M
Total	\$15.0M

The chart displays the total financial implications for each facility across three priority periods: Priority 1 (1-3 years), Priority 2 (3-5 years), and Priority 3 (5-10 years). The facilities and their corresponding values are: Tate Woods (\$1,897,000), Schiesher (\$6,154,000), Junior HS (\$6,965,000), Senior HS (\$1,897,000), Wilde Field/Maint. Bldg. (\$1,897,000), and Meadows (\$1,897,000). The total value for all facilities is \$15.0M.

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FINANCIAL IMPLICATIONS			
Physical Assessment			
Facility	\$	Area	\$/sf
Tate Woods	\$1.7M	32,200sf	\$53/sf
Schiesher	\$3.2M	55,200sf	\$59/sf
Junior HS	\$3.0M	95,400sf	\$31/sf
Senior HS	\$2.5M	143,900sf	\$17/sf
Wilde Field/ Maint. Bldg.	\$1.8M	--sf	--/sf
Subtotal	\$12.2M	350,900sf	\$30/sf
Meadows	\$2.8M	24,200sf	\$116/sf
Total	\$15.0M	375,100sf	\$40/sf

The chart displays the total financial implications for each facility across three priority periods: Priority 1 (1-3 years), Priority 2 (3-5 years), and Priority 3 (5-10 years). The facilities and their corresponding values are: Tate Woods (\$1,897,000), Schiesher (\$6,154,000), Junior HS (\$6,965,000), Senior HS (\$1,897,000), Wilde Field/Maint. Bldg. (\$1,897,000), and Meadows (\$1,897,000). The total value for all facilities is \$15.0M.

74

FINANCIAL IMPLICATIONS			
Physical Assessment			
Facility	\$	Area	\$/sf
Tate Woods	\$1.7M	32,200sf	\$53/sf
Schiesher	\$3.2M	55,200sf	\$59/sf
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75

FINANCIAL IMPLICATIONS			
Physical Assessment			
Facility	\$	Area	\$/sf
Tate Woods	\$1.7M	32,200sf	\$53/sf
Schiesher	\$3.2M	55,200sf	\$59/sf
Junior HS	\$3.0M	95,400sf	\$31/sf
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76

FINANCIAL IMPLICATIONS			
Physical Assessment			
Facility	\$	Area	\$/sf
Tate Woods	\$1.7M	32,200sf	\$53/sf
Schiesher	\$3.2M	55,200sf	\$59/sf
Junior HS	\$3.0M	95,400sf	\$31/sf
Senior HS	\$2.5M	143,900sf	\$17/sf
Wilde Field/ Maint. Bldg.	\$1.8M	--sf	--/sf
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FINANCIAL IMPLICATIONS	
Facility Master Plan	
Facility	Phys.
Tate Woods	\$1.7M
Schiesher	\$3.2M
Junior HS	\$3.0M
Senior HS	\$2.5M
Wilde Field/ Maint. Bldg.	\$1.8M
Subtotal	\$12.2M
Meadows	\$2.8M
Total	\$15.0M

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Facility	Phys.	+		Educ.
		CES-2	CES-4	
Tate Woods	\$1.7M		Educational Assessment	
Schiesher	\$3.2M			
Junior HS	\$3.0M			
Senior HS	\$2.5M			
Wilde Field/ Maint. Bldg.	\$1.8M		Estimates for Refined Options	
Subtotal	\$12.2M			
Meadows	\$2.8M		N/A	
Total	\$15.0M		N/A	

79

Facility	Phys.	+		Oper.
		CES-2	CES-4	
Tate Woods	\$1.7M			CES-4/5 Estimates for Refined Options
Schiesher	\$3.2M			
Junior HS	\$3.0M			
Senior HS	\$2.5M			
Wilde Field/ Maint. Bldg.	\$1.8M			
Subtotal	\$12.2M			
Meadows	\$2.8M			CES-4/5
Total	\$15.0M			N/A

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CES 1 - Presentation

FINANCIAL IMPLICATIONS				
Facility	Phys.	+	Oper.	=
Tate Woods	\$1.7M		CES-2 Educational Assessment	CES-4/5
Schiesher	\$3.2M			
Junior HS	\$3.0M		CES-4 Estimates for Refined Options	CES-4/5
Senior HS	\$2.5M			
Wilde Field/ Maint. Bldg.	\$1.8M			
Subtotal	\$12.2M			
Meadows	\$2.8M		N/A	CES-4/5
Total	\$15.0M		N/A	CES-4/5

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Work Activity Questions

Task #1:
Physical Condition of Facilities



Vision 202
Create Your Facility Master Planning

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Task #1 Group Poster

Vision 202
Create Your Facility Master Planning

Task #1: Physical Condition of District Facilities		Tate Woods Elementary School		Name _____ Date _____	
Positive Building Features	Building Interior • Cleanliness • Reliability • Accessibility • Aesthetic Appeal • Add'l Thoughts	Building Exterior • Aesthetic Appeal • Accessibility • Reliability • Add'l Thoughts	Site Grounds • Reliability • Accessibility • Aesthetic Appeal • Add'l Thoughts	Safety/Hazards • Accessibility • Reliability • Aesthetic Appeal • Add'l Thoughts	Parking/Logistics • Convenience • Separation • Capacity • Add'l Thoughts
Desired Building Changes					

Vision 202
Create Your Facility Master Planning

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Small Group Work Activity

Select a Recorder and Spokesperson

Recorder Responsibilities —

- Complete the information on the group's poster

Spokesperson Responsibilities —

- Report group's information

Vision 202
Create Your Facility Master Planning

85

Small Group Work Activity Posters

- Information on the group poster should be a compilation of ideas from the group members
- Monitor progress to complete the worksheet in allotted time
- Only the group recorder's poster will be collected

Vision 202
Create Your Facility Master Planning

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SMALL GROUP WORK ACTIVITY REPORTING



Vision 202
Create Your Facility Master Planning

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Facilities Open House Dates

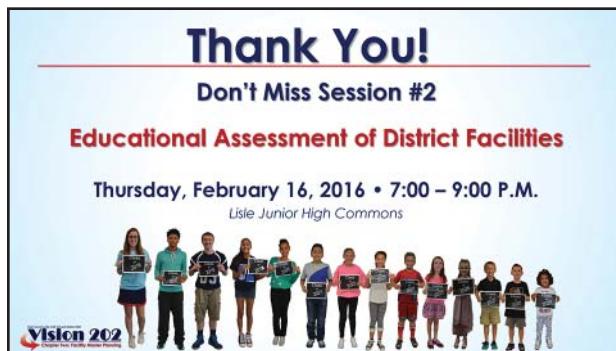
Saturday, February 20, 2016	Saturday, February 27th, 2016
Lisle High School • 9-11am	Schiesher Elementary School • 9-11am
Tate Woods Elementary School • 11am-1pm	Lisle Jr. High School • 11am-1pm

Vision 202
Create Your Facility Master Planning

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APPENDIX

CES 1 - Presentation



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CES 1 - Small Group Activity Responses

COMMUNITY RESPONSES TO CES 1 ACTIVITY

After the presentation of Physical Conditions of District Facilities, an activity was described to the CES 1 attendees. The image shown at the bottom of this page describes the activity the attendees were asked to perform, and the images on the pages that follow are the verbatim responses resulting from that activity.



Lisle Community Unit School District 202
Vision 202
Chapter Two: Facility Master Planning

VERBATIM RESPONSE DOCUMENT
SMALL GROUP WORK ACTIVITY
SESSION (CES) #1
TUESDAY, JANUARY 19, 2016

ACTIVITY

TASK #1: PHYSICAL CONDITION OF DISTRICT FACILITIES

Tonight you heard details regarding the **physical condition** of each of the Lisle CUSD 202 facilities. As a small group, reflect on the presented information as well as your experiences and interactions with the District facilities for the categories: Building Interior, Building Exterior, Site Grounds, Safety/Security, and Parking/Lighting. Discuss and record your feedback on the following questions for each facility:

- When considering the physical condition of each school building, what does your small group feel are:
 - positive building features?
 - desired building changes?

Please record the group's ideas in the space provided on the posters in the center of the table. If there are additional categories your group would like to include, please record the feedback in the "Other" categories on the poster.

APPENDIX**CES 1 - Small Group Activity Responses**

Positive Building Features						
Tate Woods Elementary School	Building Interior • Classrooms • Hallways • Add'l Thoughts	Building Exterior • Entrances • Accessibility • Aesthetics • Add'l Thoughts	Site Grounds • Playgrounds • Field • Add'l Thoughts	Safety/Security • Entrances • Access inside/ outside building • Add'l Thoughts	Parking/Lighting • Car/Bus/Pedestrian Separation • Congestion • Add'l Thoughts	Other
Table						
2	Smaller class sizes Built to suit little kids					
3	Library configuration w/ class rooms around is def. a positive.		New playground is very nice.	New front ent.?		
4				Cameras/keyless entry		
5	"Cozy" feeling in some classrooms		Playgrounds in good shape Same green space	ID door unlocks is good		
6	Newly designed library Aesthetically pleasing	Welcoming building	New playground Location is positive in a neighborhood			
7	"cozy" feel/layout Library remodel	Good accessibility	Great playground Entrance on street Secure-visitors pass office	Quiet street-low traffic Secure-visitors pass office	Pickup and drop off system	

2

8	Classrooms close allows for working w/ mentor and in groups Small school but want kindergartners Nice LRC improvement			Cameras		
9	Library is a central location w/ classrooms around the library All one level	All one level Entrance on front of building				
10	Character murals	Safe drop off/pick up	Playground (appropriate size)	Exits within classrooms	Bright hallways	
11	Nice to have 2 nd grade and 1 st grade classes around library	Nice courtyards and gathering area	Playground is accessible and made for young learners			
12	Cheerful		Green space			
13			New playground			
14	Natural light Ceiling (wooden) unique and beautiful		New playground		Like that 1 st & 2 nd grades are separate	
15	Bathroom access in early childhood rooms	Well-landscaped	Kids love playground			
16	Classroom proximity to LRC Welcome environment		New playground	Need to be buzzed in at all times		

3

CES 1 - Small Group Activity Responses

Positive Building Features						
Schiesher Elementary School	Building Interior	Building Exterior	Site Grounds	Safety/Security	Parking/Lighting	Other
Table 2	No Responses					
3	2 gyms-Conflict for community as well as day in and day out Good for parent meeting and kid coats	None	Very nice Proximity to JH to share facilities – sports, parking	None	Separated bus and parent pickup	
4	No Responses					
5	3 rd grade classrooms are larger Lunchroom large Two gyms is good Good floor in main gym	Nice playground	Good amount of green spaces	Video cameras are good Key cards are good	Separate bus lane is good	
6			Building is centrally located		Bus pick up good	
7	Kindergarten hall good for little ones.		Playgrounds updated		Shared parking with JH	Proximity to JH & fields
8	Room size only					
9	Needs most work!		New playground Mature trees			Wonderful staff!

4

10	Natural light Lockers Appropriately sized hallways	New sign	Playground Athletic field accessibility Ball field	Secure at all entrances		
11	Large gym w/ stage and bleachers Wide hallways w/ ramps and lift		Nice Athletic field Improved playground	Cameras added and bobs for entrance	Bus drop off/pick up and parent pick up can be done at same time.	
12	Size					
13	Kindergarten has its own way.	Multitude of entrances makes for speedy / efficient entrance / exit for students	Kids love the new playground Appreciate the new sign			
14	Lots of windows Some straight hallways	Close to downtown, JH, HS	New playground			
15	Stage in the gym		Nice that a baseball / softball field is present Good playgrounds			
16	3 rd grade classrooms are a decent size with windows!					The staff, teachers, and atmosphere are great!! ☺

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APPENDIX**CES 1 - Small Group Activity Responses**

Positive Building Features						
Lisle Junior High School	Building Interior	Building Exterior	Site Grounds	Safety/Security	Parking/Lighting	Other
Table						
2	Auditorium					
	Wellness Center Auditorium Courtyard-lets in natural light Commons for school and community events Tech classroom Great boardroom	Excellent accessibility to entrance	Nice to have field attached for sports and P.E. activities	Up to date	Good improvements Well lit	
3						
4			Proximity to athletic field	Improved security	Circle drive	
5	Centrally located offices Easily accessible classrooms Gym is good Auditorium is good	Founds look nice Entrance is safe	Courtyard is nice (A lot of potential)	OK with entrance	Ample parking for school day	
6	Nice auditorium Gym is good shape		Site grounds the best in district Centrally	Entrance more secure		

6

			located			
7	Clean – always Good signage Good cafeteria Auditorium		Ample grounds and well kept	Security good Office at front door, clear and easy to find.		
8	Lunchroom ☺ Nice flow in changing classrooms		Machines and workout area			
9	Size of LRC Beautiful gym Science labs/classrooms		Excellent football field/track-keep updated.	Obviously entry point Main office/security at entrance.		
10	Appropriately sized rooms Hallways	Clear entrance	Field accessibility	You can see who enters the building immediately	Separate bus/parent drop off = Safe (no street crossing)	
11	Auditorium is awesome and used by many schools/events.		Plenty of athletic space	Double door, secure entrance	Parking more centralized	
12	Air conditioning		Plenty of outdoor area Great athletic field	Nice entrance with office near front doors		
13					Generally okay-enough space PU/DD are both convenient for parents	
14		Controlled entrance	Plenty of green space	Good access point-have to go	Not many bus issues	Positive that district offices

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CES 1 - Small Group Activity Responses

			Close to HS and downtown	by the front office when enter Lighting good	Sometimes confusion in circle Parking/lighting better than it was.	are attached. Potential for a campus environment for all schools.
15	Auditorium Gym		Trade can be shared with Schlesher Elem.		Ample parking with good "flow"	
16	Classrooms are clustered so transitions between classes aren't right Gym has character (rafters) Big classrooms		Wilde Field is a nice asset			Centrally located Value kids attending small schools in our public schools in Lisle

8

Positive Building Features							
Lisle High School	Building Interior	Building Exterior	Site Grounds	Safety/Security	Parking/Lighting	Other	
Table							
2	Auditorium New gym/wrestling areas and weight room						
3	Commons Auditorium Wellness Center & 2 gyms Tech/computer lab Engineering tech Great library Great band/choir rooms	Entrances are good		Excellent			
4	No Responses						
5	Hallways are wide enough Artwork is beautiful Good commons area	Windows are nice Electronic sign is good Looks "open"	Great location Surrounding area is beautiful Flag is nice	Know where to go for entrance Enter through Main Office is good	Pick up and drop off are good Parking is good		

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APPENDIX

CES 1 - Small Group Activity Responses

	Two gyms is good Auditorium is beautiful LRC is nice Tech lab is nice					
6	Lots of windows Natural light Auditorium Two gyms	Aesthetically pleasing New roof and HVAC	Location good next to the park for PE	Secure entrance	Adequate parking Good car and bus accessibility Not in a residential neighborhood.	
7	Gym Auditorium Commons area open and well-lit	New entrance Inviting	Plenty of space-fields	Safety upon entry	Well lit Good condition parking Ample parking Drop off/pickup works well.	
8	Auditorium	Natural light ☺		☺		
9	Lighting	Open/spacious entry	Beautiful park setting	Clear entry Separated from traffic off of 53.	Good drop off/pick up-traffic flow	
10	Good sized rooms Spacious hallways Modern	Clear / attractive entrance	Baseball fields	You can see who is entering building Well-lit parking lots/entrances	Plenty of parking Well-marked pedestrian cross walks	
11	Good public gathering areas	Double entrance and safest out of all facilities	Access to park district fields, paths and grounds is a plus.	Safest entrance, need to go thru office.		

10

12	Air conditioned Nice auditorium Two gyms	Nice looking entrance				
13	Good lighting Nice improvements to Commons					
14	Bright and light natural light Commons area is beautiful gathering spot	More of a modern design	Setting by the park is positive (green space) Easy to get to	Entrance security good Cameras Close to police station ☺	Generally-parking is sufficient	
15	Best flowing logical layout	Building flows Well represents a high school look. Easy to tell the entrance Building logical	Great location	Most secure entrance		
16	Hallway configuration (by grade level) Designated concession stand Common area	Front entrance is identifiable and looks nice				

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CES 1 - Small Group Activity Responses

Desired Building Changes						
Tate Woods Elementary School	Building Interior	Building Exterior	Site Grounds	Safety/Security	Parking/Lighting	Other
Table	<ul style="list-style-type: none"> Classrooms Hallways Add'l Thoughts 	<ul style="list-style-type: none"> Entrances Accessibility Aesthetics Add'l Thoughts 				
2					Parking, dismissal and bus pick up and drop off are NIGHTMARES	Make this building the Admin building
3	Flow of bud. Is disjointed-needs improvement No auditorium on are for parent mtgs and/or student performances	Roof repair as presented tonight	No area for soccer, baseball, etc.	Original electric panel	Security-when you park in the back of building and walk through gym or walk around to the front.	Needs improvement Not enough parking Parent pick up is <ul style="list-style-type: none"> Long lines Hazardous Shares same street with busses.
4	Lighting	Skylights Modern entry	Shorten green Sections in front of school	Curve/guard rail at Middleton and Schwartz	Improve traffic pattern and drop off for students	
5	Desire for building to look more "solid" Desire for more "flow" Circulation is a challenge with segmentation Gym is small	Location is excluded Good for safety Bad for other things	Would love more green space Barriers to walk and bike to school Add more sidewalks to	More side lines in building for safety Separate bus/parent pick-up	Parking lot is bad Parking should not be across a street.	

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			neighborhood			
6	Classroom Air system terrible		Acquire land to the west for parking.	More secure entrance to building	Parking lot to small Not safe (Parking lot)	
7	Shortage of electrical-LRC		Limited space surrounding		Limited parking	
8	Musty smell especially in summer No natural light Bathrooms not ADA accessible Narrow halls	Needs single main entrance LRC classrooms cannot control room temp	Playground! But lots of traffic noise from highway	Feel safe with cameras	Buses have to wait until parent PU is complete	
9	Bigger classrooms Need meeting space for faculty Bathrooms would be nice in classrooms Natural light in each classroom Air-conditioning Updated electrical/mechanical			Main Office is not near entrance Bathrooms in classrooms for "Lock-Down"/safety situations	Must cross street to enter building from parking lot	
10	Lack of student (lockers) and adult storage Distance from classrooms to "LRC, Specials, Playground" Lack of windows/natural light air quality	Lack of a pronounced entrance	Lack of outdoor fields/space "Unsafe"	Backdoors...safety?	Poor lighting in parking lots Small lots	

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APPENDIX

CES 1 - Small Group Activity Responses

11	Better soundproofing metal walls are a challenge Maze of hallways challenging Gym is too small ADA challenges			Exterior door in classroom is not functional day to day Entrance is not secure-nothing stops you from going left or passing office	Car/Bus pickup very challenging Not enough parking for functions or volunteers	Auto emissions from 88 a negative
12	Secure student storage		Traffic sound on playground Upgrade playground	Office around corner from entrance		
13	Very dark interior appearance Poor lighting Dated library space-with a major hallway/passage thru it. Convoluted layout	Confusing location for main entrance *Not immediately apparent which doorway is the main one *entrance is some distance from parking lot *PU/DO of students is very inefficient, particularly b/c most parents have	Not a lot of grassy area available for play/recess Some of the available grass gets muddy b/c tree cover kills the grass	No visibility between office and entrance Parents dislike having to cross road to enter school w/ students (safety issue)	Get parking lot adjacent to building entrances	

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	younger siblings, strollers, etc.					
14	Art and music are separate...makes collaboration difficult. No closets, limited storage No kiln for art Lack of space Need improvement for space for student belongings (boots, etc.)	(Age) Farthest in the district (bussing...) Gas pipeline running through back. Secretary can't see who they are buzzing in?? Entrances aren't safe	Playground too close to highway. (Fumes) No room to expand	When buses are present...makes emergency vehicle access difficult. Floor plan not great-too many turns-not good line of sight. Music and art are "sitting ducks" in term of intruders.	Not enough room to park when there is a meeting.	
15	Classrooms small; larger classrooms Wider hallways Better storage of coats/backpacks Better flow thru the building	Make entrances visible from office	Need more green space	Immediate entrance into office	Need to have separate lanes for car and bus pickup and drop off Add sinks to classrooms Combine EC, Pre-K, K, 1 st , 2 nd Ensure that each special needs group/AT group has a dedicated place to meet..	
16	Temperature control Need to go through the lunchroom or gym to access the Art and Music rooms	Two separate front entrances	Enter building and can access classrooms without going through	Drop off/pick up is congested Not enough parking		

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CES 1 - Small Group Activity Responses

	Lots of rooms used for multiple purposes						
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Desired Building Changes

Schiesher Elementary School	Building Interior	Building Exterior	Site Grounds	Safety/Security	Parking/Lighting	Other
Table	<ul style="list-style-type: none"> Classrooms Hallways Add'l Thoughts 	<ul style="list-style-type: none"> Entrances Accessibility Aesthetics Add'l Thoughts 	<ul style="list-style-type: none"> Playgrounds Field Add'l Thoughts 	<ul style="list-style-type: none"> Entrances Access inside/outside building Add'l Thoughts 	<ul style="list-style-type: none"> Car/Bus/Pedestrian Separation Congestion Add'l Thoughts 	
2			Swap Sites Move Schiesher to Athletic Field and Athletic Field to Schiesher		Not at all conducive to pick up/drop off Tear down Start over Build up/two floors Dedicated drop off/pick up lanes Dedicated bus drop off/pick up lot	
3	Accessibility for disabled esp. to 5 th grade 5 th grade classrooms small Library needs updating to this century Small band room	<u>Horrible</u> front entrance Parking Roof issues and HVAC-elec-plumbing needs update		Entrance by Kindergarten not monitored Hard to find front door Improvement needed for drop off and pick up students	Segmented parking Bi-pass to back lot	
4	Classroom storage Lunchroom	Entrance relocation-front of building	Move basketball courts-safety concern Repurpose athletic	Layout makes it difficult to keep the building secure.	Adequate parking for events. Improved pick up	

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APPENDIX

CES 1 - Small Group Activity Responses

	facility improvement (flooding) Temperature control in classroom Add restrooms Improved air quality		fields (swap baseball field for parking lot)	Improved access for ADA between floor levels.	and drop off	
5	Disjointed Not accessible in hallways and LRC Small classrooms Lockers for Kindergartners Need more storage everywhere	Main entrance is in back of school Confusing exterior No windows in the LRC	No good sight lines outside from main school	Getting into and out of parking lot is tough. Need more sight lines in building Need better "Schiesher" signs	Parking lot is in very poor condition Disjointed parking lot Drive along building is good	Age appropriateness of facilities for large age range Need hot water in faculty washroom Humidity is hard to control
6	Need ADA updates Air quality in classrooms Need more classrooms for specials	Building entrance in the back very confusing Not aesthetically pleasing	Site grounds too small. Need to expand	Entrance not secure	Parking lot too small and not safe. Parent pick up very unsafe.	
7	Sprawling layout disconnected	Unclear front entrance** Driveway		Driveway and directionality Central Office is	Parking lot condition Pick up and drop	

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				confusing to visitors	off	
					Lighting too low (Pkg) Poor lighting on Kingston	
8	Lift not always working Bathroom not ADA LRC not inviting ☺ for kids with physical disabilities No natural light	Hidden entrance	Playground ☺	Entrance hidden Printers in hallway-privacy issue concern	Bad parking Drop off for kids across the street	
9	K-5 building w/ wings for primary and intermediate More space for "The Arts" Updated library Needs better flow/floor plan Up to date technology needs (i.e. outlets) Classrooms need to be bigger	Main entrance with security vestibule Clear signage Ventilation for gym (systems for building)	Basketball/playground facilities where cars won't park and are clearly defined. Play space for smaller kids	Main entrance with security vestibule Must be ADA accessible	Larger Parking lot connected to school w/o crossing street Drop off system MUST be improved. Better lighting for building at night	Full Campus between K-5 building and JH. Shutdown Kingston ☺ Build a new K05 building where Wilde Field currently stands and raze Schiesher and turn it into sports complex with parking, fields and maintenance building

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CES 1 - Small Group Activity Responses

	Natural light Soft spaces/furniture changes Need better spaces for facility meeting space (large and small) Better washrooms					
10	Older kids-small rooms Stairs Specialist Rooms Lack of storage Office is far for P.E. and music far	Awkward layout No main entrance		Drop off/pick up	Parking One way street Dark	
11	Gym is too hot – better HVAC Sound system improvement Library not ADA compliant	Where is the front entrance?	Blind spots and visibility poor between playground and swing area and athletic field	No doubt entrance or security door- No way to corral to office	Parent pickup/drop off crossing street involved. Back parking lot is dangerous w/ one lane w/ blind spot.	
12	Disconnected Improve interior signage	Front door in back Improve	Update playground "play-based learning"	Terrible access	Improve parking	Make bell sound more pleasing to the ear

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	signage to identify school *include sign to differentiate between Schiesher and Jr. High					
13	Lack of A/C in gym-which is the only all-school meeting space-is a serious problem at times	Very awkward entrance in back of building Hidden main entrance	Improve landscaping around building	Next year's kindergarten PU (pickup) is a concern. Currently teachers make eye contact with each parent. How will the do this w/ kids being released from other grades at the same time? No sight lines from office to exterior entrance	"The parking is a NIGHTMARE."	K-5 is one building.
14	Classrooms aged Hallways confusing	Layout is piecemeal		Front entrance location makes no sense. Seems like there is a lot of outside square footage – to protect from	Parking across the street Bus turn around difficult	Parents have a difficult time getting in after school.

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APPENDIX**CES 1 - Small Group Activity Responses**

				break ins. Need more controlled entrance into building. Once you're in you can disappear.		
15	Bathrooms in Kindergarten classrooms. Awkward layout	Front street entrance		Needs a secure entrance Move to front	Awkward entrance Add sinks in classroom	
16	No windows in the LRC Bad lighting Outlets	Main entrance is in the back.	Playground/blacktop area (also the bus lane)	Can enter the building and access classrooms without going through the main office Accessibility-2nd floor and LRC	Parking lots	

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Desired Building Changes						
Lisle Junior High School Table	Building Interior	Building Exterior	Site Grounds	Safety/Security	Parking/Lighting	Other
2	Need more classrooms No mobile teachers Second gymnasium			Moving front door Moving Commons to protect students	Dedicated bus pick up/drop off Off street	
3	Small classrooms Boiler-old out of date			Picking up students after school	Circle drive for pick up Larger parking lot	
4	Lighting/temperature control in classroom. Loud HVAC in classrooms. Auditorium improvements. Relocate central office Bathroom remodel/add more restrooms	Skylights Confusing entrance-JH vs. Central Office Courtyard-student use???	Utilize wasted space around school grounds	Remove wheelchair lift?	Additional parking needed Additional gender neutral facilities	
5	More classrooms Meeting areas for staff and group of students		Courtyard should be used more Courtyard needs to be maintained better		Could use more parking during school events Need built in tech resources like projectors, screens, etc. at ALL Facilities.	

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CES 1 - Small Group Activity Responses

	Auditorium needs update in technology, acoustics Need second gym – could use for intramurals					
6					Need more parking	
7	Lunch line crowded				Parking lot location Pick up/drop off craziness?	
8	Natural light	Courtyard – Useless Older look			Re-did lot but lost spots	District Office at LJH
9	Make sure classrooms are large enough for teacher needs. Updated Theater Flexible learning space Multi-purpose room space Consistent heating/cooling in rooms. Meeting space for faculty		Better practice fields		Better parking or drop-off system Visitor parking	
10	More multi-purpose rooms	District Office signage Natural light				

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11	Move District Office to another building and open up classrooms Build Up! To add more				Back up with drop off with bus lane by entrance. For some events, parking is not enough Schiesher used but lighting is too dim on path.	
12	Additional classrooms	Improve signage	Improve track		Improve lighting in parking lot Congested drop off	
13			Spruce up landscaping (very "blah") Gravel path/access to baseball/softball fields is rough	Enhanced security at the entrance		
14			*Track and field at end of its life (Marching Band damage)		Parking can be difficult when there are events at Schiesher and JH.	
15	More district offices Get rid of interior courtyard (not using space enough?)			Make the entrance more secure	Open back gravel lot for events that bring in a lot of families.	
16	Heating/cooling systems provide unequal heat Old Kitchen Teachers on carts Inefficient space for		Don't use our baseball fields, bus to Community Park Courtyard - Is it used? How could this space be used differently?		Drop off/pick up lanes Need more parking	

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APPENDIX**CES 1 - Small Group Activity Responses**

current/future staff Downstairs science classrooms are dark						

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Desired Building Changes						
Lisle High School	Building Interior • Classrooms • Hallways • Add'l Thoughts	Building Exterior • Entrances • Accessibility • Aesthetics • Add'l Thoughts	Site Grounds • Playgrounds • Field • Add'l Thoughts	Safety/Security • Entrances • Access inside/ outside building • Add'l Thoughts	Parking/Lighting • Car/Bus/Pedestrian Separation • Congestion • Add'l Thoughts	Other
Table						
2	Windows in all classrooms			Move commons area away from front entrance		
3	Sound system in gym		No athletic fields adjacent for soccer, football, track, baseball No fieldhouse			
4	Classroom lighting	Windows for classrooms	New lighted athletic field		Additional parking needed	
5	Classrooms are small Need storage in gym Storage, storage, storage!		No football field Travelling is a burden No outdoor track	Stairwells are hard-to-find Needs increased signage		
6	No responses					
7	Interior classroom walls-no noise cancelling.					
8	Needs better sound system in auditorium					
9	Updated library/media center. We want to see it? Soft areas			Better security vestibule	Fix parking lot asphalt Increase lighting in parking lot	

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CES 1 - Small Group Activity Responses

	Outlets for tech needs ipads/laptops					
10			Football field No track Pool (lack of)			
11	Is parking adequate?	In Flood Plain	In Flood Plain		Parking lot/general area lighting is poor in evenings.	
12	No Responses					
13	Poor temperature equality in classrooms Lighten the dark south gym and improve cooling			Glass wall on south side appears too open and potentially unsafe (could be remedied with some plantings)	Lots of repairs needed	
14	Classrooms are all fixed-not a flexible work space	Getting in and out of Short Street can be challenging (Expand intersection of Short/53)			Theatre could use upgrading in lighting and sound.	
15			Need to add athletic track			
16	Unequal heating and cooling		Athletic Fields are mostly offsite What does this cost the district? (softball, baseball, tennis, soccer-Park District) (Football-Benedictine)	Students are able to prop entrances open		

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		(Staff and buses cost?)			

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APPENDIX**CES 1 - Small Group Activity Responses**

General Comments		
Table	Meadows Center	Wilde Field
2	Pre-K and Admin Building	Turn Wilde Field E.W New school at North end of property
3	Large expense for non-use facility Asbestos removal for teardown Site is good	Only facility for sports on CUSD 202 land
4	Sell or trade land	Press box repair Track Stairs-ADA Capital improvements to field Allowing high school athletic usage
5	Are we covering our costs? Are we keeping for a reason? What's the plan?	Let's maintain more and longer Nice big area Should we keep or move elsewhere? Can we use it more?
6	No Responses	
7	Wonderful location for a new building! *Quiet and residential, close to major roads Decent playground and lots of playing field space	Nice spaces for general community use. Wilde Field-feeling during football games
8	No Responses	
9	Temporary use of K-5 as we build a new K-5 Campus Then discuss selling property Could this be the Administrative HQ if more space needed at JH for facilities?	Keep track updated if it need it. Updated field (Turf field) for multi-purpose Lights (@) ADA accessible press box Scoreboard update Field sponsor?
10	Get rid of it. What can we do with this space? (School?) Can we utilize it in a purposeful way?	We love it-where does it fit best in our community and school campuses? We like that schools can both have access, yet can this space be better used to help eliminate building transitions? (A new building?)
11	Valuable real estate-Sell?	Could this be used for different purpose? School Campus?
12	Is there income being generated? Not a central location	

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13		Lack of lighting has been problematic at playoff games (which had to be called early b/c of dark) If upgraded, could be used for more Lisle sporting events (and it is specifically branded "Lisle" vs. Benedictine, which isn't.)
14	Would be nice to return it to community use. Large parcel of land (valuable)	Nice facility to have More historic than useful? Parking insufficient when there is a big track meet. We need to have an athletic facility.
15	I like the pod aspect-especially if you held Pre-K, ECSE and Kindergarten here. What a wonderful spot for gross motor movement. Developmentally Appropriate! Sadly no attached bathrooms or secure entrance though. Nice hill available for outside play-introducing great opportunities for some Sp. Ed kids who may not get to "sled" etc.	TW has property to the West for sale and the Fiedler's property to the East might be available since he wants to develop the land into 11 sq.ft. homes.
16	No Responses	

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CES 2 - Executive Summary



EXECUTIVE SUMMARY

OF THE
 SMALL GROUP WORK ACTIVITY
 SESSION #2 • FEBRUARY 16, 2016

An estimated 65 individuals attended the second Community Engagement Session on Tuesday, February 16, 2016. However, this number does not include all Facilitating Team members, Board of Education members and some school/central office administrators; and sometimes, late arrivals. Participants first witnessed an in-depth presentation about the Educational Alignment of District Facilities presented by Perkins+Will architects Mark Jolicoeur and Rick Young. The presentation began with Mr. Jolicoeur providing an introduction of educational trends such as creativity & collaboration, media centered, and flexibility & agility that facilities need to be equipped to support.

Mr. Young then provided an overview of how the current facilities are, or are not, supporting teaching and learning according to today's standards. Participants were presented pictorial examples of the positive features and challenges for each facility.

Finally, Mr. Jolicoeur shared possibilities for our facilities. Vision 202 participants heard how current spaces can be adapted as well as how new spaces can be created to optimize the educational environments and accommodate the needs of today's educational delivery. Click [here](#) to view the CES-2 presentation.

After the presentation, participants worked in small groups to complete the tasks described below. The following is a summary of the responses from the groups.

TASK #1: EDUCATIONAL ASSESSMENT OF DISTRICT FACILITIES

Tonight you heard details regarding the educational assessment of each of the Lisle CUSD 202 facilities. As a small group, reflect on the presented information and discuss and record your feedback on the following question for each portion of the presentation:

- What resonated with your group from the information you heard tonight about the Educational Assessment of Lisle 202 Facilities?

TASK #2: PLANNING FOR CES #3 – FACILITY MASTER PLAN OPTIONS

The topic of the next community engagement session will be "Review & Evaluate Facility Options". As we begin to develop options for the Facility Master Plan:

- What ideas and/or suggestions does your group feel should be considered for inclusion in the Facilities Master Plan Options at CES #3? This is an opportunity to Dream Big!

TASK #1: OPPORTUNITIES FOR IMPROVING STUDENT ACHIEVEMENT

For Task #1, small groups were asked to reflect on the information presented and share the items that most resonated in three categories: Trends in Education, Educational Assessment, and Facility Possibilities.

Flexibility was frequently listed as an item of interest for the groups at Session 2. Participants commented on flexibility in terms of both space as well as the furnishings used to support teaching and learning in classrooms today.

Technology and media was also commonly listed. Ideas such as "media centered spaces and classrooms that allow for 21st century learning", access, and technology integration were included as comments for this section.

Collaboration was recorded in the comments by a number of groups. One group listed "collaboration among students" while another included "professional collaboration space (in need of)" as items from

APPENDIX

CES 2 - Executive Summary

the presentation that resonated with the group. Groups also noted a need to address space needs/resources for the special services.

The idea of mobility was frequently included in the group comments. Remarks related to furniture, technology as well as work space in general with one group commenting "current classroom sizes are too small for the type of mobility and flexibility students need to grow and learn."

Security was also an item that was repeatedly listed. Groups noted that the security systems have been updated, however, there is an interest in addressing the entrances at the schools that lack a secure entry point.

Other items included in multiple groups' notes were related to a need for increased storage options.

TASK #2: PLANNING FOR CES #3 – FACILITY MASTER PLAN OPTIONS

In Task #2 participants were asked to collaborate with their small groups and share ideas and/or suggestions that should be considered in the development of facility options that will be presented at the upcoming Community Engagement Session #3.

Vision 202 participants shared varied ideas to be considered for the facility options, with most groups including comments and/or ideas about the elementary buildings and some groups suggesting a new school for the elementary grades. Participants listed additional ideas related to configuration for the elementary grades as well. Some groups suggested a K-5 building while others shared comments related to creating a "campus feel" with an elementary facility near the Jr. High. Also mentioned were ideas to create a standalone early childhood center, or section of a building dedicated to this age group as well as the desire to reduce transitions between buildings for the elementary grades. "One K-5 building with separate grade level areas for K-2 and 3-5 buildings" was also suggested.

Many other comments listed related to security. One group commented "better security into buildings – away from commons/cafeteria ideal".

Participants shared interests in ensuring the availability of collaboration spaces, ample space for 21st Century teaching and learning, office space, as well as the various services/programs offered at all levels.

Other comments related specifically to the Jr. High included addressing the courtyard as well as the desire for more classrooms. Ideas for the High School were commonly related to the extra-curricular activities with some groups suggesting a fieldhouse.

Other ideas that were noted by multiple groups were related to an interest in moving the location of the District Office.

For a complete listing of all responses see the February 16, 2016 CES-2 Verbatim Response Document found at
<http://bit.ly/ch2ces2verbatim>

CES 2 - Presentation

Welcome

Community Engagement Session #2
~ Educational Alignment of District Facilities ~

- Please introduce yourself to others at your table
- Put on a name tag
- Complete the information on the sign-in sheet

Vision 202

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Website/Email/Social Media

Website:	www.vision202.org
Email:	vision202@lisle202.org
eNewsletter:	bit.ly/lislevision202enewsletter
Social Media:	
Facebook:	Lisle Vision 202
Twitter:	@Vision_202

Vision 202

2

Questions/Comments

- Fill out "I Have a Question/Comment" form
- Call: 630.493.8000
- Email: vision202@lisle202.org
- Ask questions during Small Group time

Vision 202

3

Sign-In Sheet

Vision 202

Send Electronic Sign-In Sheets to the following email address:		Table # _____
Community Engagement Session # _____		Date: _____
Please sign in to indicate you have completed the following:		
<input type="checkbox"/> All that Apply <input type="checkbox"/> LSCC 2020 <input type="checkbox"/> Community Engagement Session <input type="checkbox"/> Educational Alignment of District Facilities <input type="checkbox"/> Small Group Work Activity / Reporting <input type="checkbox"/> Building Tour Information <input type="checkbox"/> Preview of Next Session (CES #3)		
Name: _____	Mailing Address: _____	Phone Number: _____
E-mail: _____		
Priority: _____		
Comments: _____		

Vision 202

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Agenda

- Welcome and Opening Remarks
- Key Findings from CES #1
- Presentation: *Educational Alignment of District Facilities*
- Small Group Work Activity / Reporting
- Building Tour Information
- Preview of Next Session (CES #3)

Vision 202

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Recap of CES #1

Financial Implications

Facility	\$
Tate Woods	\$1.7M
Schlesher	\$3.2M
Junior HS	\$3.0M
Senior HS	\$2.5M
Wilde Field/ Maint. Bldg.	\$1.8M
Subtotal	\$12.2M
Meadows	\$2.8M
Total	\$15.0M

The chart shows the total cost of \$15.0M distributed across five facilities (Meadows ES, Tract & Maint. Bldg., Senior HS, Schlesher ES, Tate Woods ES) across three priority periods (Priority 1: 1-3 Years, Priority 2: 3-5 Years, Priority 3: 5-10 Years). The total cost for each period is approximately \$1.897M, \$6.965M, and \$6.154M respectively.

Vision 202

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Key Findings from CES #1

Tate Woods Elementary

Positive Building Features

- Learning Resource Center (LRC) Location & Updates
- New Playground Equipment
- Security Improvements

Desired Building Changes

- One Clear, Secure Entrance
- Flow/Layout of the Building
- Parking Lot Capacity and Safety Improvements

Vision 202

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Key Findings from CES #1

Schlesher Elementary

Positive Building Features

- Large Gym with Stage
- New Playground Equipment
- Security Improvements

Desired Building Changes

- Clear, Secure Entrance at the Front of the Building
- Flow/Layout of the Building
- Learning Resource Center (LRC) Improvements – Especially in regard to Accessibility

Vision 202

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APPENDIX

CES 2 - Presentation

Key Findings from CES #1

Junior High School

Positive Building Features

- Auditorium, Gym, Commons Area
- Access to Athletic Field
- Clear Entrance by Front Office

Desired Building Changes

- Additional Classroom Space
- Address Courtyard Space
- Parking Lot Capacity to Accommodate Events

Vision 202
Chicago Park District Master Planning

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Key Findings from CES #1

Senior High School

Positive Building Features

- Auditorium, Gyms, Commons Area
- Secure, Clear Entrance
- Parking Capacity

Desired Building Changes

- Athletic Fields/Track for Various Sports
- Repair Parking Lot
- Address Heating/Cooling

Vision 202
Chicago Park District Master Planning

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Educational Alignment of District Facilities

Session #2

Presented by:
Mark Jolicoeur, AIA, LEED AP
K-12 Education Market Leader
Rick Young, AIA, LEED AP
K-12 Education Project Manager

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Chicago Park District Master Planning

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Main objectives for you today

- Gain a clear picture of the Trends in Education for the future of instruction
- Understand results of the existing facilities' Educational / Functional Assessment
- Consider possibilities for 21st Century Learning Environments

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INSPIRING TRENDS IN EDUCATIONAL FACILITIES

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IMPACT OF FACILITIES ON STUDENT PERFORMANCE

ERGONOMICS
Furniture that provides children an increased opportunity to move triggers above average levels of concentration during test taking

LIGHTING
Daylighting has been linked to "better performance of students – as much as 20% improvement in math and 20% in reading on standardized tests". (Architectural Graphic Standards)

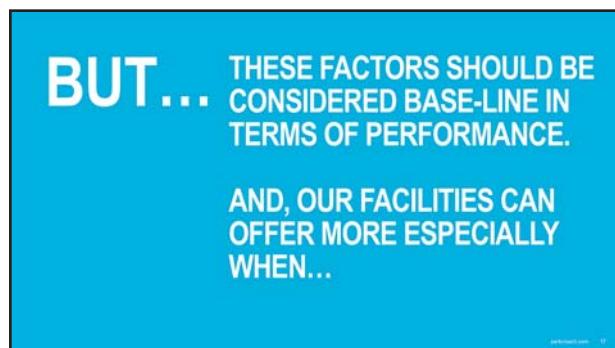
THERMAL CONTROL
Thermal conditions below optimal levels affect dexterity while thermal conditions above optimal levels decrease alertness & cause physical stress

ACOUSTICS
Noise influences children's information processing strategies and feelings of personal control (Gardner & Mouloua, 1991)

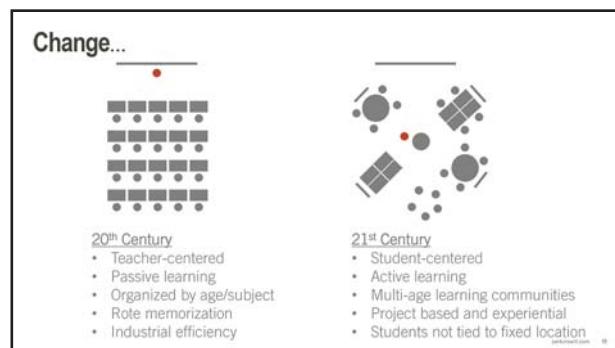
INDOOR AIR QUALITY
Asthma accounts for 10 million school absences per year. (EPA)

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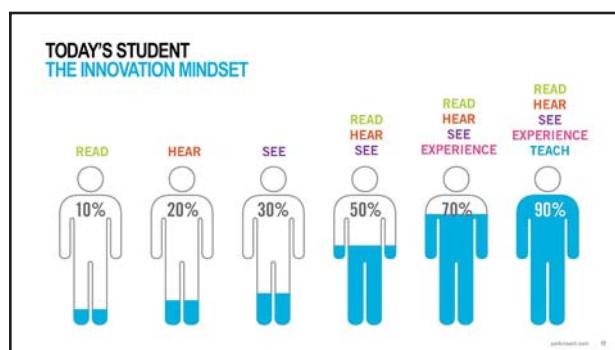
CES 2 - Presentation



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**"WHAT MATTERS MOST IN OUR
INCREASINGLY INNOVATION-DRIVEN
ECONOMY IS NOT WHAT YOU KNOW,
BUT **WHAT YOU CAN DO WITH WHAT
YOU KNOW**"**

Most Likely to Succeed: Preparing our Kids for the Innovation Era
Tony Wagner, Ted Dintersmith

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- ### TRENDS IN EDUCATION
1. CREATIVITY & COLLABORATION
 2. MEDIA CENTERED
 3. FLEXIBILITY & AGILITY
 4. SCALABILITY
 5. EVIDENCE & ARTIFACTS

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**1. CREATIVITY &
COLLABORATION**

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**1,500 CEOs 'IDENTIFY CREATIVITY
AS THE NUMBER ONE
LEADERSHIP COMPETENCY OF
THE SUCCESSFUL ENTERPRISE
OF THE FUTURE"**

IBM Global CEO Study, 2010

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WHEN EMPLOYEES **COLLABORATE**

THEY WORK **15% FASTER**, ON AVERAGE
73% DO BETTER WORK
60% ARE INNOVATIVE
56% ARE MORE SATISFIED

The Collaborative Economy, Deloitte, 2014

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APPENDIX

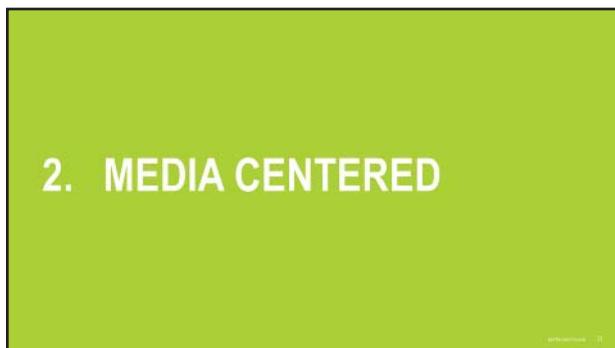
CES 2 - Presentation



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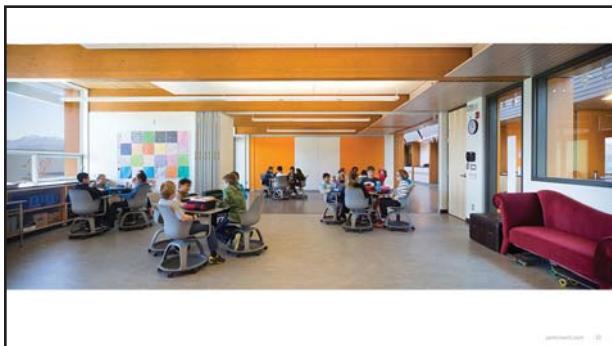


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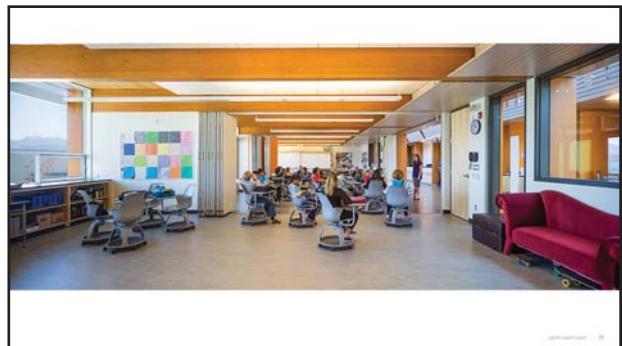


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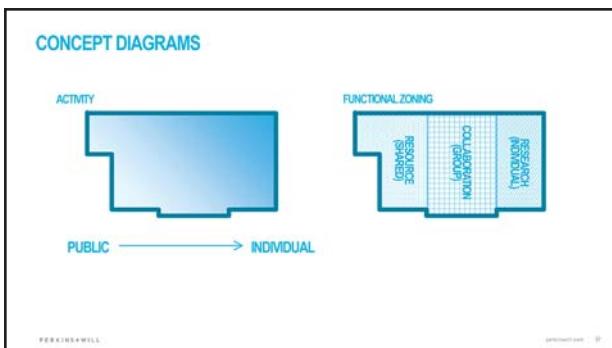


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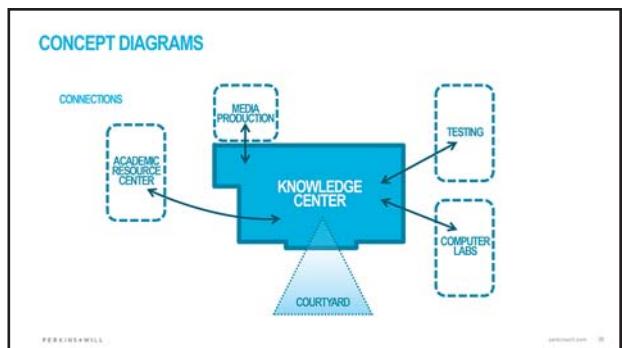
THERE ARE MORE THAN 500 STUDIES THAT SHOW EVIDENCE OF INCREASED ACHIEVEMENT FOR ALL TYPES OF STUDENTS WHEN THEY WORK TOGETHER IN SMALL GROUPS

*The Advantages of Collaboration in Education
Marie Anderson*

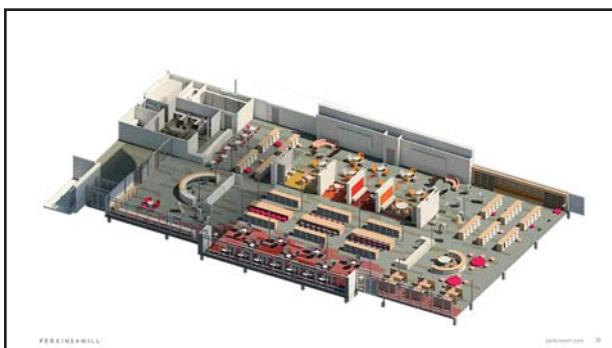
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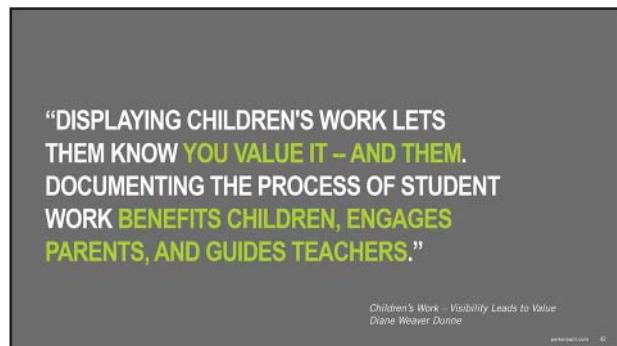
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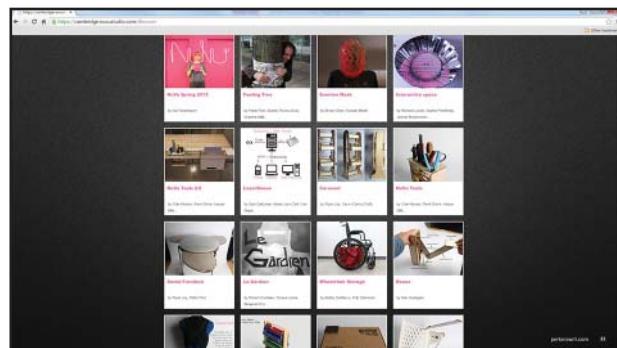
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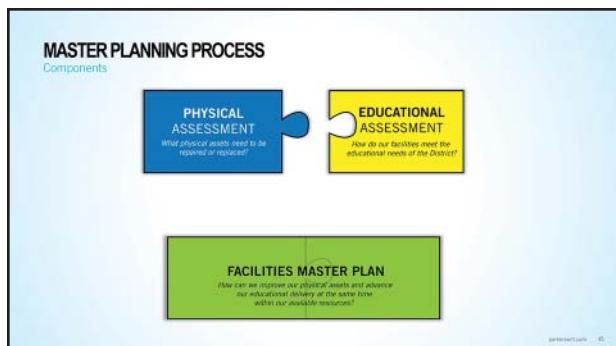
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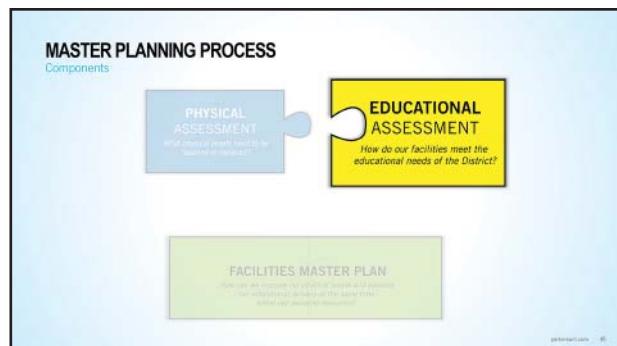
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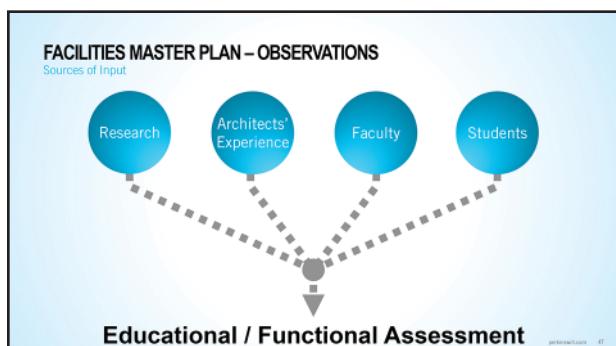
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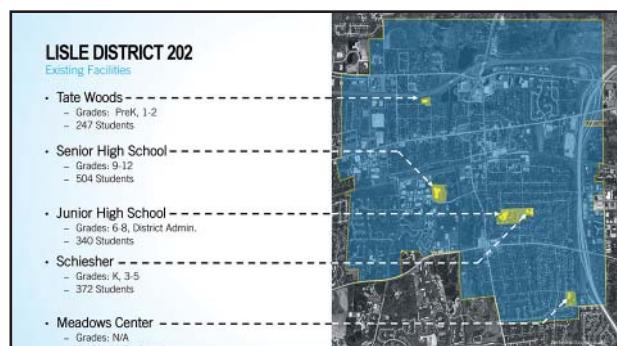
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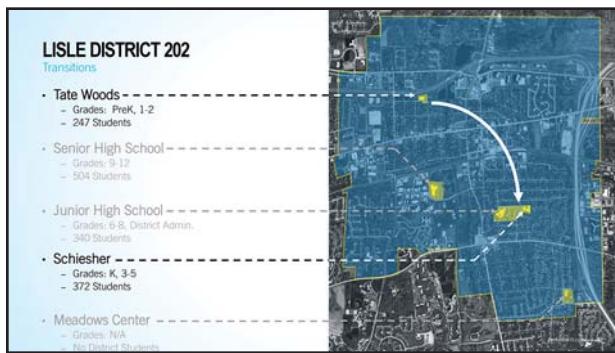


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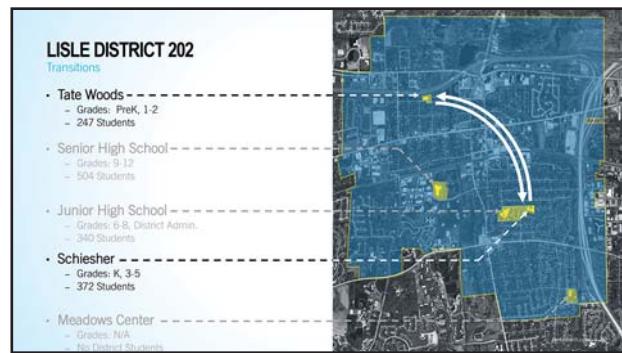


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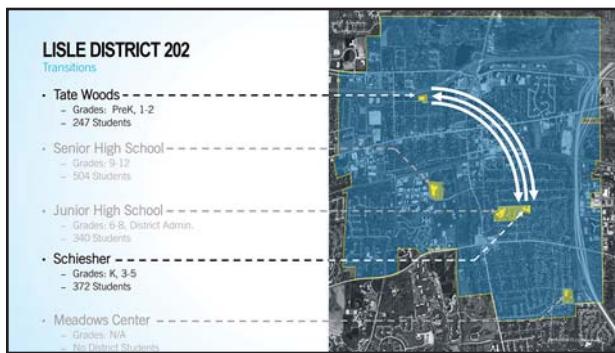
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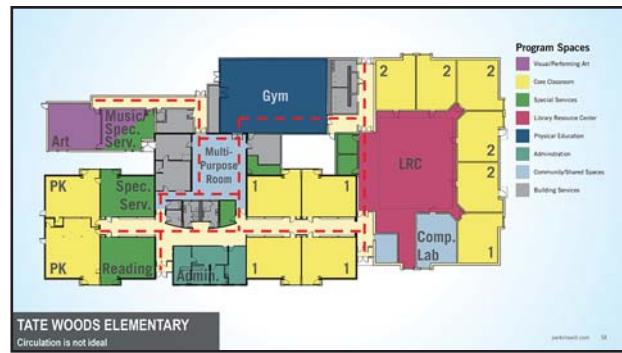
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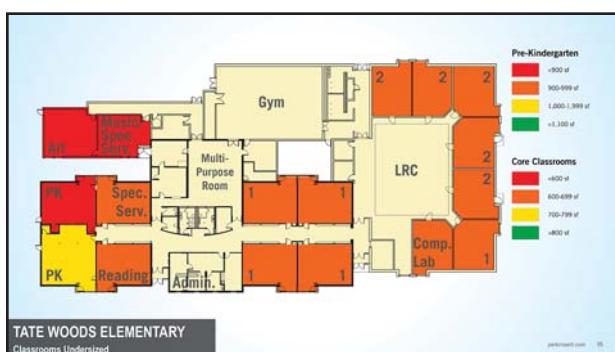
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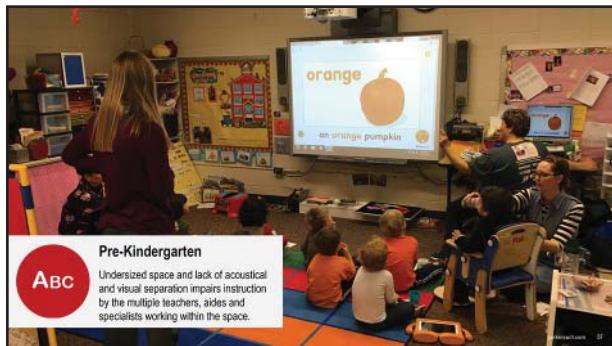
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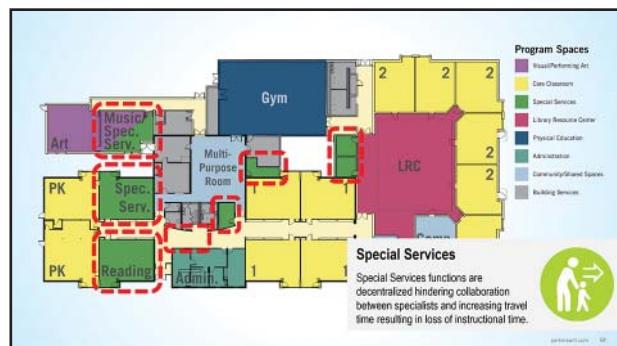
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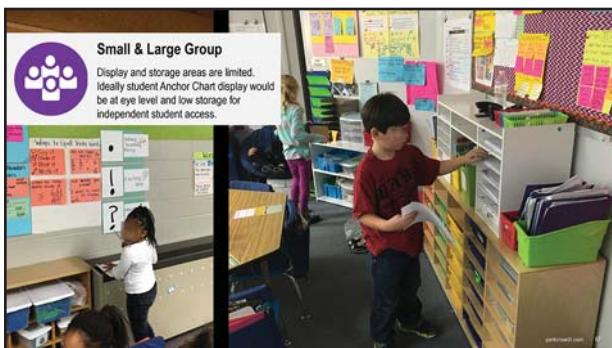
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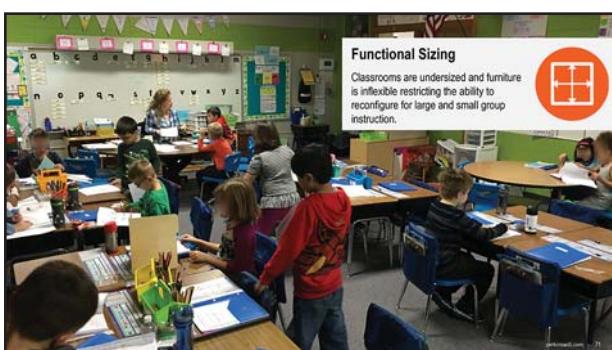
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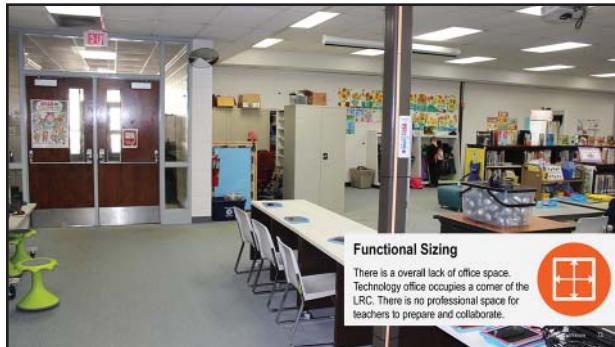
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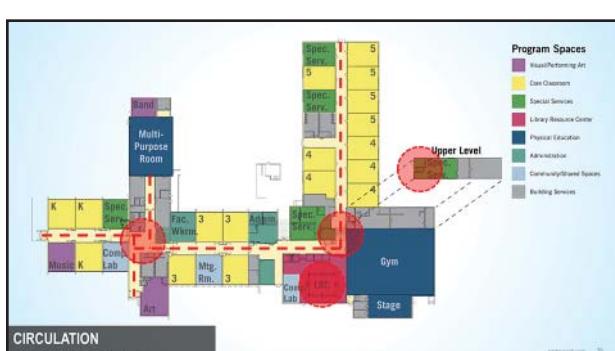
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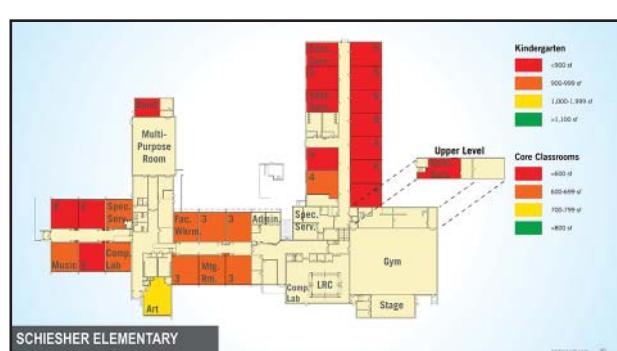
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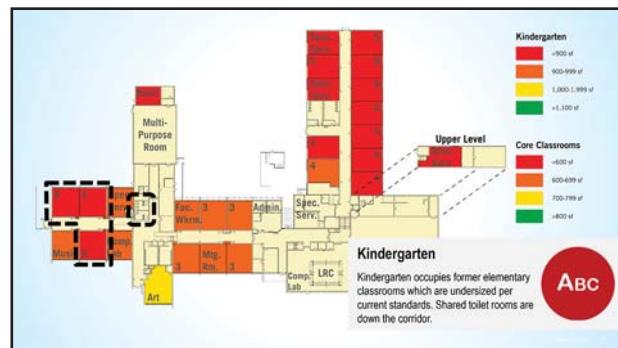


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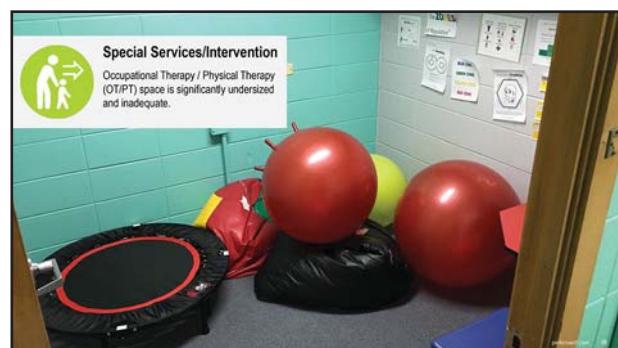
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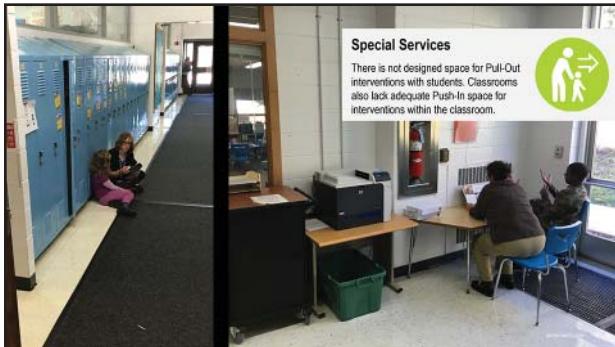
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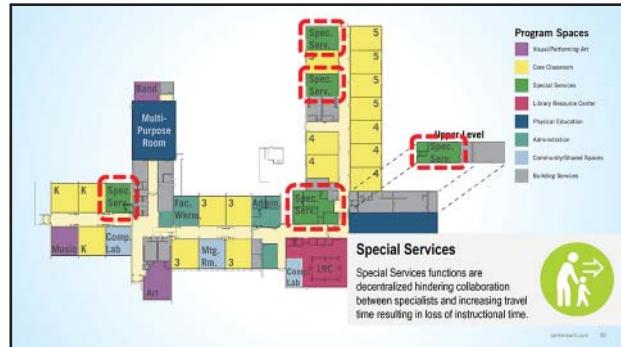
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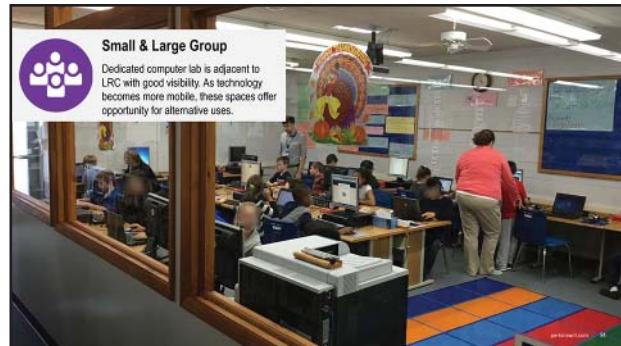
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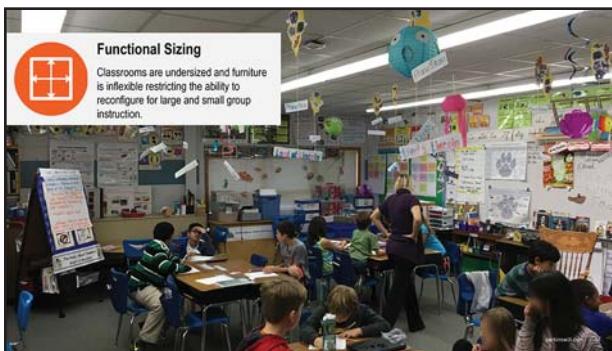


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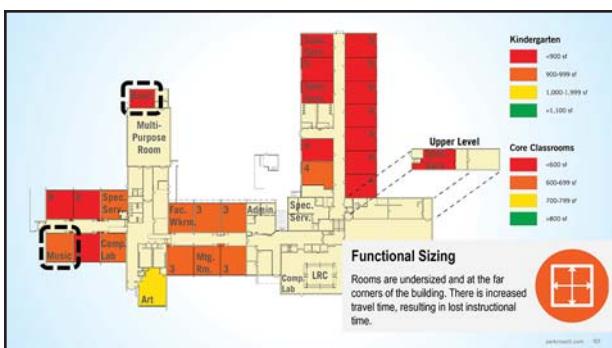
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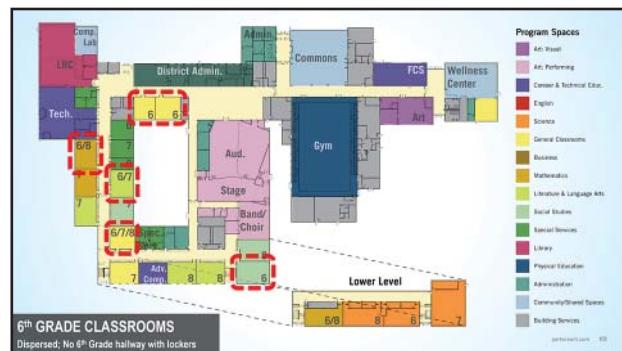
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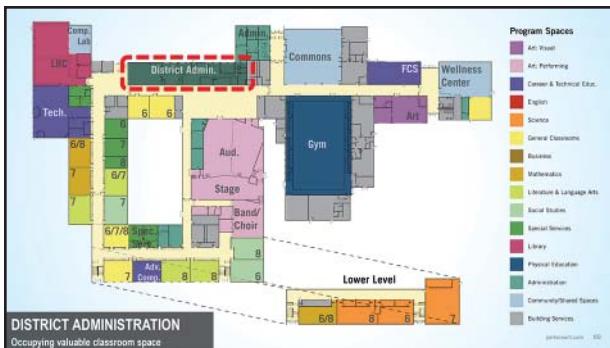
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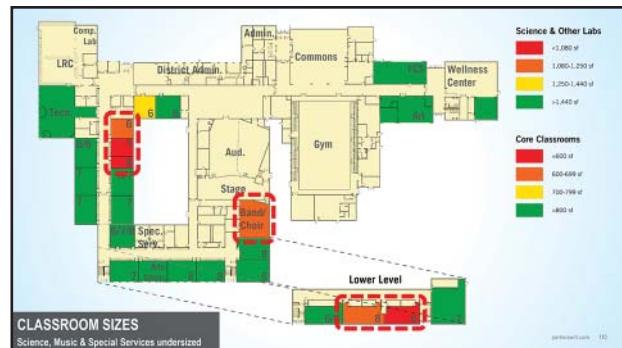
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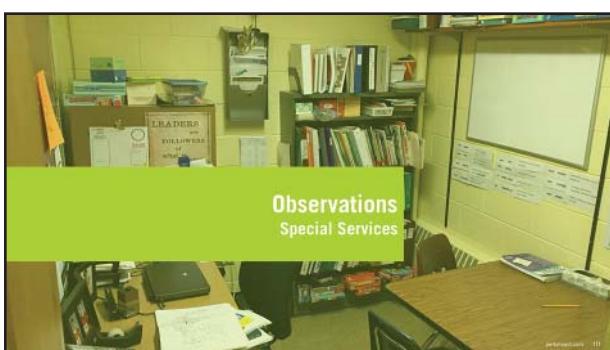
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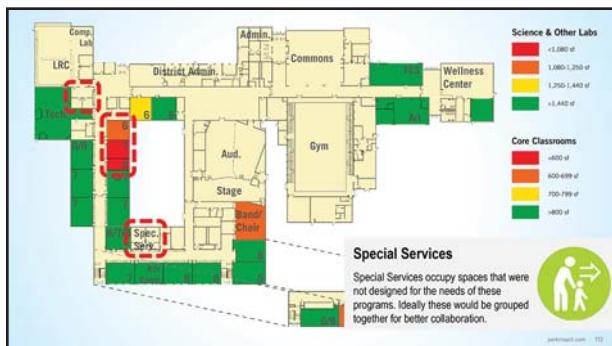


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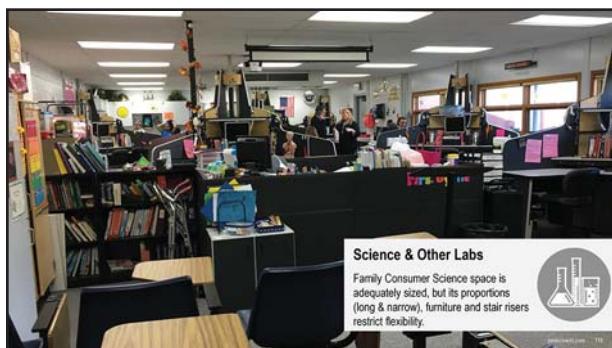
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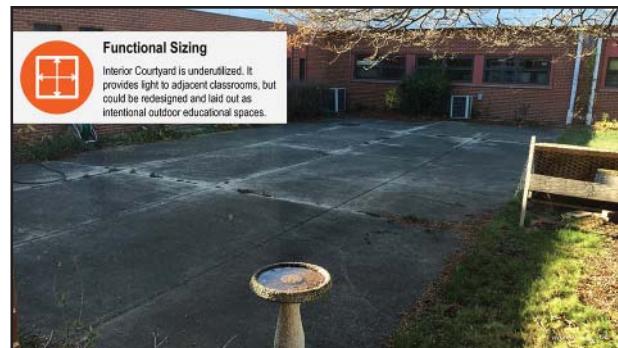
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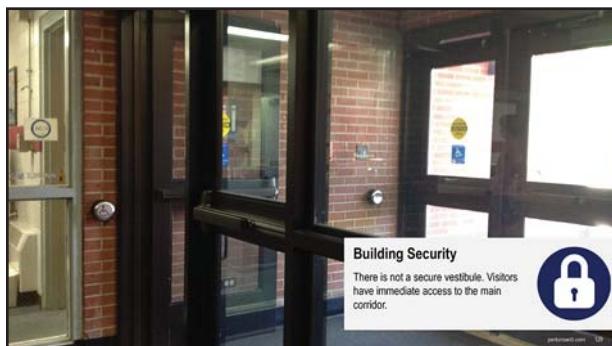


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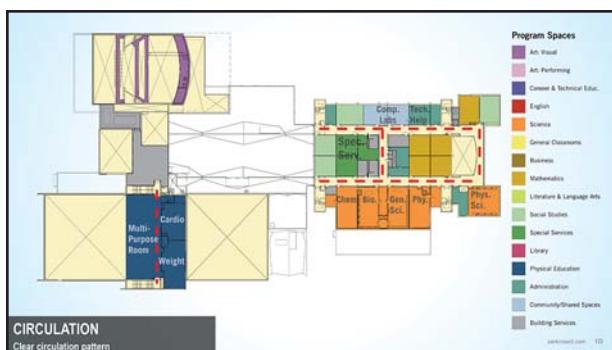
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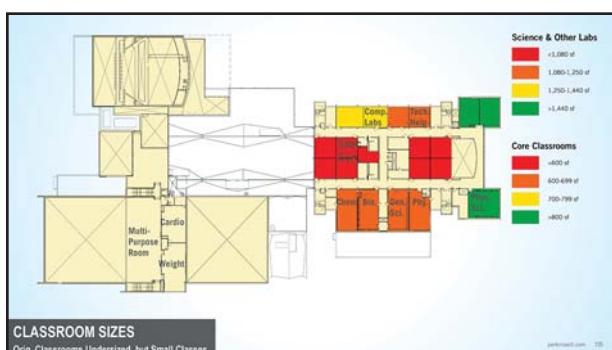
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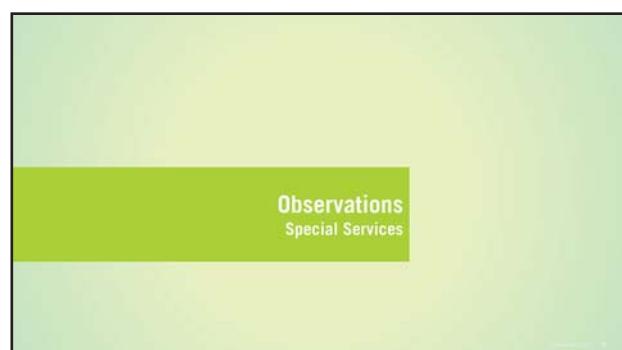
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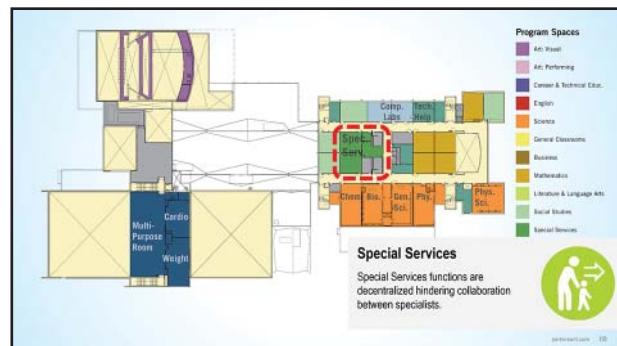
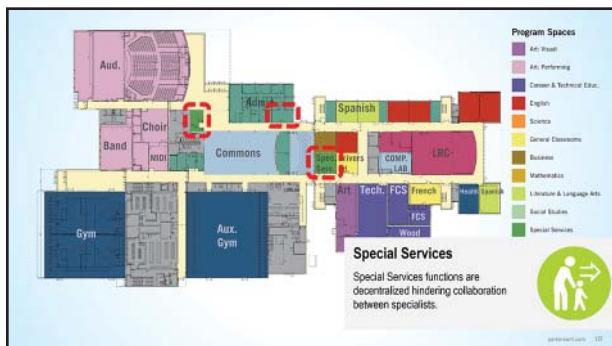
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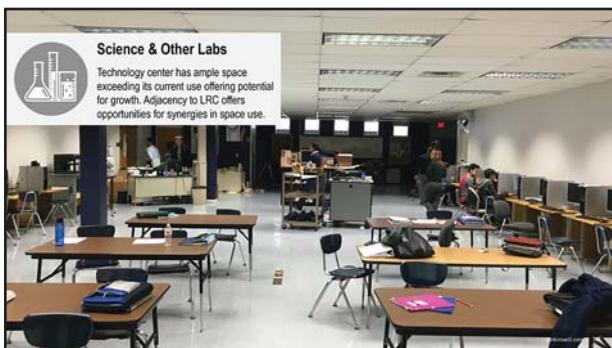
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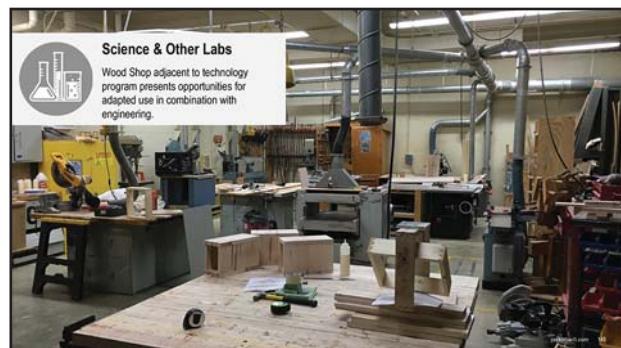
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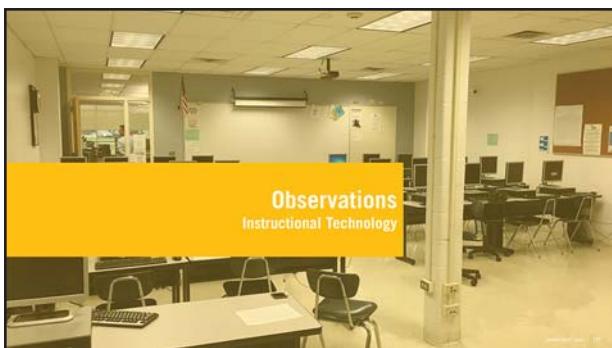
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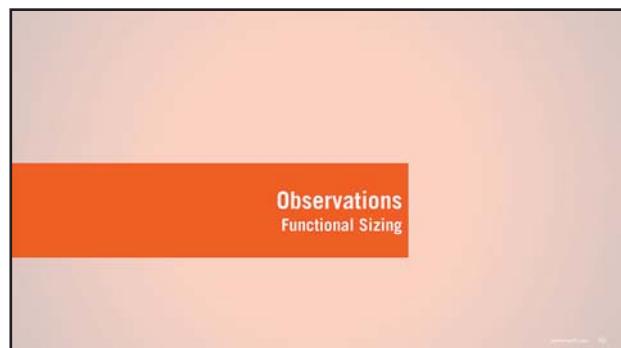
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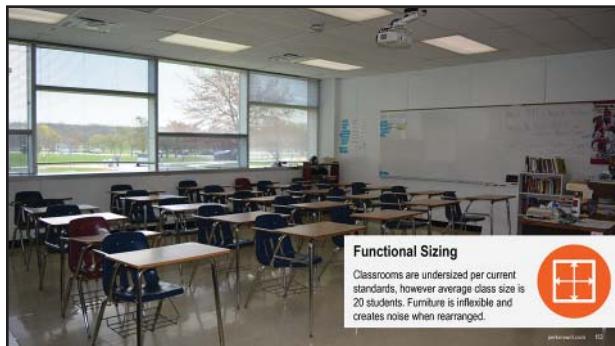
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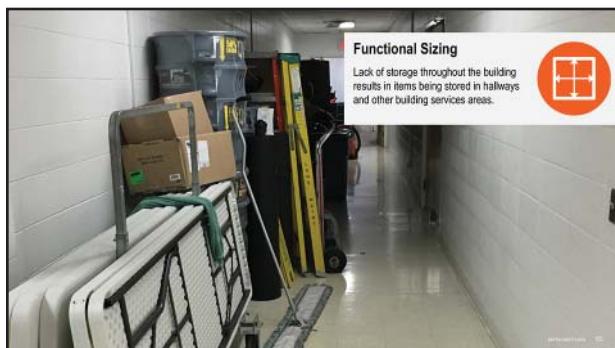
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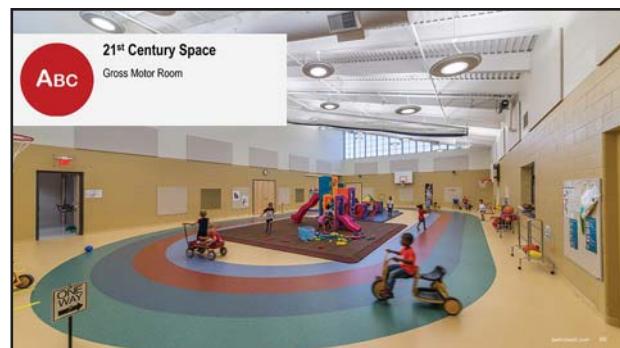
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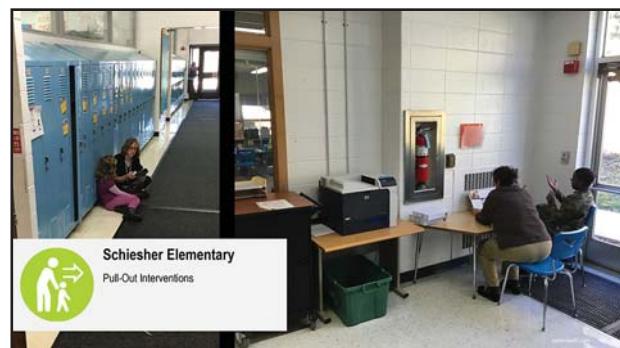
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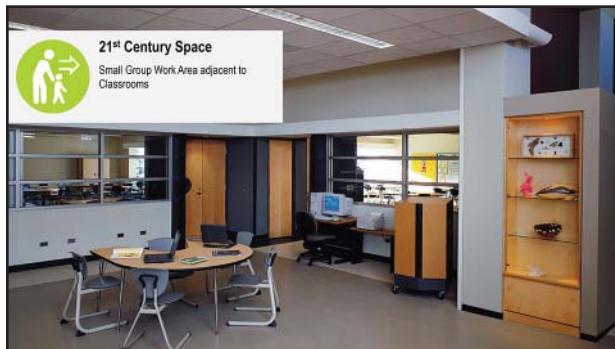
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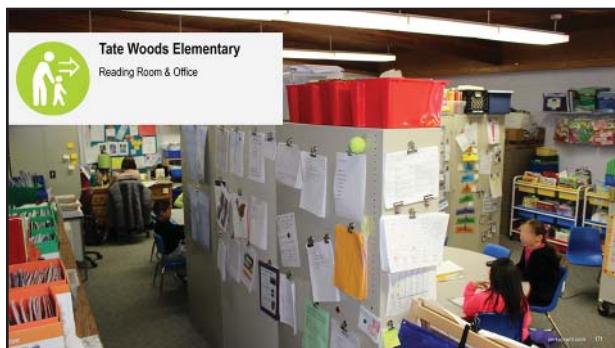
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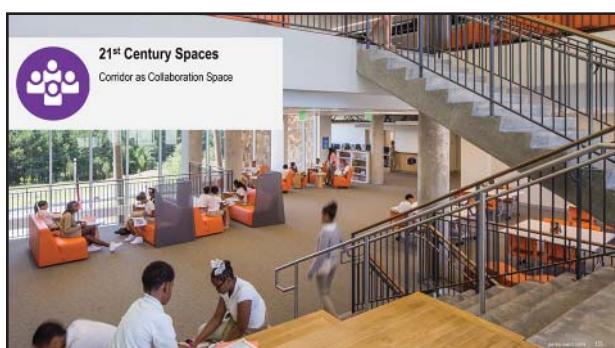
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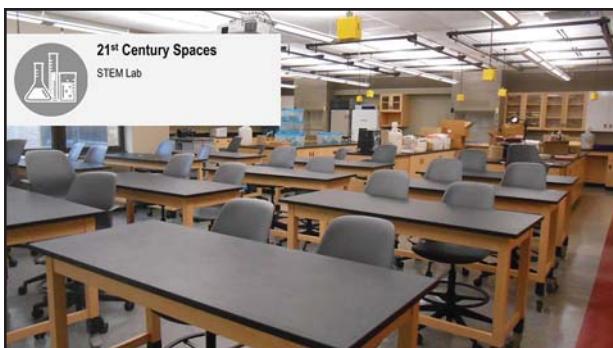
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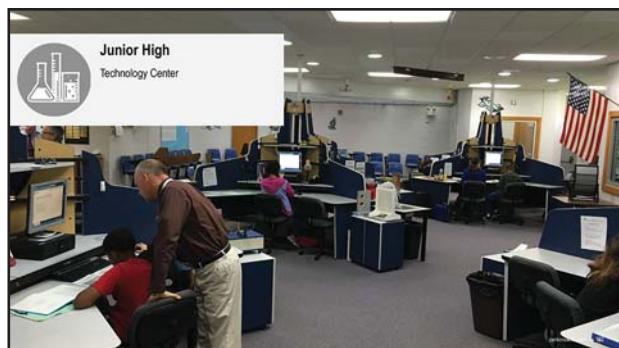
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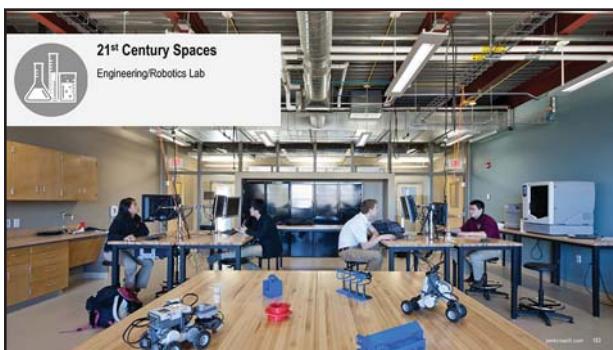
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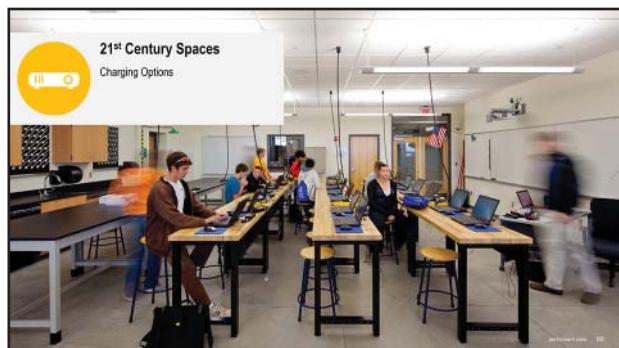
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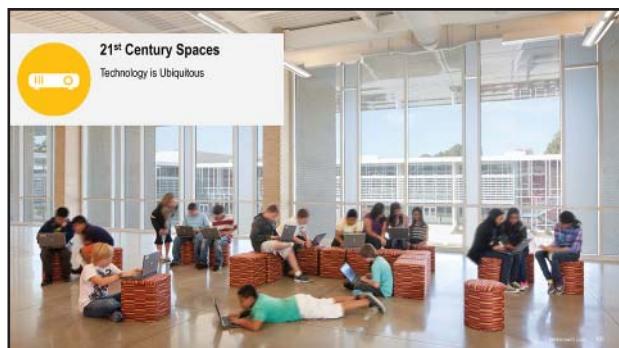
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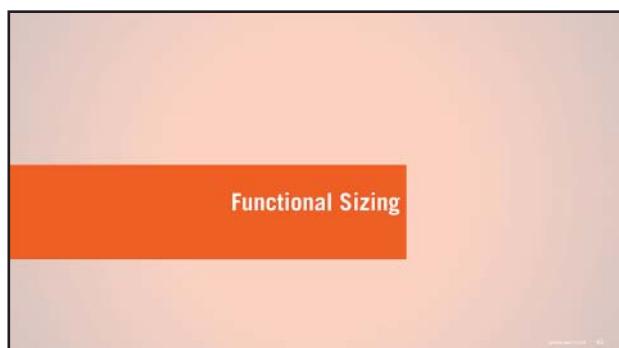
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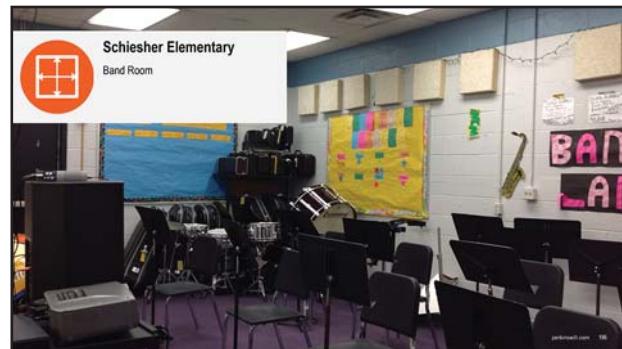
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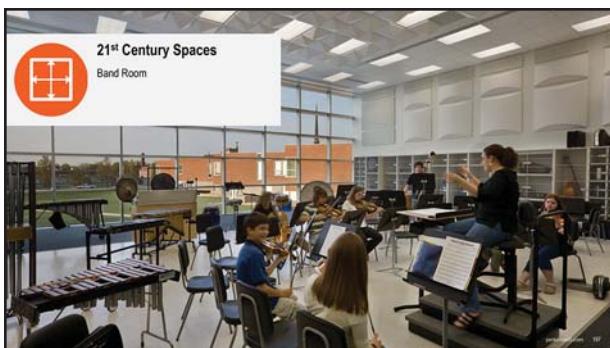
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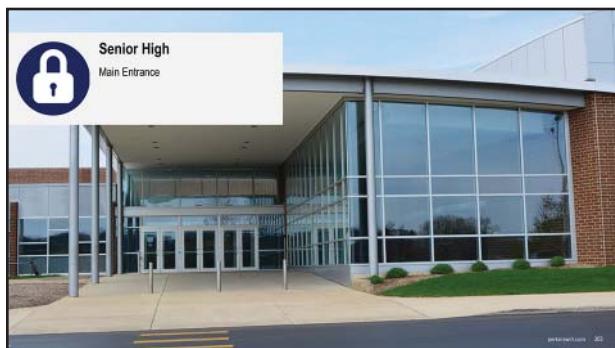
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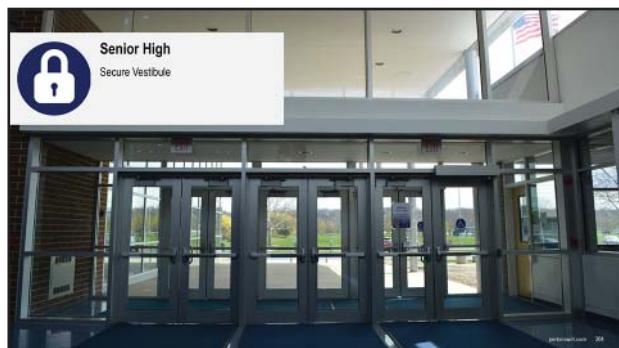
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Work Activity Questions

Task #1:
Educational Assessment of District Facilities

Task #1: Educational Assessment of District Facilities	
Trends in Education	
Educational Assessment	
Facilities Possibilities	

Vision 202

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Small Group Work Activity

Task #2:
Planning for CES #3: Facilities Master Plan Options

Task #2:
Planning for CES #3 - Facilities Master Plan Options
This is an opportunity to **Share Big!**

Ideas/Suggestions for CES #3 Facility Master Plan Options

...
CES #3 February 16, 2016
Vision 202

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Small Group Work Activity

Select a Recorder and Spokesperson

Recorder Responsibilities —

- Complete the information on the group's poster

Spokesperson Responsibilities —

- Report group's information

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CES 2 - Presentation

Small Group Work Activity Posters

- Information on the group poster should be a compilation of ideas from the group members
- Monitor progress to complete the worksheet in allotted time
- Only the group recorder's poster will be collected

Vision 202
Chapter Two Facility Master Planning

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SMALL GROUP WORK ACTIVITY REPORTING

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Chapter Two Facility Master Planning

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Facilities Building Tour Dates

Saturday, February 20, 2016

Tate Woods Elementary School
• 9 am

Lisle High School
• 11 am

Saturday, February 27, 2016

Schiesher Elementary School
• 9 am

Lisle Jr. High School
• 11 am

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Chapter Two Facility Master Planning

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Building Tour RSVP

- RSVP appreciated, but not required to help us plan at www.vision202.org



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Thank You!

Don't Miss Session #3

Review & Evaluate Facility Options

Wednesday, March 23, 2016 • 7:00 – 9:00 P.M.

Lisle Junior High Commons



Vision 202
Chapter Two Facility Master Planning

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APPENDIX

CES 2 - Small Group Activity Responses

COMMUNITY RESPONSES TO CES 2 ACTIVITY

After the presentation of Educational Alignment of District Facilities, an activity with two Tasks was described to the CES 2 attendees. The image shown at the bottom of this page describes Task 1 the attendees were asked to perform, and the images on the pages that follow are the verbatim responses resulting from Task 1. Task 2 is described on image 5 and the verbatim responses resulting from Task2 immediately follow that description.



Lisle Community Unit School District 202
Vision 202
Chapter Two: Facility Master Planning

VERBATIM RESPONSE DOCUMENT
SMALL GROUP WORK ACTIVITY
SESSION (CES) #2
TUESDAY, FEBRUARY 16, 2016

ACTIVITY

TASK #1: PHYSICAL CONDITION OF DISTRICT FACILITIES

Tonight you heard details regarding the **educational assessment** of each of the Lisle CUSD 202 facilities. As a small group, reflect on the presented information and discuss and record your feedback on the following question for each portion of the presentation:

○ **What resonated with you from the information you heard tonight about the Educational Assessment of Lisle 202 Facilities?**

Please record the group's ideas in the space provided on the posters in the center of the table.

CES 2 - Small Group Activity Responses

TASK #1 – EDUCATIONAL ASSESSMENT OF DISTRICT FACILITIES			
Table	Trends in Education	Educational Assessment	Facility Possibilities
1	<ul style="list-style-type: none"> *Integration of Technology *Flexibility of space/agility of furnishings coupled with adequate square footage can revolutionize learning in our schools *Future vocational studies(robotics, bionics, 3D printing) 	<ul style="list-style-type: none"> *JH-classroom size, # of classrooms inadequate special svcs; offices inadequate *JH rooms 2&3 not adequate size for science classes *Not enough room for after school activities/sports at JH *Inaccessibility of buildings *Band/choir room-need two w/updates *Why so many buildings? -State of the art K-5 building (first; major JH updates by SH) -Build an educational campus-buy a parcel of land (ex: Lockformer site) 	<p>NATURAL LIGHTING</p> <ul style="list-style-type: none"> -big windows! -skylights (Fresnel (?)) lenses <p>GREEN technology</p> <ul style="list-style-type: none"> -do it right-solar, wind, green roof, geothermal heat options; gray H2O JH-courtyard as an outside classroom/greenhouse?
2	No responses	No responses	No responses
3	<ul style="list-style-type: none"> *Surprised by substandard, behind the times facilities, resources *Surprised by lack of special needs areas/resources *We want it all ☺ -creativity of collaboration -media center -flexible -NATURAL LIGHTING 		<ul style="list-style-type: none"> *Enclosed play areas at TW and Schiesher *Accessibility of TW and Schiesher *Circulation inside Schiesher *Storage options-for increased learning opportunities/Area Chart visibility *Security at TW and Schiesher
4	<ul style="list-style-type: none"> Media centered spaces and classrooms that allow for 21st Century learning – students can access technology in flexible ways 	<ul style="list-style-type: none"> *Small classroom sizes need to be addressed *Lack of work spaces for spec. serv and small group/indiv. work *Current facilities do not meet the needs of 21st Century (& beyond ☺) learning (student centered, flexible seating, opportunities for students to collaborate. 	<ul style="list-style-type: none"> *Possibilities are limited by the current existing structures. *Should move towards making changes that are <u>student centered</u>

2

5	<ul style="list-style-type: none"> *Collaboration among students *Flexible work spaces *Multi-purpose work spaces/rooms within the building to be shared 	<ul style="list-style-type: none"> *We are doing what we can within our limitations. *Our security systems have been updated; but we notice that most schools need work at the entrance *LRC at TW and LHS are updated and more of what we want to see in any re-modeled/new facilities *Current classroom sizes are too small for the type of mobility and flexibility students need to grow and learn *More mobile and interactive work space for science and other labs *Lack of small and large group space in classrooms *Lack of space for students artifacts across buildings (appropriate or useful wall space) 	<ul style="list-style-type: none"> *Make use of under-utilized space (LJHS area outside of auditorium) *Certain hallways/staircases, etc.
6	<ul style="list-style-type: none"> *Open concept – How long will this be best practice and “trendy”? *Support services – many options for push-in and pull-out instruction *Technology - mobility 	<ul style="list-style-type: none"> *Lighting *Furniture that is mobile and allows for a variety of work zones and options *Collaborative work spaces *Security-cameras at all entrances and increased security for visitors entering the office 	<ul style="list-style-type: none"> *LRCs have a variety of resources and seating options for learning and collaboration
7	No responses	No responses	No responses
8	<ul style="list-style-type: none"> *Portable technology with access to larger screens. *Enhanced security *Flexible work spaces *Differentiated learning and instruction 	<ul style="list-style-type: none"> *Portfolios and authentic assessment 	<ul style="list-style-type: none"> *Minimize transition/prep ancillary time *More storage *More collaboration with park district
9	<ul style="list-style-type: none"> *Flexible learning facilities(ergonomic) BIG SPACE *Mobile LRC *Community/collaborative areas *Convertible spaces 	<ul style="list-style-type: none"> *Overcrowding *Media storage – charging stations *Classrooms for every teacher 	<ul style="list-style-type: none"> *Better security *Single Elementary school(start Fresh-new building) *More effective use of courtyard at JH – greenhouse; common

3

APPENDIX**CES 2 - Small Group Activity Responses**

11	<ul style="list-style-type: none"> *Multi-purpose/multi-functional/spaces *Open-clean spaces (not cluttered or over stimulating) *Not a need for labs 	<ul style="list-style-type: none"> *Professional collaboration space (in need of) *Storage space inside instructional space *New trends of instruction-Will the space support new instruction? 	<ul style="list-style-type: none"> space? Glass roof? *Windows/natural light *Flexibility-classrooms, furniture, collaborative spaces *Community use of facility(ies) *Security upgrades *Secure outdoor playground
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4

Table	Ideas/Suggestions
1	<ul style="list-style-type: none"> *Vocational classes and spaces *Green technology incorporated into any/all updates/builds *JH, while structurally sound, requires vast updates and improvements to promote 21st Century learning *Better security into buildings-away from commons/cafeteria ideal *JH-We need SPACE! *Move Central Office to a location that doesn't utilize classroom space *Healthier lunch program-more nutritious, less institutional (greenhouse-“farm” to cafeteria ☺)
2	<ul style="list-style-type: none"> *One or two campuses to accommodate all grade levels-eliminate the shuffling of younger children *Modernize teaching spaces-enable continued collaboration *Bulldoze Tate Woods and Schiesher - Start Fresh *Find a way to utilize or repurpose the Meadows (i.e. sell the land, use \$ for the district) *Using Jr. High and Schiesher to develop one campus, detour/close Kingston *Consider re-locating the track/field, please don't eliminate it.
3	<ul style="list-style-type: none"> *Prioritize Pre-K-Grade 5 *Move admin. To Meadows or separate facility *Create campus between Schiesher/Junior High *Security and lighting *Become nimble to adapt *Accessibility at Schiesher and Tate Woods *Bring all the Education Trends shown to life

5

CES 2 - Small Group Activity Responses

4	<ul style="list-style-type: none"> *Gross motor room *Bigger band room *Lots of natural light *Larger classrooms with flexibility and more storage *Designated space for special services *Field house, indoor track, swimming pool *Better system for traffic flow (pick up, drop off, bus) *Less transitions between grade levels *Outdoor learning spaces *Everything should be ADA accessible
5	<p>*Gross motor room PK-5 and for JH is this applicable to students' there?</p> <p>*More space in the gym for more teams to work at the same time for the LJHS</p> <p>*A PK-5 "Campus" feel. We feel we need, minimally, wings to separate our K-2 or 3-5 learners? OR a shared campus where K-2 has their separate building and 3-5 is very close in proximity for traveling teachers to walk for K-5 teachers to callab., etc.</p> <p>*Bigger office for school psychologist at the high school</p> <p>***Keeping in mind that what is best for students, (academically, socially, and physically speaking) is many times very different if we think of the PK-5 spectrum of learners...even in terms of computer/tech spaces, LRC, etc. (Not positive about the groupings depending on what the research shows is best for transitions)</p>
6	<ul style="list-style-type: none"> *Security *Options for open concept *Buildings that are adaptable for changing trends *Technology *More support services within the classroom (glass-enclosed, small group rooms) (Variety of seating and work space options *Outdoor classroom work spaces *LED controls
7	<ul style="list-style-type: none"> *Consolidate PreK-5 *Dedicated area for PreK-5/EC and younger students *Consider a parking deck *Consider an early childhood center at Tate Woods property or Meadows (if 1st and 2nd go with 3-5) (EC/Pre-K/Special Needs/SASED/pre-school) *More windows! *Eco-friendly buildings/non-permeable pavers like Morton Arb. *Sound-proofed walls between classes *Keep computer lab for Graphic Design/Animation/Film/Digital Arts *Like the multi-function work zones in hallways near classrooms
8	<ul style="list-style-type: none"> *One K-5 building with separate grade level areas or K-2 and 3-5 buildings

6

10	<ul style="list-style-type: none"> *H.S. Pool and Track/FB field (stadium) *Shared spaces with Park District *Secure facilities *Lots of whiteboards
9	<ul style="list-style-type: none"> *New school(s) *Campus facility (Junior High & Elementary) -Get rid of Kingston Ave. between them *Classroom for every teacher
11	<ul style="list-style-type: none"> *New Pre-K-5 grade school w/ zones for early learners and intermediate *Outdoor Ed space/Garden *Playgrounds for all ages; Indoor Gross Motor room; Pool ☺

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APPENDIX

CES 3 - Executive Summary



EXECUTIVE SUMMARY OF THE SMALL GROUP WORK ACTIVITY SESSION #3 • MARCH 23, 2016

An estimated 95 individuals attended the third Community Engagement Session on Wednesday, March 23, 2016. However, this number does not include all Facilitating Team members, Board of Education members and some school/central office administrators; and sometimes, late arrivals. Participants heard an in-depth presentation on eight potential facility options for consideration. These options took into consideration the physical and educational assessments of the District facilities completed during the Summer and Fall of 2015 as well as the Vision 202 participant feedback gathered from Sessions One and Two.

After the presentation, participants worked in small groups to complete the tasks described below. The following is a summary of the responses from the groups.

TASK #1: INDIVIDUAL FACILITY OPTION PREFERENCES

Place the provided stickers next to the options you individually most prefer.

TASK #2: FACILITY OPTION ADVANTAGES & DISADVANTAGES

Tonight you heard details regarding eight potential facility options to be considered for the long-term Facilities Master Plan. As a small group, discuss then list the advantages and disadvantages for the options that your group most prefers. In addition, list any additional feedback and questions in the space provided.

TASK #1: FACILITY OPTION EVALUATION – INDIVIDUAL PREFERENCES

For Task #1, small group members were asked to place a sticker next to their preferred option/s. The result was an overall preference list for the table. Groups then focused on the top three option preferences based on the individual votes for which to provide feedback.

When the table results were compiled, Option F & G were tied as the overall most preferred options with Option C being selected in a distant third place.

TASK #2: FACILITY OPTION EVALUATION – TABLE PREFERENCES

In Task #2 participants were asked to collaborate with their small groups and evaluate the most preferred options indicated by the individuals in the group (as a starting point) followed by reviewing any additional options as time permitted. The groups were asked to list the advantages, disadvantages for each option along with any additional questions or feedback related to the facility scenario. The top options evaluated by the groups were Options F, G & C.

APPENDIX

CES 3 - Executive Summary

Clearly stated by the majority of the small groups was a desire to maintain Wilde Field at its current location. Multiple groups listed "Wilde Field stays" as an advantage for the options in which this was a factor.

Option F included a new PreK – 5th grade building on the current Schiesher Site. Participants felt having a "campus feel", "collaboration across grade levels for teachers" and "PK-5 students in one building" were advantages to this scenario. Disadvantages listed were the increased traffic and congestion on Kingston, the impact of the construction on the students, and the impact a larger student body would have on daily logistics. Participants questioned what would become of the Meadows and Tate Woods sites as well as how space would be allocated to service specials for a larger population.

Option G included a new Pre-K – 5th grade building on the Meadows property. Advantages mentioned for this scenario include: "PK-5 in one building", "no disruption to student learning" and "improved drop-off/pick-up" among the traffic impacts. Participants felt the location of the property, its impact on bus rides, and increased traffic in the Meadows were disadvantages. Participants wondered how emergency services would be impacted for this site and again asked what would become of the unused properties.

Option C included a new PreK-2nd grade building on the Meadows property and a new 3-5 building on the current Schiesher Site. Participants indicated that maintaining the small school size, reducing traffic impact on school grounds and in neighborhoods and having two new buildings were advantages. Conversely, continuing to maintain four facilities, still having multiple transitions between schools and the impact of the construction on Schiesher students were disadvantages. Consistent with the other option questions, participants asked what would become of the unused Tate Woods property and how emergency services would be impacted for the Meadows location.

Limited feedback was offered for the remaining five options.

CES 3 - Executive Summary

Session Three Participant Feedback Themes

Option C – New PK-2 at Meadows, New 3-5 at Schiesher		
Advantages	Disadvantages	Additional Questions
<ul style="list-style-type: none"> Wilde Field stays Maintains small school size Having 2 new buildings Reduce traffic impact on school grounds and in neighborhoods Student learning is not affected during construction 	<ul style="list-style-type: none"> Continue to maintain four facilities vs. three Does not eliminate transitions between elementary schools Impact of construction on student learning at Schiesher 	<ul style="list-style-type: none"> What will become of the Tate Woods property? How will emergency services be impacted for a Meadows location?

Option F – New PK-5 at Schiesher		
Advantages	Disadvantages	Additional Questions
<ul style="list-style-type: none"> Wilde Field stays PK-5 students in one building Campus feel Collaboration across grade levels for teachers Less transitions Improved parking Centralized location 	<ul style="list-style-type: none"> Increased traffic/congestion on Kingston Construction logistics - Where will students be located during construction? Larger student body – impact on daily logistics 	<ul style="list-style-type: none"> What will become of the Tate Woods and Meadows property? Will there be multiple spaces in the building to service specials for the larger population?

(over)

Option G – New PK-5 at Meadows		
Advantages	Disadvantages	Additional Questions
<ul style="list-style-type: none"> Wilde Field stays PK-5 students in one building No disruption to student learning Traffic impact <ul style="list-style-type: none"> Improved drop-off/pick-up Better vehicle access Improved Parking Three access roads 	<ul style="list-style-type: none"> Increased traffic/congestion in Meadows South side of Lisle – impact on bus rides Location's impact on emergency services Amount of parking – is it sufficient? Shared spaces – impact of population size on daily logistics 	<ul style="list-style-type: none"> How will emergency services be impacted for a Meadows location? What will become of the Tate Woods and Meadows property?

APPENDIX

CES 3 - Options Summary

Below is a summary page of the grade configurations and site locations for all the Facilities Master Plan options presented at Community Engagement Session #3. The following pages include a brief set of descriptions regarding each option and the site diagram graphics that were presented to the community for review and comment during the small group activity.

Summary

Grade Configurations & Locations

Existing

	Tate Woods	Schiesher	Meadows	Wilde Field	Junior HS	Senior HS
Existing	PK, 1-2	K, 3-5	-	-	6-8	9-12

Two Elementary Buildings

Options	Tate Woods	Schiesher	Meadows	Wilde Field	Junior HS	Senior HS
Option A	PK-2	3-5	-	-	6-8	9-12
Option B	PK-2	-	3-5	-	6-8	9-12
Option C	-	3-5	PK-2	-	6-8	9-12
Option D	-	-	PK-2	3-5	6-8	9-12
Option E	-	PK-2	-	3-5	6-8	9-12

One Elementary Building

Options	Tate Woods	Schiesher	Meadows	Wilde Field	Junior HS	Senior HS
Option F	-	PK-5	-	-	6-8	9-12
Option G	-	-	PK-5	-	6-8	9-12
Option H	-	-	-	PK-5	6-8	9-12

APPENDIX

CES 3 - Option A

OPTION A

Site	Site Area	Grades	Students
Tate Woods	3.6 + 1.4 ac.	PK-2	366
Schiesher	6.5 ac	3-5	334
Meadows	8.0 ac	-	-
Wilde Field	7.0 ac	-	-
Junior HS	12.5 ac	6-8	363
Senior HS	19.0 ac	9-12	529
Subtotals			1,592

Site	Work Type	Description
Tate Woods	Addition & Renovation	Accommodate addition of kindergarten program, right-sizing of existing spaces to meet current standards and educational curriculum.
Schiesher	Addition & Renovation	Maintain select components of existing building, such as gymnasium, and reconstruct majority of existing building through phased construction to meet current standards and educational curriculum.
Meadows	-	Address physical needs only as required to maintain use as leasable space. Potential for District to renovate for District Offices or sell Meadows site.
Wilde Field	Rebuild	Rebuild track and bleachers at the end of their service life at Junior High site.
Junior HS	Addition & Renovation	Address physical and some educational needs, including science, athletics and performing arts. Science addition could include elevator for ADA access to lower level.
Senior HS	Renovation	Address physical and some educational needs.



PK-2 Additions & Renovations

CES 3 - Option A



3-5 Additions & Renovations



6-8 Additions & Renovations at Junior High

APPENDIX

CES 3 - Option B

OPTION B

Site	Site Area	Grades	Students
Tate Woods	3.6 + 1.4 ac.	PK-2	366
Schiesher	6.5 ac	-	-
Meadows	8.0 ac	3-5	334
Wilde Field	7.0 ac	-	-
Junior HS	12.5 ac	6-8	363
Senior HS	19.0 ac	9-12	529
Subtotals			1,592

Site	Work Type	Description
Tate Woods	New Building	New school for Pre-Kindergarten - 2nd grade.
Schiesher	Renovation	Potential to maintain portion of existing building for District Offices and integration of community use functions. Demolish remainder of building. Build larger parking lot to accommodate events at Wilde Field.
Meadows	New Building	New school for 3rd - 5th grades.
Wilde Field	Rebuild	Rebuild track and bleachers at the end of their service life at Junior High site.
Junior HS	Addition & Renovation	Address physical and some educational needs, including science, athletics and performing arts. Science addition could include elevator for ADA access to lower level.
Senior HS	Renovation	Address physical and some educational needs.



New PK-2 Building at Tate Woods

CES 3 - Option B



New 3-5 Building at Meadows



6-8 Additions & Renovations at Junior High

APPENDIX

CES 3 - Option C

OPTION C

Site	Site Area	Grades	Students
Tate Woods	3.6 ac	-	-
Schiesher	6.5 ac	3-5	334
Meadows	8.0 ac	PK-2	366
Wilde Field	7.0 ac	-	-
Junior HS	12.5 ac	6-8	363
Senior HS	19.0 ac	9-12	529
Subtotals			1,592

Site	Work Type	Description
Tate Woods	-	Address physical needs only as required to maintain use as leasable space. Potential for District to renovate for District Offices or sell Tate Woods site.
Schiesher	Renovation	New school for 3rd - 5th grades.
Meadows	New Building	New school for Pre-Kindergarten - 2nd grade.
Wilde Field	Rebuild	Rebuild track and bleachers at the end of their service life at Junior High site.
Junior HS	Addition & Renovation	Address physical and some educational needs, including science, athletics and performing arts. Science addition could include elevator for ADA access to lower level.
Senior HS	Renovation	Address physical and some educational needs.



New 3-5 Building at Schiesher

CES 3 - Option C



New PK-2 Building at Meadows



6-8 Additions & Renovations at Junior High

APPENDIX

CES 3 - Option D

OPTION D

Site	Site Area	Grades	Students
Tate Woods	3.6 ac	-	-
Schiesher	6.5 ac	-	-
Meadows	8.0 ac	PK-2	366
Wilde Field	7.0 ac	3-5	334
Junior HS	12.5 ac	6-8	363
Senior HS	19.0 ac	9-12	529
Subtotals			1,592

Site	Work Type	Description
Tate Woods	-	Address physical needs only as required to maintain use as leasable space. Potential for District to renovate for District Offices or sell Tate Woods site.
Schiesher	Renovation	Potential to maintain portion of existing building for District Offices and integration of community use functions.
Meadows	New Building	New school for Pre-Kindergarten - 2nd grade.
Wilde Field	New Building	New school for 3rd - 5th grades.
Junior HS	Addition & Renovation	Address physical and some educational needs, including science, athletics and performing arts. Science addition could include elevator for ADA access to lower level.
Senior HS	Renovation	Address physical and some educational needs.



New PK-2 Building at Meadows

CES 3 - Option D



New 3-5 Building & 6-8 Additions & Renovations at Junior High

APPENDIX

CES 3 - Option E

OPTION E

Site	Site Area	Grades	Students
Tate Woods	3.6 ac	-	-
Schiesher	6.5 ac	PK-2	366
Meadows	8.0 ac	-	-
Wilde Field	7.0 ac	3-5	334
Junior HS	12.5 ac	6-8	363
Senior HS	19.0 ac	9-12	529
Subtotals			1,592

Site	Work Type	Description
Tate Woods	-	Address physical needs only as required to maintain use as leasable space. Potential for District to renovate for District Offices or sell Tate Woods site.
Schiesher	Renovation	New school for Pre-Kindergarten - 2nd grade.
Meadows	-	Address physical needs only as required to maintain use as leasable space. Potential for District to renovate for District Offices or sell Meadows site.
Wilde Field	New Building	New school for 3rd - 5th grades. Track and bleachers would have to reconstructed at an alternate site.
Junior HS	Addition & Renovation	Address physical and some educational needs, including science, athletics and performing arts. Science addition could include elevator for ADA access to lower level.
Senior HS	Renovation	Address physical and some educational needs.



New PK-2 Building at Schiesher

CES 3 - Option E



New 3-5 Building & 6-8 Additions & Renovations at Junior High

APPENDIX

CES 3 - Option F

OPTION F

Site	Site Area	Grades	Students
Tate Woods	3.6 ac	-	-
Schiesher	6.5 ac	PK-5	700
Meadows	8.0 ac	-	-
Wilde Field	7.0 ac	-	-
Junior HS	12.5 ac	6-8	363
Senior HS	19.0 ac	9-12	529
Subtotals			1,592

Site	Work Type	Description
Tate Woods	-	Address physical needs only as required to maintain use as leasable space. Potential for District to renovate for District Offices or sell Tate Woods site.
Schiesher	New Building	New school for Pre-Kindergarten - 5th grade.
Meadows	-	Address physical needs only as required to maintain use as leasable space. Potential for District to renovate for District Offices or sell Meadows site.
Wilde Field	Rebuild	Rebuild track and bleachers at the end of their service life at Junior High site.
Junior HS	Addition & Renovation	Address physical and some educational needs, including science, athletics and performing arts. Science addition could include elevator for ADA access to lower level.
Senior HS	Renovation	Address physical and some educational needs.



New PK-5 Building at Schiesher

CES 3 - Option F



6-8 Additions & Renovations at Junior High

APPENDIX

CES 3 - Option G

OPTION G

Site	Site Area	Grades	Students
Tate Woods	3.6 ac	-	-
Schiesher	6.5 ac	-	-
Meadows	8.0 ac	PK-5	700
Wilde Field	7.0 ac	-	-
Junior HS	12.5 ac	6-8	363
Senior HS	19.0 ac	9-12	529
Subtotals			1,592

Site	Work Type	Description
Tate Woods	-	Address physical needs only as required to maintain use as leasable space. Potential for District to renovate for District Offices or sell Tate Woods site.
Schiesher	Renovation	Potential to maintain portion of existing building for District Offices and integration of community use functions. Demolish remainder of building. Build larger parking lot to accommodate events at Wilde Field.
Meadows	New Building	New school for Pre-Kindergarten - 5th grade.
Wilde Field	Rebuild	Rebuild track and bleachers at the end of their service life at Junior High site.
Junior HS	Addition & Renovation	Address physical and some educational needs, including science, athletics and performing arts. Science addition could include elevator for ADA access to lower level.
Senior HS	Renovation	Address physical and some educational needs.



New PK-5 Building at Meadows

CES 3 - Option G



6-8 Additions & Renovations at Junior High

APPENDIX

CES 3 - Option H

OPTION H

Site	Site Area	Grades	Students
Tate Woods	3.6 ac	-	-
Schiesher	6.5 ac	-	-
Meadows	8.0 ac	-	-
Wilde Field	7.0 ac	PK-5	700
Junior HS	12.5 ac	6-8	363
Senior HS	19.0 ac	9-12	529
Subtotals			1,592

Site	Work Type	Description
Tate Woods	-	Address physical needs only as required to maintain use as leasable space. Potential for District to renovate for District Offices or sell Tate Woods site.
Schiesher	Renovation	Potential to maintain portion of existing building for District Offices and integration of community use functions. Demolish remainder of building.
Meadows	-	Address physical needs only as required to maintain use as leasable space. Potential for District to renovate for District Offices or sell Meadows site.
Wilde Field	New Building	New school for Pre-Kindergarten - 5th grade. Track and bleachers would have to reconstructed at an alternate site.
Junior HS	Addition & Renovation	Address physical and some educational needs, including science, athletics and performing arts. Science addition could include elevator for ADA access to lower level.
Senior HS	Renovation	Address physical and some educational needs.



New PK-5 Building & 6-8 Additions & Renovations at Junior High



CES 3 - Presentation

Welcome

Community Engagement Session #3

~ Review & Evaluate Facility Options~

- Please introduce yourself to others at your table
- Put on a name tag
- Complete the information on the sign-in sheet

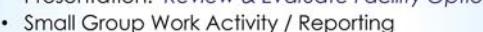


Vision 2025

1

Agenda

- Staying Connected with **Vision 202**
- Key Findings from CES #2
- Presentation: *Review & Evaluate Facility Options*
- Small Group Work Activity / Reporting
- Preview of Next Session (CES #4)



- Little High School
- Little, Junior High
- Schlesinger
- Tate Woods
- Meadows

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Website/Email/Social Media	
Website:	www.vision202.org
Email:	vision202@lisle202.org
eNewsletter:	bit.ly/lislevision202enewsletter
Social Media:	
Facebook:	 Lisle Vision 202
Twitter:	 @Vision_202

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Questions/Comments

- Fill out "I Have a Question/Comment" form
- Call: 630.493.8000
- Email:
vision202@isle202.org
- Ask questions during Small Group time

Vision 202 Isle 202 202 Community Transformation Review

I would like to be contacted by a Isle 202 community engagement representative who can respond to this question/comment.

Your question or comment maybe directly addressed by the community engagement representative after the meeting begins. Use THIS FORM.

Name: _____
Address: _____
Phone: _____
Email: _____

ISLE 202 ELEMENTARY MATH SERVICES DIRECTOR: 200
CITY OF ISLE 202, 100 N. 1st Street, Suite 5, 60520
Phone: 630.493.8000 ext. 5000
Fax: 630.493.8001 ext. 5000
E-mail: vision202@isle202.org

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Sign-In Sheet

5

Key Findings from CES #2

Task #1 - What resonated with you from the Educational Assessment?

6

Key Findings from CES #2

Task #2 - What suggestions should be considered for inclusion in the Facility Master Plan Options?

7

Key Findings from CES #2

8

APPENDIX

CES 3 - Presentation



9



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11

Long-Term Facility Plan Considerations

- 1. Number of Elementary Schools
- 2. Location
- 3. Cost
- 4. Construction Logistics

Vision 202

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Research on Configuration

- There is **no definitive answer** on the most effective grade configuration.
- **Transitions between buildings may have a negative impact** on students and should be minimized.

Vision 202

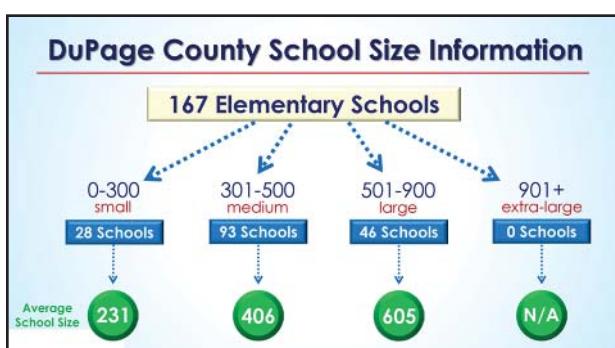
13

Research on Elementary School Size

- There is **no definitive answer** on the most effective school size.



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Factors to Consider

Impact of the **Number of Schools/Number of Students** on the School Configuration:

- Staff ⇔ Student
- Student ⇔ Student
- Staff ⇔ Staff
- Staff ⇔ Parents

Vision 202

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CES 3 - Presentation

Factors to Consider

Impact of the **Number of Schools/Number of Students** on the School Configuration:

- Staff ⇔ Student
- Student ⇔ Student
- Staff ⇔ Staff
- Staff ⇔ Parents

Factors to Consider

Impact of the **Number of Schools/Number of Students** on the School Configuration:

1. Relationships
 2. Communication
 3. Consistent Expectations
 4. School Climate
- Staff ⇔ Student
 - Student ⇔ Student
 - Staff ⇔ Staff
 - Staff ⇔ Parents

Factors to Consider

Impact of the **Number of Schools/Number of Students** on the School Configuration:

- | | |
|--|---|
| 5. Instruction <ul style="list-style-type: none"> • Number of School Transitions for Students • Curriculum Alignment • Access to Specialized Personnel | 6. Transportation <ul style="list-style-type: none"> • Bus Cost • Bus Route Time • Parent Drop-off/ Pick-up Logistics • Traffic Impact on Neighborhood |
|--|---|

Factors to Consider

Impact of the **Number of Schools/Number of Students** on the School Configuration:

- | | |
|---|--|
| 7. Finances <ul style="list-style-type: none"> • Administrative & Support Personnel • Economy of Scale <ul style="list-style-type: none"> • Food Service • Utilities • Maintenance | 8. Safety <ul style="list-style-type: none"> • Supervision • Monitoring |
| 9. Other <ul style="list-style-type: none"> • Number of Schools a family attends • Parent Involvement | |

Review & Evaluate Facility Options

Session #3



Presented by:
Mark Jolicoeur, AIA, LEED AP
K-12 Education Market Leader
Rick Young, AIA, LEED AP
K-12 Education Project Manager

LISLE DISTRICT 202

Existing Facilities

- Tate Woods
- Senior High School
- Junior High School
- Schiesher
- Meadows Center



LISLE DISTRICT 202

Existing Facilities

- Tate Woods
- Senior High School
- Junior High School
- Schiesher
- Meadows Center

LISLE DISTRICT 202

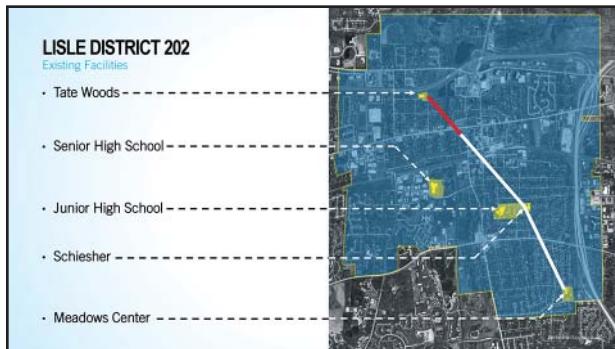
Existing Facilities

- Tate Woods
- Senior High School
- Junior High School
- Schiesher
- Meadows Center



APPENDIX

CES 3 - Presentation



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OPTIONS SUMMARY
Grade Configurations & Locations

Summary						
	Tate Woods	Schiesher	Meadows	Wilde Field	Junior HS	Senior HS
Existing	PK-2	3-5	-	-	6-8	9-12
Two Elementary Buildings	-	-	-	-	-	-
One Elementary Building	-	-	-	-	-	-

Two Elementary Building						
	Tate Woods	Schiesher	Meadows	Wilde Field	Junior HS	Senior HS
Option A	PK-2	3-5	-	-	6-8	9-12
Option B	PK-2	-	3-5	-	6-8	9-12
Option C	-	3-5	PK-2	-	6-8	9-12
Option D	-	-	PK-2	3-5	6-8	9-12
Option E	-	PK-2	-	3-5	6-8	9-12

Notes:
* All buildings are single story.

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OPTIONS SUMMARY
Grade Configurations & Locations

Two Elementary Buildings						
Options	Tate Woods	Schiesher	Meadows	Wilde Field	Junior HS	Senior HS
Option A	PK-2	3-5	-	-	6-8	9-12
Option B	PK-2	-	3-5	-	6-8	9-12
Option C	-	3-5	PK-2	-	6-8	9-12
Option D	-	-	PK-2	3-5	6-8	9-12
Option E	-	PK-2	-	3-5	6-8	9-12

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OPTIONS SUMMARY
Grade Configurations & Locations

Two Elementary Buildings						
Options	Tate Woods	Schiesher	Meadows	Wilde Field	Junior HS	Senior HS
Option A	PK-2	3-5	-	-	6-8	9-12
Option B	PK-2	-	3-5	-	6-8	9-12
Option C	-	3-5	PK-2	-	6-8	9-12
Option D	-	-	PK-2	3-5	6-8	9-12
Option E	-	PK-2	-	3-5	6-8	9-12

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OPTIONS SUMMARY
Grade Configurations & Locations

Two Elementary Buildings						
Options	Tate Woods	Schiesher	Meadows	Wilde Field	Junior HS	Senior HS
Option A	PK-2	3-5	-	-	6-8	9-12
Option B	PK-2	-	3-5	-	6-8	9-12
Option C	-	3-5	PK-2	-	6-8	9-12
Option D	-	-	PK-2	3-5	6-8	9-12
Option E	-	PK-2	-	3-5	6-8	9-12

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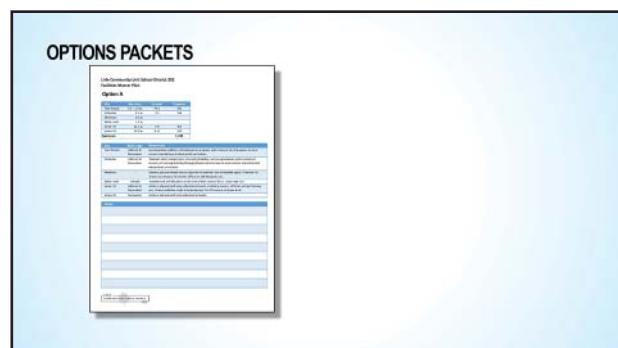
OPTIONS SUMMARY
Grade Configurations & Locations

Two Elementary Buildings						
Options	Tate Woods	Schiesher	Meadows	Wilde Field	Junior HS	Senior HS
Option A	PK-2	3-5	-	-	6-8	9-12
Option B	PK-2	-	3-5	-	6-8	9-12
Option C	-	3-5	PK-2	-	6-8	9-12
Option D	-	-	PK-2	3-5	6-8	9-12
Option E	-	PK-2	-	3-5	6-8	9-12

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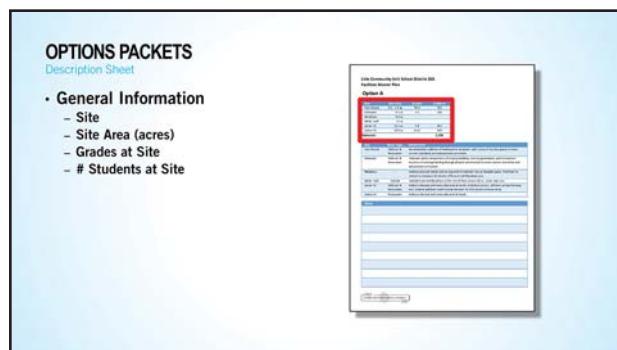


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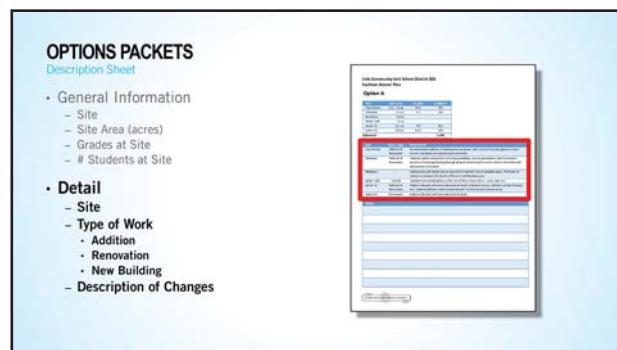


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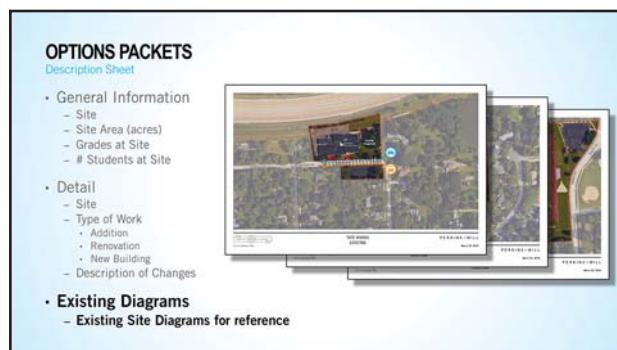
CES 3 - Presentation



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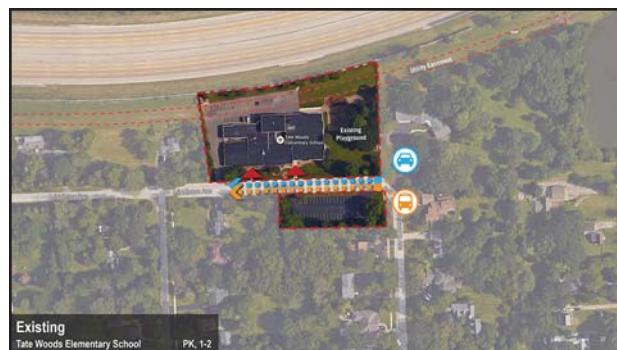
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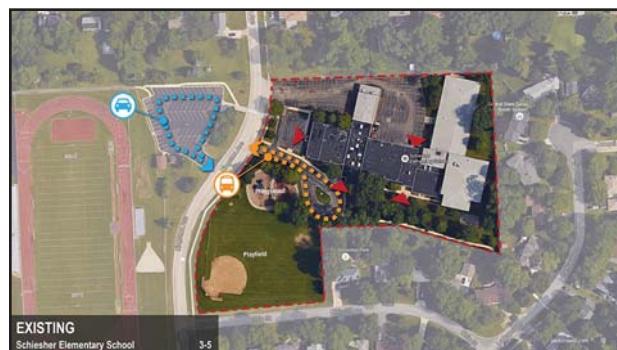
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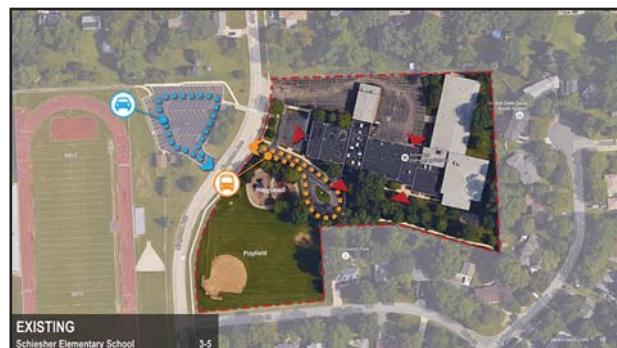
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Small Group Activity

Individual – Preferred Options

Individual Group Member Preferred Options: Initial Reactions		
Option A	Option B	Option C
●	●	●
●	●	●
●	●	●
●	●	●
●	●	●
●	●	●
●	●	●
●	●	●

Vision 202

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CES 3 - Presentation

Small Group Activity

Individual - Option Preferences

Small Group - Review & Evaluate Options

Facility Option A

Advantages	Concerns

Community Engagement Session Three
Community Engagement Session Three

Vision 202

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Small Group Activity Timeline

- **Small Group Work** 35 minutes
 - Individual - Option Preferences
 - Small Group - Review & Evaluate Options
 - Focus on 3-4 options
- **Large Group - Share Small Group Progress** 10 minutes
- **Small Group Work Continued** 30 minutes
 - Small Group - Review & Evaluate Options
- **Final Large Group Share-out** 15 minutes

Vision 202

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Thank You!

Don't Miss Session #4
Financial Implications of the Facility Options

Tuesday, April 19, 2016 • 7:00 – 9:00 P.M.
Lisle Junior High Commons

Vision 202

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APPENDIX

CES 3 - Small Group Activity Responses

COMMUNITY RESPONSES TO CES 3 ACTIVITY

After the presentation of the eight Facility Master Plan Options, lettered A-H, an activity was described to the CES 3 attendees. The image shown at the bottom of this page describes the activity the attendees were asked to perform for each of the eight options presented, and the images on the pages that follow are the verbatim responses resulting from that activity.



Vision 202
Chapter Two: Facility Master Planning

VERBATIM RESPONSE DOCUMENT
SMALL GROUP WORK ACTIVITY
SESSION (CES) #3
WEDNESDAY, MARCH 23, 2016

ACTIVITY

TASK #1: REVIEW & EVALUATE OPTIONS

Eight Facility Options were presented for the Vision 202 participants' consideration. As a small group, reflect on the presentation details about each option. Discuss and record the group's thoughts regarding the Advantages and Concerns, additional questions and/or feedback to be considered for each of the group's preferred options.

CES 3 - Small Group Activity Responses

Option A				
Table #	Advantages	Concerns	Additional Questions	Additional Feedback
1	*Financially advantageous due to remodel (sensible) *Tate extension @ (less educational impact) *True primary & intermediate	Impacts education at SES during construction	How many families drive between SES & TW (not bussed)	*As long as K is in primary, we like the 2-building option *New Jr. High pick up/drop off is great!
2	No Responses			
3	Probably least expensive short term	Renewing already poor buildings		
4-16	No Responses			
17	*Keep what we have and make it better *PK-2 in one bldg. without rebuilding *Keep the nostalgia of the buildings *Parking in Wilde in future	*Set up would be awkward-may not flow well because it would be pieced together.	*What does this option change on the inside of Tate? *Where are the different grades located?	Like rebuild of option B (Tate Woods) w/ renovation of Schiesher in A. Could this be considered?
18	*Keep Wilde Field *More pkg. Tate/Schiesher & JH	*Renovations to 2 existing buildings would be very disruptive *Gas line easement part of Tate is already on easement *Would need to be able to purchase lots adjacent to add on? *Are the easement lines correct? *Playground right next to pkg. in back of school *Accessibility		Keep Option A w/ Option B Build Tate on existing site?

2

Option B				
Table #	Advantages	Concerns	Additional Questions	Additional Feedback
1	*Less impact on education *Intimacy *True primary & intermediate	Far away between TW & Meadows	Could TW just be renovated to save \$?	
2				
3	*Nice new builds *Keep smaller schools *Keeping traffic low	A lot of parking at Meadows	Will there be heavier traffic on 59 th Street than South? *Police/D.A.R.E. in Meadows?	Add lights to Wilde Field
4	No Responses			
5	No Responses			
6	*Transition to Meadows without disruption *Transportation to go home	Two sets of staff-maintenance and staff		
7-8	No Responses			
9	*2 new buildings *Smaller populations are preserved *Tate has two playgrounds & Meadows *Like that cars are routed differently than buses (Schwartz AND Devon) *Like two parking areas at Meadows *Like adjacent playgrounds at Meadows *Like bus lane at Meadows **E shaped Meadows bldg. provides for lots of natural lights	At Tate-playground access is across drive/car area *Playground is <u>behind</u> Meadows won't get as much after-school play time <u>OR</u> is there a safety concern after hours because of restricted street visibility?		We like Wilde Field shifting...but does it need to move if parking is no longer used for Schiesher and could be overflow for the JH?
10	*Utilizing the Meadows *More vehicle access *Green space at Meadows			*Renovate Tate instead of teardown and rebuild *Parent pick up-schools further apart
11-16	No Responses			
17	*Tate Woods-New buildings-provides a new layout	*Far SE corner of school boundaries		

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APPENDIX

CES 3 - Small Group Activity Responses

*Would be more complete *Would be a new-state of the art building *Build Meadows before closing Schiesher *Parking N of Wilde in the future *Kids in Meadows can walk to school	*Tate is landlocked by Hwy- far from center of district		
18	Meadows is furthest South East corner of Lisle commute to it.		Build new Tate remodel Schiesher?

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Option C				
Table #	Advantages	Concerns	Additional Questions	Additional Feedback
1	*Travel is shorter for parents/staff *Intimacy *True primary & intermediate	*Far from north side families and Lisle community *Police vs. Sheriff-unincorporated	*Is there an option for PK-2 at SES and 3-5 @ Meadows due to acreage. *How many families actually travel between two schools? (Driving?) *Will PK be offered to every population not just at-risk?	If the option is one school at SES (PK-5), or two smaller schools, we'd take this.
2	*Eliminating two transitions *Layout for traffic pattern *Utilizing Meadows property-good for community *Wilde field stays *Improved entrance for Schiesher	*Still maintaining 4 facilities (versus 3) *Too many transitions *Long ride (location distance) from one end of town to the other	What will become of Tate Woods property?	*Permeable paving *Natural lighting *Renewable energy *New Madrid Fault Line *Keeping 3-5 at Schiesher will make it easier and more comfortable to transition to JH, across the street for 6-8
3	*Like using Meadows & Schiesher *Keeping Wilde Field *New buildings *Keep schools small	Transition of students during process	Police/D.A.R.E. in Meadows?	Add lights to Wilde Field
4	*School in close proximity-share resources and partner, etc. *Small school size *Keeps Wilde Field *New buildings for 2 schools *Access to Kingston & Jonquil/Center	*Kingston Rd. Congestion for school, events, train station, etc. *Still split schools		
5	*Centrally located without being on top of each *Drop/off-P/U-SES & Meadow easier *SES & JH could still share: field, parking, additional parking; stage, etc.	*Still have four locations/schools *Maintain upkeep *Building two brand new buildings	What will TW be used for?	

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CES 3 - Small Group Activity Responses

6	*Not buying property *Parking *No disruption in learning	Time during build-where will students go?		
7	*Smaller (# and size of school) *Level of independence at younger grade levels	*2 nd to 3 rd transition *Cross grade level collaboration		
8	*New building-Meadows *Keep Wilde Field *New building-Schiesher *More centrally located *Less traffic	*Disruption during construction *Still 4 buildings (Inconvenience for parents same) *Outdoor area may not be sufficient for all activities *Doesn't solve travelling for teachers/administrators		
9	*Love new Schiesher entrance *Smaller building is in the Meadows, which is a bonus (in terms of traffic) for the neighborhood			
10	No Responses			
11	*Parent pick-up would be easier at the two schools rather than at TW *New building for SES *Wouldn't have to displace TW students while building at Meadows			*If we need to keep separate buildings this is the layout that we preferred. *Moving PreK-2 to the Meadows would be a better location and layout-More land *Overall we prefer a PreK-5 building
12	*Keeping Wilde Field *Less transitions *Proximity *Parking at Meadows *Spreads out flow of traffic in neighborhoods *Keep small community feel	*Schiesher renovations impact students during school year *What happens to Tate Woods?	What would happen with police/fire at Meadows?	

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13	*Increase parking *Catering more to size of students *Less traffic	Separation of schools	How do "specials" teachers get combined?	
14	No Responses			
15	No Responses			
16	*Least amount of educational disruption during construction *Tate Woods concerns are gone (Address: Interstate closeness, lack of land for students, safety concerns) *Brand new buildings will be awesome! *Two elementary buildings keep that "small building with peers" feeling	*Still have an extra transition for elementary students. *Parents still need to shuffle kids between schools		
17	*Build site at Meadows before students move out *Parking N of Wilde in future *Kids in Meadows can walk to school *New! Updated! *Like location of playground away from Kingston			
18	*Keep Wilde Field	*Meadows is furthest South East corner of Lisle *High tension wires	*How many parking spots to accommodate staff/parents for programs, conferences, etc.	

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APPENDIX**CES 3 - Small Group Activity Responses****Option D**

Table #	Advantages	Concerns	Additional Questions	Additional Feedback
1				
2				
3	Nice campus feel	*Losing Wilde Field *What happens with Schiesher property?		
4				
5	*Campus feel for 3-8 th grade *School can still operate during construction	*Building two brand new buildings *Congested-on same side, traffic *Enough parking? If events at two *Buildings at same time	Where would Wilde Field go?	TW & SES are open property
6-16	No Responses			
17		*Loss of Wilde Field *Lack of playground facility		
18	Three streets to ease congestion of drop off, etc.	*Meadows is furthest South East corner of Lisle *High tension wires		

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Option E

Table #	Advantages	Concerns	Additional Questions	Additional Feedback
1-13	No Responses			
14	*Collaboration *Shared staff *Logical phasing plan *Keep school size similar to current		*Cost (capital, operation/admin) *Traffic *Wilde Field	
15-16				
17		Loss of Wilde Field		
18		*Would increase flooding for houses behind baseball fields (South) *Removes Wilde Field *Less parking *Congestion on Kingston w/ 2 schools drop off's emptying onto it at same time		

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CES 3 - Small Group Activity Responses

Option F				
Table #	Advantages	Concerns	Additional Questions	Additional Feedback
1	<ul style="list-style-type: none"> *Less transitions *Campus feel *Leaves Wilde Field in same location *Improved traffic patterns (SES) *Parking improved *K-5 students all in 1 place (less transitions) *All new facilities-low maintenance *Collaboration w/teachers across all levels *Teachers being able to follow students through all elementary grades *All schools centrally located (center of town) *Does away with Tate Woods and its unsafe proximity to NICOR GAS utilities 	<ul style="list-style-type: none"> *Increased traffic down Kingston *Older/younger students on same bus 	<ul style="list-style-type: none"> *Can the Meadows be utilized for classes during reconstruction at Schiesher? *If Meadows is not big enough to allow the above, Can mobile classrooms be used? *What are the proposed financial savings that will be achieved by going to three locations instead of four? *What is the estimated construction time frame for this Option? (*Tate Woods=1.7m & Schiesher=3.2m = 4.9m for repairs) Wouldn't it be more prudent to spend those funds on a new building? 	<ul style="list-style-type: none"> *New Schiesher building has much improved entry way and office location. *State of the art technology built in to new building. *New building would incorporate renewable energy, natural lighting, improved security, better traffic flow, less admin. Expenses and less maintenance
2	<ul style="list-style-type: none"> *PK-5 all in one place *Keeping Wilde Field location *Campus feel *Good parking *One administrative team *K-5 vertical curriculum alignment 	Traffic with so many		Add LIGHTS to WILDE FIELD!! ☺
3				
4	<ul style="list-style-type: none"> *One building for PreK-5 *One campus *New building *Keep Wilde Field *Two playgrounds 	Massive traffic at Schiesher & Jr. High	<ul style="list-style-type: none"> *What happens with the Meadows? *What happens to Tate Woods? (Maybe district office) 	
5	No Responses			
6	*Separate shared resources	*Parent pick up and drop off-	Shift of Wilde Field South	Speedbumps! Could be lots

10

	*Centrally located in District *Lots of parking	how will that work? *Where students will go while building?	(A,B,C,D,G) Will new parking be one or two ways?	of traffic.
7	<ul style="list-style-type: none"> *PK-5 one building *Easier maintenance/upkeep *No transition *Grade interaction *Maintain Wilde location 		Small School Feel-School Principals	
8	No Responses			
9	<ul style="list-style-type: none"> *Collaboration between staff and on curriculum *Shared culture/ campus feel *That older grades can mentor younger *Fewer transitions *Efficiency gains-buses needed are down, lower energy costs 	<ul style="list-style-type: none"> *Is there actually enough parking? *Safety at recess-would there be too many kids on playground at one time? *Is one entrance for all bus riders sufficient? 		<ul style="list-style-type: none"> *Handicapped accessible playground spaces *Is there a way to provide parent drop-offs that are separate for those that are drop-and-go (older children) and parents that need to unbuckle and assist (younger children) and cause "traffic jams" if there are drop and go parents behind them.....
10	<ul style="list-style-type: none"> *One building *One campus *Separate playgrounds 	<ul style="list-style-type: none"> *One building *Traffic/congestion *Two stories-little kids going up and down stairs 	<ul style="list-style-type: none"> *For a large school, electives such as Art and Music, would there be two art rooms and 2 music rooms? 	
11	<ul style="list-style-type: none"> *PreK-5 in one building centralized *Keep location of Wilde Field intact *Central Lisle location Campus feeling 	<ul style="list-style-type: none"> *700+ kids in one building-traffic *Where would Schiesher kids go during construction? *So much traffic with the JH and elementary so close together 	<ul style="list-style-type: none"> *What happens to TW property? & Meadows? 	<ul style="list-style-type: none"> Did not pick options that involved the relocation of Wilde Field-Too many unknowns to make a good decision
12	<ul style="list-style-type: none"> *Having all faculty & staff together *K-5 learning and being role models *Using 2 of 4 properties as opposed to 3 of 4 *One administration *Whole elementary school 	<ul style="list-style-type: none"> *How would shared space be accessible to learners? *Losing the small community feel w/ a larger building 		

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APPENDIX**CES 3 - Small Group Activity Responses**

	spirit			
13	*Increase parking *Keep Wilde Field to better parking *Good traffic flow *Less transitions	*Appropriate sizes of furniture and sizes *Shared resources (LRC, lunchroom) *Schedules *Where will kids go during construction?	*Where are "specials" rooms: LRC, Art, Music? *What could be done with Kingston? *Gate it closed during school hours	
14	*More cost effective than E (capital and operating) *Consolidate under one roof *Busing costs	*How do you phase this plan in? *Parking/phased dismissal *Increased student body at K-5	Cost?	
15	*Central location in Lisle *Collaboration amongst grades *Cost of maintaining only one building *Bus routes decreased	*Logistics with constructing building at existing school *Playground on main street-security concern *One entrance (street)	*What happens to Meadows and Tate? *Administrative offices go where? Additional expense?	
16	*Centralized location for PK-8 *School within a school *Separate playground areas for older and younger students	*Amount of GreenSpace-will SES plot be enough to meet needs and cause least amt. of impact of neighborhood *School is close to parking lot	*Are there going to be multiple gyms, lunchrooms, art room, music rooms, etc.	
17	*Ability to pair older and younger kids for learning *Shared resources to save energy costs *Parking lot at Schiesher and bus entrance is really important *Parking lot North of Wilde	*Congestion of all those students *What do we do with the kids at Schiesher during construction?		
18	*Keep Wilde Field *Synergy is at one building while maintaining separate environments for PreK-2/3-5 *2 separate playgrounds *More centrally located to all residents	*Is there enough parking? *Bus drop off location-all grades entering same location? Not good/where would they enter?	How many parking spots to accommodate staff/parents for programs, conferences, etc.	*Could we have Option C/Schiesher for main entrance/bus drop off *Could we have more of layout for Option C and add the 2 story from Option F

12

	*More kids have access to Wilde Field		

13

CES 3 - Small Group Activity Responses

Option G				
Table #	Advantages	Concerns	Additional Questions	Additional Feedback
1	Less travel for parents	*Behavior 5 – K on buses *Lose intimacy feel *Far from Lisle community *Same concern of unincorporated area		
2	*Good for community to utilize property *JH traffic flow *Don't lose Wilde Field *K-5 Ss in 1 place (less transitions) *Collaboration across grade levels in 1 place *Teachers follow Ss across their elementary career *New facilities-low maintenance *Does away with Tate Woods and its proximity to the Nicor Gas lines (safety)	*Significant increase in neighborhood traffic *Campus feel will not be *Older/younger Ss riding bus together *Located far from Beau Bien (NW corner of lisle) (long bus ride) *Located in unincorporated Lisle	Who handles emergency situations (fire and police) or (Sheriff and Lisle)? *Would there end up being additional busing expenses due to more students living farther away? *Why not a K-8 option?	This option will allow current schools to not be interrupted
3	No Responses			
4	*One building for PreK-5 *One campus *New building *Keep Wilde Field *Two playgrounds-age appropriate	*Traffic pattern in the Meadows for a PreK-5 building *Traffic signs "No turn" off of Rt. 53 to Meadows		
5	*One construction versus 2 *School can continue during construction *Uniting PreK-5	*Enough parking at Meadows? *Loss of access of track for elementary students *Traffic in Meadows *Shared spaces-will they be big enough?	*What are the shared spaces i.e. art, gym, café? *Will Lisle PD service us, Meadows in unincorporated?	
6	100% Build with "0" disruption	*Buses – so many ages on buses		

14

		*Same lunches or different times?		
7	*No education disruption *Easier maintenance/upkeep *PK-5 One building *No transition *Grade interaction *Maintain Wilde location	*Limited parking *Far corner of district	*Small school feel-school principals *Lisle FD/PD v. Co. Sheriff	
8	*Wilde Field stays *Separate schools within the school *Safe traffic option *County vs. Lisle zoning *Less transition for students *Easier for parents to coordinate schedules/transp. *Interaction among grade levels when needed *Largest elementary school site *Less/no disruption during construction *Easier "sell" to taxpayers *Good play space		*How elementary school administration would work? *Where will district offices go?	*Follow Lisle Park District model for District office space; 1925 Ohio Street
9	No Responses			
10	*No displacement during construction *Easy vehicle access *Good location	*Distance from other schools *Large playground *Ravine at back (east) of property	*For a large school, electives such as Art & Music would there be two art rooms and two music rooms?	Lisle PD vs. Sheriff
11	*PreK-5 in one building *Separate parking lot *Students would not need to be relocated during construction	*700 kids in one building-traffic	What happens with TW and Schiesher buildings	We did not pick any options that involved the relocation of Wilde Field-Too many unknowns or unanswered questions
12	Separate bus/car drop off & pickup *Having all faculty and staff together *K-5 learning and having	*How would shared spaces be accessible to learners and set-up *Losing the small community feel w/ a larger building	*Would the whole student body be able to fit in one auditorium/gym? *New traffic flow in the Meadows?	

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APPENDIX

CES 3 - Small Group Activity Responses

	<ul style="list-style-type: none"> *options for role models *Schiesher becoming district office *Using 2 of 4 properties as opposed to 3 or 4 *One administration <u>*Whole</u> elementary school spirit *Doesn't affect instruction as it's happening 	<ul style="list-style-type: none"> *No access to Wilde Field 	<ul style="list-style-type: none"> *What would happen with police/fire? 	
13	<ul style="list-style-type: none"> *Multiple street access points *Build w/o affecting kids *Layout looks like it makes sense *Better parking *Proximity to pool <p>From F:</p> <ul style="list-style-type: none"> *Appropriate sizes of furniture and sizes *Shared resources (LRC, lunchroom) *Schedules *Where will kids go during construction? 	<ul style="list-style-type: none"> Similar concerns with Option F..Logistics of schedules and spaces 	<ul style="list-style-type: none"> *What does ADA look like in any building? *Are we expanding PreK? (a) Will there be space for them (b) Will their schedule include specials? 	
14	<ul style="list-style-type: none"> *Cost effective *Logical phasing plan (students not impacted) *Busing costs 	<ul style="list-style-type: none"> *Safety (Sheriff's Office) *Increased student body at K-5 	<ul style="list-style-type: none"> *Cost *Police jurisdiction for emergencies and DARE program 	
15	<ul style="list-style-type: none"> *Both playgrounds in back- safer *3 entrance roads *2 parking lots-2 parent drop-offs *Collaboration amongst grades *No logistics issues while constructing new building *More students able to walk to school from Meadows *Doesn't interrupt field *Overall cost of maintaining less with few buildings 	<ul style="list-style-type: none"> Southside of Lisle – not central 	<ul style="list-style-type: none"> *What would happen with old building? *What would happen with district office? 	
16	<ul style="list-style-type: none"> *PK-5 together in one location 	<ul style="list-style-type: none"> *Deeply embedded into the subdivision. May be difficult 		

16

	<ul style="list-style-type: none"> *Easier for parents w/ multiple students in multiple buildings 	<ul style="list-style-type: none"> to maneuver w/ that many students *Electrical magnetic waves from power system 		
17	<ul style="list-style-type: none"> *One campus *Shared resources *Lot North *Minimal education disruption 	<ul style="list-style-type: none"> *Not centrally located *Outdoor space for PE *Is that enough parking for that size of school? *Where do families park when there is an event at the school? 		
18	<ul style="list-style-type: none"> *3 streets to ease congestion of drop off, etc. *Brand New School *Synergies of 1 school-PreK-5 *Can make it what we want- not limited to existing building *Least disruption to schools, they wouldn't need to be displaced for construction 	<ul style="list-style-type: none"> *High tension wires *Meadows is furthest Southeast corner of Lisle *The property is on a hill- would there be underground/basement classrooms *Length of bus ride at North/West sides of town 	<ul style="list-style-type: none"> How many parking spots to accommodate staff/parents for programs, conferences, etc. 	

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CES 3 - Small Group Activity Responses

Option H				
Table #	Advantages	Concerns	Additional Questions	Additional Feedback
1-12	No Responses			
13	<ul style="list-style-type: none"> *Not interrupt class *Shared campus area *Increased parking *If we move Wilde Field to LockFormer site, easy traffic flow to it 	<ul style="list-style-type: none"> *Where does Wilde Field go? *Schiesher land-what happens? 	<ul style="list-style-type: none"> *How/why are parking lots separated? *Can we build some sort of track for gym class in the green space between buildings? *Can we build more baseball fields on SES land? *Can we rebuild Wilde Field LockFormer site? 	
14	No Responses			
15	<ul style="list-style-type: none"> *Campus feel *No logistics issues while constructing new building *Collaboration amongst grades (even into JH) *Central Lisle location *Cost of maintaining only one building *Bus routes decreased 	<ul style="list-style-type: none"> *One entrance sheet *Possible congestion *What happens to Wilde Field? 		
16	No Responses			
17		<ul style="list-style-type: none"> *Too big of school for that area *Takes away too much land at JH *Loss of Wilde Field 		
18		<ul style="list-style-type: none"> *Would increase flooding for houses behind baseball fields (South) *Removes Wilde Field *Less parking 		

APPENDIX

CES 4 - Executive Summary



EXECUTIVE SUMMARY OF THE SMALL GROUP WORK ACTIVITY SESSION #4 • APRIL 19, 2016

An estimated 65 individuals attended the fourth Community Engagement Session on Tuesday, April 19, 2016. However, this number does not include all Facilitating Team members, Board of Education members and some school/central office administrators; and sometimes, late arrivals. Participants heard an in-depth presentation on the construction logistics and financial implications of the Facilities Options on Lisle CUSD 202.

After the presentation, participants worked in small groups to complete the tasks described below. The following is a summary of the responses from the groups.

TASK #1: FACILITY OPTION PREFERENCES – GROUP CONSENSUS

Based on the information presented, please indicate your **group consensus preference** by **ranking the three facility options** as your First Choice, Second Choice, & Third Choice in the table below. Please also list any additional advantages or disadvantages for each option.

Now, **taking the financial information into account**, please indicate your **individual preference** by **ranking the three facility options** as your First Choice, Second Choice, & Third Choice in the table below. Please also list any additional advantages or disadvantages for each option.

TASK #2: FACILITY OPTION PREFERENCES – INDIVIDUAL

Based on the information presented, please indicate your **individual preference** by **ranking the three facility options** as your First Choice, Second Choice, & Third Choice in the table below. Your individual preference may be different than your group consensus. Please also list any additional advantages or disadvantages for each option.

Now, **taking the financial information into account**, please indicate your **individual preference** by **ranking the three facility options** as your First Choice, Second Choice, & Third Choice in the table below. Your individual preference may be different than your group consensus. Please also list any additional advantages or disadvantages for each option.

APPENDIX

CES 4 - Executive Summary

TASK #1: INDIVIDUAL FACILITY OPTION PREFERENCES

The presentation was divided into two sections: construction logistics and financial details. Session Four participants learned how the construction project would potentially be phased for each of the options and heard about possible impacts on the student population. After the presentation, participants had the opportunity to discuss and add advantages/disadvantages to the list generated at CES #3 for the options, then ranked the facility options *without financial considerations*. The results for this task indicate the majority of tables preferred Option G as their first choice (64%), Option F as their second choice (57%), and in third place was Option C (86%).

Following Task #1, the architects shared the estimated costs associated with each of the three options and Dr. Filipiak presented the impact on the District's financial picture. Participants also had a chance to ask questions for clarification before ranking the options while considering the financial impact on the schools and community. *With the finances as a consideration*, the small groups' preferences slightly shifted while maintaining the same order. The breakdown was: 71% of participants chose Option G as the first choice, 71% of participants chose Option F as their second choice, and 93% of the participants chose Option C as their third choice.

TASK #2: FACILITY OPTION PREFERENCES – INDIVIDUAL

Session Four participants also had the opportunity to provide their individual preferences for the facility options. The results were consistent with the group consensus feedback in regard to the ranking of the facility options. When asked to rank the scenarios *without taking into consideration the financial factors*, 57% of individual participants selected Option G as the first choice, 41% selected Option F as the second choice, and 65% chose Option C as the third choice. When *including financial considerations* into the ranking, 64% of the participants selected Option G as the first choice, 58% chose Option F as the second choice and 85% selected Option C as the third choice.

CES 4 - Presentation

Welcome

Community Engagement Session #4
~ Financial Implications of Facility Options ~

- Please introduce yourself to others at your table
- Put on a name tag
- Complete the information on the sign-in sheet

Vision 202

1

Agenda

- Key Findings from CES #3
- Presentation: *Financial Implications of the Facility Options*
- Small Group Work Activity / Reporting
- Preview of Next Session (CES #5)

2

Questions/Comments

- Fill out "I Have a Question/Comment" form
- Call: 630.493.8000
- Email: vision202@lisle202.org
- Ask questions during Small Group time

Vision 202

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Sign-In Sheet

Vision 202

Name	Mailing Address	Phone Number	Email	Check All That Apply
1.				<input type="checkbox"/> Lisle High School Student <input type="checkbox"/> Lisle High School Faculty <input type="checkbox"/> Lisle High School Staff <input type="checkbox"/> Lisle Junior High Student <input type="checkbox"/> Lisle Junior High Faculty <input type="checkbox"/> Lisle Junior High Staff <input type="checkbox"/> Schlesher Student <input type="checkbox"/> Schlesher Faculty <input type="checkbox"/> Schlesher Staff <input type="checkbox"/> Tate Woods Student <input type="checkbox"/> Tate Woods Faculty <input type="checkbox"/> Tate Woods Staff <input type="checkbox"/> Meadows Student <input type="checkbox"/> Meadows Faculty <input type="checkbox"/> Meadows Staff <input type="checkbox"/> Community Member <input type="checkbox"/> Other
2.				
3.				
4.				
5.				
6.				

4

Review of the Eight Facility Options

Option A

- Renovate Tate Woods & Schlesher

Option B

- New Rebuild PK-2 @ Tate Woods Site
- New 3-5 @ Meadows Site

Option C

- New PK-2 @ Meadows Site
- New Rebuild 3-5 @ Schlesher Site

Option D

- New PK-2 @ Meadows Site
- New 3-5 @ Wilde Field Site

Option E

- New PK-2 @ Schlesher Site
- New 3-5 @ Meadows Site

Option F

- New Rebuild PK-5 @ Schlesher Site

Option G

- New PK-5 @ Meadows Site

Option H

- New PK-5 @ Wilde Field Site

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Top Three Options from CES #3

Option C

Two Schools

- New PK-2 @ Meadows Site
- New 3-5 @ Schlesher Site

Option F

One School

New PK-5 @ Schlesher Site

Option G

One School

New PK-5 @ Meadows Site

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CES #3 Participant Feedback Themes

Option C - New PK-2 at Meadows, New 3-5 at Schlesher

Advantages:

- More space for students
- Improved facilities
- Increased student engagement
- Better integration of the two schools
- More efficient use of resources
- Improved safety

Disadvantages:

- Increased transportation costs
- Building maintenance costs
- Construction costs
- Increased energy consumption
- Increased operating costs

Option F - PK-5 at Schlesher

Advantages:

- Provides more space for students
- Better integration of the two schools
- More efficient use of resources
- Improved safety

Disadvantages:

- Increased transportation costs
- Building maintenance costs
- Construction costs
- Increased energy consumption
- Increased operating costs

Option G - PK-5 at Meadows

Advantages:

- Provides more space for students
- Better integration of the two schools
- More efficient use of resources
- Improved safety

Disadvantages:

- Increased transportation costs
- Building maintenance costs
- Construction costs
- Increased energy consumption
- Increased operating costs

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Vision 202

Participant Questions

8

APPENDIX

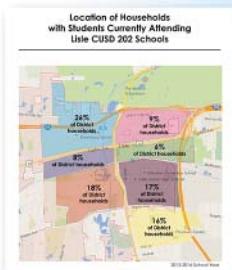
CES 4 - Presentation

Session 3 Participant Questions

Where do most students live within Lisle CUSD 202 boundaries?

- **Answer:**

Our students are relatively equally distributed throughout the school district



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Chapter Two Facility Master Planning

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Session 3 Participant Questions

What will become of the properties that are no longer used?

- **Answer:**

This is unknown until a final decision is made. Options for the properties may include:

- Leasing
- Selling
- Leaving a facility vacant
- Demolishing a facility
- Utilizing a facility as District Office

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Session 3 Participant Questions

How will emergency services be impacted for the Meadows location because it is unincorporated?

- **Answer:**

Fire: No Change. Lisle-Woodridge Fire Department will continue to provide services when needed.

Police:

- **Day-to-Day:** The Lisle Police will continue to provide a School Resource and D.A.R.E. Officer
- **Emergency/Arrest:** DuPage County Police will be the leading Department

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Session 3 Participant Questions

Will there be multiple spaces to service specials for the larger population in a PK-5 building?

- **Answer:**

The number of shared resource spaces will support the needs of the student population.

Where will the District Offices be located?

- **Answer:**

This is unknown until the Facility Master Plan is developed and decisions are made.

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Financial Implications for the Facility Options

**Financial Implications**

Facility Option
C
F
G

Funding Sources:
Fund Balances + New Bonds = **\$42 million**

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Chapter Two Facility Master Planning

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Financial Implications

	High School	Junior High	Wilde Field	Total Investment
Physical Needs Investment	\$2.5 million	\$3.0 million	\$1.8 million	\$7.3 million
Educational Needs Investment	\$1.4 million	\$1.5 million	n/a	\$3.0 million
Total Investment per Facility	\$4.0 million	\$4.5 million	\$1.8 million	\$10.3 million

Funding Sources:
Regular Annual Budget for the Next Ten Years

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Facility Options & Logistics Part 1



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Chapter Two Facility Master Planning

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CES 4 - Presentation



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APPENDIX

CES 4 - Presentation



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CES 4 - Presentation



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APPENDIX

CES 4 - Presentation



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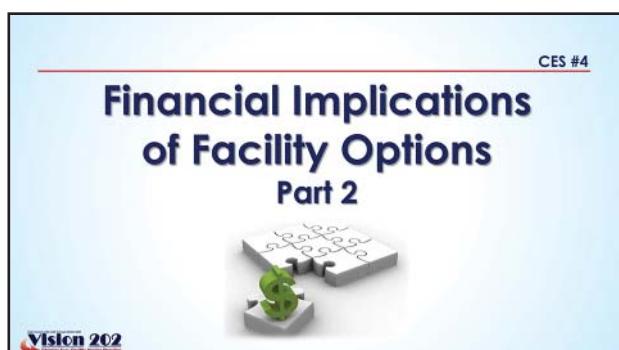
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CES 4 - Presentation

PROGRAM BUDGETS			
Facility Master Plan Options			
OPTION C	Direct * Construction Budget	Indirect ** Construction Budget	Total Project Budget
New PK-2 @ Meadows	\$ 18,300,000	\$ 5,100,000	\$ 23,400,000
New 3-5 @ Schiesher	\$ 18,200,000	\$ 5,000,000	\$ 23,200,000
Subtotal			\$ 46,600,000

* Inclusive of demolition, building construction, site construction, storm water detention, and site restoration.
** Inclusive of contingencies, professional service fees, testing, furniture, and technology. (Typically 20-25% of Project Budget)

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PROGRAM BUDGETS			
Facility Master Plan Options			
OPTION F	Direct * Construction Budget	Indirect ** Construction Budget	Total Project Budget
New PK-5 @ Schiesher	\$ 31,900,000	\$ 8,600,000	\$ 40,500,000

* Inclusive of demolition, building construction, site construction, storm water detention, and site restoration.
** Inclusive of contingencies, professional service fees, testing, furniture, and technology. (Typically 20-25% of Project Budget)

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PROGRAM BUDGETS			
Facility Master Plan Options			
OPTION G	Direct * Construction Budget	Indirect ** Construction Budget	Total Project Budget
New PK-5 @ Meadows	\$ 30,300,000	\$ 8,200,000	\$ 38,500,000

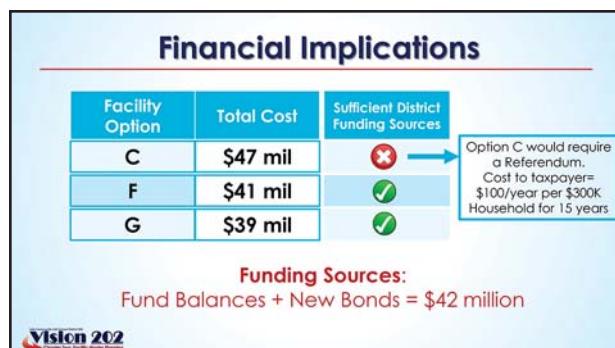
* Inclusive of demolition, building construction, site construction, storm water detention, and site restoration.
** Inclusive of contingencies, professional service fees, testing, furniture, and technology. (Typically 20-25% of Project Budget)

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PROGRAM BUDGETS			
Facility Master Plan Options			
SUMMARY	Direct * Construction Budget	Indirect ** Construction Budget	Total Project Budget
OPTION C New PK-2 @ Meadows New 3-5 @ Schiesher	\$ 36,500,000	\$ 10,100,000	\$ 46,600,000
OPTION F New PK-5 @ Schiesher	\$ 31,900,000	\$ 8,600,000	\$ 40,500,000
OPTION G New PK-5 @ Meadows	\$ 30,300,000	\$ 8,200,000	\$ 38,500,000

* Inclusive of demolition, building construction, site construction, storm water detention, and site restoration.
** Inclusive of contingencies, professional service fees, testing, furniture, and technology. (Typically 20-25% of Project Budget)

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Small Group Activity

Task #3
Option Prioritization
Table Consensus

Taking the financial information into account...

Prioritizing Facility Options

Option C
Option F
Option G

Take all options into account - Indicate which one you like best
Take all options into account - Indicate which one you like best
Take all options into account - Indicate which one you like best

*poster on the table

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Small Group Activity

Task #4
Option Prioritization
Individual Preferences

Task #4 Individual Facility Options Feedback

Indicate which facility option you would like to have in your school:
1st Choice: Option C
2nd Choice: Option F
3rd Choice: Option G

Indicate which facility option you would like to have in your school:
1st Choice: Option F
2nd Choice: Option G
3rd Choice: Option C

Indicate which facility option you would like to have in your school:
1st Choice: Option G
2nd Choice: Option F
3rd Choice: Option C

*in your folder

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APPENDIX

CES 4 - Presentation

Small Group Reporting



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Create Your Healthy Future Planning

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Thank You!

Don't Miss Session #5

Key Findings & Recommendations

Thursday, May 19, 2016 • 7:00 – 9:00 P.M.

Lisle Junior High Commons



Vision 202
Create Your Healthy Future Planning

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CES 4 - Small Group Activity Responses

COMMUNITY RESPONSES TO CES 4 ACTIVITY

After the presentation of the three Facility Master Plan Options C, F and G Logistics, but prior to the presentation of the Financial Implications of Facility Options, the Task 1 activity was described to the CES 4 attendees. The image shown at the bottom of this page describes Task1 the attendees were asked to perform for each of the three options presented, and the images on the pages that follow are the verbatim responses resulting from that activity.

After Task 1 was completed, the attendees were also asked to rank the three options in order of preference as described and shown in image 8 on the following pages. Once the rankings were completed, the Financial Implications of Facility Options was presented and the attendees were asked to perform Task 2 as described in image 9 on the following pages, which had them revise their ranking based upon the added financial information for each of the options.

In addition to the group responses documented in Tasks 1 and 2, each of the individual attendees were asked to fill out forms with their own individual comments and rankings during Tasks 1 and 2 in order to ensure all opinions were heard and not just the collective opinion of the table groups. Those individual responses are documented in the final section of the following images.

Lisle Community Unit School District 202
Vision 202
Chapter Two: Facility Master Planning

VERBATIM RESPONSE DOCUMENT
SMALL GROUP WORK ACTIVITY
SESSION (CES) #4
WEDNESDAY, APRIL 19, 2016

ACTIVITY

TASK #1: SESSION THREE PARTICIPANT FEEDBACK THEMES
Three Top Facility Options C, F, & G were presented for the Vision 202 participants' consideration. As a small group, reflect on the presentation details about each option. Discuss and record the group's thoughts regarding the Additional Advantages, Disadvantages and Additional Questions and/or Suggestions or Feedback to be considered for each of the group's preferred options.

SECTION TITLE**CES 4 - Small Group Activity Responses**

Option C – New PK-2 at Meadows, New 3-5 at Schiesher				
Table #	Advantages	Disadvantages	Additional Questions	Additional Feedback
1	No Responses			
2		*Transition remains *Student separation		
3	No Responses			
4		*Recreation space-playground, fields *Traffic		
5		*Mobile classrooms *Longer time frame		
6		*Where would recess be during the 1 st year of construction? *The location of the Meadows site (so far south)		
7			*Where will the playground be during construction (Schiesher)?	
8	*Special events (less traffic) *Flexibility with two sites *Conducive to student learning and developmental needs	*Some disruption-temporary classrooms *Traffic on Kingston	*Would/could we stagger start times?	
9	Allow for more open play space (vs F)	*After-care parent *Pick up complicated if a parent has children in both schools		
10	*Older students can use Wilde track *Students can go to Tate Woods instead of portable classrooms?	*Portable classrooms BIG NEGATIVE *No gyms-unacceptable		
11		Cost to maintain two buildings instead of one		
12		*Portable classrooms *Two years of		

2

		construction/health		
13	Separate age groups	*Would be more costly to maintain two buildings *Traffic on Kingston		
19	No Response			

3

CES 4 - Small Group Activity Responses

Option F – New PK-5 at Schiesher

Table #	Advantages	Disadvantages	Additional Questions	Additional Feedback
1	Kids walk to the library	No gyms Portable Classrooms		
2	*Centrally located in district to all *Village amenities and resources incl. library *Familiarity, stability, consistency for students			
3	No Responses			
4	*Siblings together	*Recreation/playground fields *Traffic		
5	*Like PK-5 together *Proximity *Picking up students – Elem. & JH	*Mobile classrooms *Longer time frame		
6	No Response			
7		*Possibly no gymnasium or park	*Where will the playground be during construction? (Schiesher)	
8		*No gymnasium *Time frame *Access to the site		
9	No Response			
10	*Older students can use track *Location! *Reduction in cost b/c of 1 shared resource area/utilities, maint., etc.	*Portable classrooms BIG NEGATIVE NO GYM – not acceptable *K-8 could cause considerable congestion		
11		*Noise and traffic impact on student learning *Use of trailers during construction *Traffic from train impacts school		

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12		*No gym *No playground *Congestion		
13	Two campus' close together for students; extra-curricular activities	Traffic on Kingston		
19		Potential for no gym		

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SECTION TITLE**CES 4 - Small Group Activity Responses**

Option G – New PK-5 at Meadows				
Table #	Advantages	Disadvantages	Additional Questions	Additional Feedback
1	Could use Schiesher for school purposes		Child in PK-2 and 3-5, where would you pick up kids?	*How will the growth work affect expansion? *For Schiesher-could you build sports complex? If we do G, be able to offer open gym? *How much weight will you give to staff-non-resident (who don't pay taxes in Lisle) opposed to residents?
2		Farthest distance	*Sell property to lessen liability of injury *Damage issues	A HUGE THANK YOU TO EVERYONE INVOLVED IN VISION 202. THIS ENTIRE PROGRAM IS FANTASTIC.
3	No Responses			
4	*Siblings together *Doesn't disturb children *Complete construction before moving students *Least likely to have construction setbacks	Recreation-playground,fields		
5	*Shortest time frame *Like PK-5 together *Least disruption	*Farthest location, depending on where you live. *Not having Wilde Field *Proximity for collab. And field trips to JH *Powerlines		
6		*The location of the Meadows site (so far south) *Young kids being in a two-story building		
7	No Response			
8	Construction time frame-non-disruptive	*Traffic overload *Big-school feel		
9	No Response			

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10	Reduction in cost b/c of 1 shared resource area/utilities, maint., etc.	Traffic worries		*Table mixed on feelings about combined PK-5; parents of current students like the feel of Tate Woods today with young children together *Logistics on lunch times and lunch space *Pickup/dropoff times with 700 students-start times staggered *Even though temporary-our table did not like the idea of portable classrooms and potential loss of gym. Need info on what portable classrooms are like (Bathrooms?, Temp?) *Very concerned about traffic- both w/ K-5 in Meadows and the campus feel of K-8 at Schiesher/JH *Why not use Tate Woods instead of portable classrooms? *Even if one combined school- keep two principals? One for early ed, one for 3-5
11	*Free up Schiesher for baseball fields, parking, park	*Loss of two baseball fields *Cost of the maintenance of Schiesher property	*Possibility of one baseball field????	*Where will the ball fields be moved to from Meadows Center and Schiesher *If Option G is chosen, baseball fields, parking (for Wilde field and JH) and park could be built on Schiesher property
12				
13	Shorter commute for students in the Meadows area	Meadows and JH further apart		
19		Traffic on 53 & Maple might make access difficult		Would definitely prefer a K-5 school rather than a K-2 and 3-5 split

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CES 4 - Small Group Activity Responses

Vision 202
Chapter Two: Facility Master Planning

VERBATIM RESPONSE DOCUMENT
SMALL GROUP WORK ACTIVITY
SESSION (CES) #4
TUESDAY, APRIL 19, 2016

ACTIVITY

TASK #1: INITIAL OPTION PRIORITIZATION – TABLE CONSENSUS
Based on the information presented, please reach a table consensus to rank the three facility options as your First Choice, Second Choice, & Third Choice in the table below.

For each option consider:

- Advantages/ Disadvantages
- Logistics
- Timeline

Table #	First Choice	Second Choice	Third Choice	Major Advantage/Disadvantage that influenced your decision
1	G	F	C	1 st -Completed construction before moving students-siblings stay together
2	F	G	C	Siblings stay together
3	G	F	C	Tied F&G
4	G	F	C	
5	G	F	C	1 st -Adv.-Shortest time frame; Disadv.-Farthest location 3 rd -Small school size
6	G	F	C	
7	F	G	C	
8	C	G	F	1 st -Selected ages and small school feel
9	G	F	C	
10	G	C	F	
11	G	F	C	1 st -Sooner opening and less disruption to kids 2 nd -All in one school, but longer till open 3 rd -Two schools is unappealing
12	G	F	C	
13	F	G	C	1 st -One building in central location 2 nd -One building near Meadows subdivision 3 rd -Separate (younger) age groups

8

19	F	G	C	1 st -Campus feel 2 nd -Less disruption of instruction
----	---	---	---	---

TASK #2: OPTION PRIORITIZATION – GROUP CONSENSUS
Now, taking the financial information into account, please reach a table consensus to rank the three facility options as your First Choice, Second Choice, & Third Choice in the table below.

For each option consider:

- Financial Implications
- Advantages/ Disadvantages
- Logistics
- Timeline

Table #	First Choice	Second Choice	Third Choice	Major Advantage/Disadvantage that influenced your decision
1	G	F	C	1 st -More open space
2	F	G	C	
3	G	F	C	
4	G	F	C	
5	G	F	C	1 st -Additional parking at Wilde; no school disruption 2 nd -Adv.-Proximity; Disadv.-Mobile classrooms
6	G	F	C	
7	F	G	C	1 st -Campus feel, centrally located 2 nd -Lack of disruption, land, maintaining a "small school feel" within one building
8	C	G	F	
9	G	F	C	1 st -Green space and construction schedule; emotional impact on families is minimized; and ease of construction 2 nd -Sooner opening
10	G	F	C	
11	G	F	C	3 rd -Cost too much and also don't desire two schools
12	G	F	C	
13	G	F	C	Tied-F&G
19	F	G	C	

9

SECTION TITLE

CES 4 - Small Group Activity Responses

INDIVIDUAL FACILITY OPTIONS FEEDBACK											
			Without Financial Considerations						With Financial Considerations		
First Choice	Second Choice	Third Choice									
Major Adv/Disadv that influenced the decision											
G	F	C	1st-Would not disrupt any instruction during construction 2nd-Concern about playground space for recess/neighborhood traffic 3rd-The small-school community feel is nice, but not financially worth it						3rd-Too expensive		
G	F	C	1st-Central location 2nd-Too far south 3rd-Too many transitions for kids								
F	G	C	1st-Proximity to Jr. High 2nd-Unsure about impact on neighborhood 3rd-Disadvantages-two schools disrupted						1st & 2nd=Equal-Similar Costs 3rd-Most expensive		
F	G	C	1st-Central location; no gym, no playground 2nd-Referendum won't pass 3rd-Don't like location, no disruption and powerlines						1st-Cost and completed in 1 year vs. 2 years		
F	G	C	1st-Good location (library) other schools 2nd-Too far (too far to Uisle library)						1st-Central location, no gym, no playground 2nd-Don't like location, powerlines, no disruption 3rd-Referendum won't pass		
G	F	C	1st-No school disruption/student disruption, \$						1st-\$, no disruption 2nd-Parking proximity		
G	F	C	1st-3 School centrally located 2nd-No comment 3rd-Too far from students, powerlines						1st-\$!! Costs less, no referendum		
F	G	C	1st-Collaboration with district staff						1st-More parking, 1 school, centrally located 2nd-Less impact on students for construction 3rd-Too costly <i>Comment: Revisit Option H-one building at Wilde Field</i>		
G	F	C	1st-Campus feel						1st-Campus feel		
G	F	C	1st-Less disruption for students and staff 2nd-Portable classrooms are a concern as is lack of gym and playground						1st-Campus feel-resource consolidation, All Positive 2nd-Traffic is big disadvantage (S3&Maple)		

1

INDIVIDUAL FACILITY OPTIONS FEEDBACK											
			Without Financial Considerations						With Financial Considerations		
First Choice	Second Choice	Third Choice									
Major Adv/Disadv that influenced the decision											
G	F	C	1st-Build new before moving kids						1st-More potential with Schlesher site with it not being a school		
G	F	C	1st-Ease of building, green space, all kids in same school 2nd-Disadvantage-too much traffic						1st-More acres, more space to use, better building design		
C	G	F									
F	G	C									
G	F	C	1st-Extra green space 2nd-Central location								
C	G	F	1st-Small school feel, developmental considerations								
G	F	C									
F	G	C									
C	G	F	1st-Keeping smaller buildings and student bodies 2nd-No disruption to students and environments, "school within a school" 3rd-Too many students (w/ JH) too close proximity						1st-Space-allowing PK-2 and 3-5 to function at their best. Keep what so many love about isle of high value. (Small fee, etc.) 2nd-More likely to happen than C :)		
F	G	C	1st-Campus feel-possible lack of gym 2nd-No disruption to kids 3rd-Do not like						1st-Ability to sell Meadows property 2nd-Far away from central school area 3rd-Southside of town		
F	G	C	1st-Central campus; 1 parking lot 2nd-No Disruption/2 separate parking lots feels like 2 separate schools						1st-Central campus 2nd-No disruption during construction; quicker timeline		
G	F	C	1st-Property size-larger playground 2nd-Close to village center 3rd-Room for expansion								
G	F	C	1st-Adv-Space avail; location 2nd-Adv-Central location								
G	F	C	1st-N disruption 2nd-Campus feel/much disruption 3rd-Logistics of 2 schools-don't like								
G	F	C	2nd-Student disruption, no gym 3rd-Too expensive, short term & long term administratively						1st-Best cost 2nd-Too expensive		
F	G	C	1st-Location is major advantage 2nd-Student disruption is advantage						1st-Use Schlesher as gym space and shorter construction time		
G	C	F	1st-3 year construction and no impact on current students 2nd-Portable classrooms 3rd-Construction at current locations, no gyms, health concerns						2nd-Cost is slightly better, but not enough. 3rd-Disadvantages: 2 schools, higher cost		
G	C	F							3rd-Too congested with jr. high nearby		

2

CES 4 - Small Group Activity Responses

			TASK #4 INDIVIDUAL FACILITY OPTIONS FEEDBACK		
1	1	1	G C F	1st-New school more quickly, minimal disruption; congestion in Meadows 2nd-Small schools; disruption to learning and congestion	
	1	1	C G F	1st-Like small schools 2nd-More land for bigger building 3rd-Too much congestion w/ bldgs so close	
1			G F C	1st-1 location 2nd-Construction 3rd-Two locations *Can we start building sooner?	
	1		C G F	1st-Advant.-two schools/no prob. With students at Tate 2nd-Disadv.-traffic/congestion 3rd-Disadv.-congestion in the neighborhood/area with Jr. High	
		1	G F C	1st-It can open sooner and have all kids in one location 2nd-Love this location! But would like to open sooner 3rd-Strongly dislike two schools=that is a major concern we hold right now	
		1	G F C	1st-Completed construction before moving students, more space	
1			G F C	1st-More playground-sport area 2nd-Closer to Jr. High	
		1	F G C	1st-Keeps "Campus" together w/ JH 2nd-Cheaper 3rd-Way way too expensive	
1	1		F G C	1st-Central location 2nd-No disruption to kids/parents during construction	
1	1	1	G C F	1st-No disturbance of students 2nd-Separated age groups	
	1	1	G F C	1st-Collaboration, less disruption 2nd-Good/Bad of collaboration 3rd-Too much disruption	
1	1	1	F G C	1st-Adv.-Centrally located, track available, Disadv.-timeline 2nd-Disadv.-Traffic in Meadows Comment: F&G-Better collaboration opportunity	
1	1		G C F	2nd-Don't want Meadows land sold. I live across the street	
1		1	G F C	1st-Opens possibilities for Schiesher property; least disruption during construction	
	1	1	G F C	1st-Better construction schedule, no portables 2nd-One bldg.=like the concept 3rd-Disadv.-2 bldgs=more maintenance and more costs; Adv.-smaller schools	
		1	G F C	1st-Time to new school; congestion in Meadows 2nd-Disruption and traffic 3rd-Cost	
			G F C	1st-Best price 2nd-Bldg. where go to school not best choice 3rd-Too much congestion working where building is going on is not best choice	
			G F C	1st-Cost-adv. 2nd-Two schools 3rd-Congestion in the neighborhood	
			G F C	1st-(Lower cost-no referendum) 2nd-Same reasons! Build ASAP 3rd-Cost too much	
			G F C		
			F G C		
			F G C		
			G F C	1st-Cost effective, logistics good 2nd-One building efficiency	
			G F C	1st-Collaboration, less disruption 2nd-Too much disruption	
			F G C		
			G F C		
			G F C	1st-Cheapest option	
			G F C	1st-Almost equal-concern thrown about cost of revamping Schiesher Comment: Able to sell Meadows and Tate Woods and help to finance 3rd-2 Bldgs to maintain	

3

			TASK #4 INDIVIDUAL FACILITY OPTIONS FEEDBACK		
1	1	1	G C F	1st-School completed quicker with no disruption to current students	
	1		G C F	2nd-Portable classrooms and kids having to go out in weather and being displaced 3rd-No gym	
1			C F G	1st-Smaller school 2nd-Campus with Jr. High 3rd-Traffic on 59th & Westview	
		1	G F C	1st-More green space/flexibility 2nd-Construction nightmare 3rd-Still makes transportation chaos	
1	1		G F C	1st-Separate location in Lisle, more space in exterior, great for Meadows neighborhood 2nd-Single elementary school, but too crowded 3rd-Loss of ball fields, more disruption, continued transitions	
		1	G F C	1st-No disruption to school schedule; PK-5 one building 2nd-All schools centrally located PK-5 one building 3rd-Problem with transitions between elementary schools	
1			G F C	1st-Less disruption for current students 2nd-Share track	
	1		C G F	1st-Small school feel 2nd-No disruption in learning during construction 3rd-Transportation to/from school	
1			F G C	1st-Campus w/ Middle Advantage 2nd-Different side of town-Disadvantage 3rd-Two campuses	
	1		G F C	1st-A: Use of school property for 2022/PD activities; D: Far side of 202 2nd-A: Campus Environment; D: Loss of outdoor activity space 3rd-D: Cost, transitions	
1		1	G F C	1st-Location and no disruptions 2nd-Location 3rd-Two schools-disadvantage- DO NOT WANT	
	1		F G C	1st-One building close together campus 2nd-Meadows-ease of transportation	
1	1		G F C	1st-One building, parking, good access 2nd-One building, congestion, access issue	
		1	G C F	1st-LOWEST COST! One school, lower operating costs 2nd-Better collaboration between teachers and students	
			G F C	1st-Good timeline 2nd-Portable classrooms and kids being disrupted; no gym Comment: If your kids are being impacted, even if it's a short time overall it can be a big deal.	
			C F G	1st-Cost not much different Comment: District should prepare for referendum either way. Be able to defend any choice. S very similar for all three.	
			G F C	1st & 2nd-Costs not big enough of difference to matter b/n G & F Comment: How long will it take to create a secure entryway for the Jr. High? Is there a priority of order of renovations between the junior high and high school?	
			G C F	3rd-Don't like single campus, would be too crowded with the JH	
			G F C	1st-Most economical while providing state of the art facility 2nd-Cost within funding, but less available space vs. G Too costly	
			G F C	1st-Leaves wiggle room in budget 2nd-Changing track to accommodate traffic flow will increase \$5 and push over 42 mil.	
			C G F	1st-Can still keep Schiesher 2nd-Big green area; lots of green space also in between wing and school shared resource	
			F G C	1st-is not that much more than Option G/campus feel with middle school 2nd-Sell to someone else/different, side of town 3rd-Too much \$, two campuses	
			G F C	D: Additional cost of repurposing school property	
			G F C	2nd-Cost, disruption to students 3rd-DO NOT WANT	
			F G C		
			G F C	1st-Cost	

4

SECTION TITLE**CES 4 - Small Group Activity Responses**

			TASK #4 INDIVIDUAL FACILITY OPTIONS FEEDBACK																													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33.33%;">C</td> <td style="width: 33.33%;">F</td> <td style="width: 33.33%;">G</td> <td colspan="6">1st-Separate facility for small children, less congestion, more playground space</td> </tr> <tr> <td colspan="3"></td> <td colspan="6"> G C F 1st-Altogether [adv]-very large st. population (dis) breaks up traffic (adv) 2nd-Small community feel (adv), more green space, better parking/traffic; (adv) most room for future expansion keeping 2 buildings functional 3rd-Congestion (dis), tightest layout for 700+ kids (dis) Comment: As a staff member thinking about the small feeling of Lisle and two smaller population schools, and the additional land space for outdoor learning, I hope the board considers taking a closer look at maintaining two elementary schools. </td> </tr> <tr> <td colspan="3"></td> <td colspan="6"> F G C </td> </tr> </table>			C	F	G	1st-Separate facility for small children, less congestion, more playground space									G C F 1st-Altogether [adv]-very large st. population (dis) breaks up traffic (adv) 2nd-Small community feel (adv), more green space, better parking/traffic; (adv) most room for future expansion keeping 2 buildings functional 3rd-Congestion (dis), tightest layout for 700+ kids (dis) Comment: As a staff member thinking about the small feeling of Lisle and two smaller population schools, and the additional land space for outdoor learning, I hope the board considers taking a closer look at maintaining two elementary schools.									F G C								
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APPENDIX

CES 5 - Executive Summary



EXECUTIVE SUMMARY
 OF THE
 SMALL GROUP WORK ACTIVITY
SESSION #5 • MAY 19, 2016

Approximately 60 individuals attended the final Community Engagement Session on Thursday, May 19, 2016. However, this number does not include all Facilitating Team members, Board of Education members and some school/central office administrators; and sometimes, late arrivals. After a brief review of the facilities options and the preferences identified in the previous four Vision 202 sessions and a brief presentation of the draft summary Statements of Recommendation by the co-chairs, participants worked in small groups to complete the task described below.

TASK #1: SUGGESTED EDITS/REVISIONS TO THE KEY FINDINGS & RECOMMENDATION

GOT IT! – OR, MISSED THIS.

In this Work Activity document are Statements of Recommendation. It is intended to be a summary of consensus input and feedback received from participants during the four previous community engagement sessions. Before finalizing these for the Board of Education, the **Vision 202** team would like to hear from you regarding and edits or points of clarification for these findings and recommendations.

Review the draft statements under each category (Physical Assessment of District Facilities, Desired Facilities Characteristics, Key Facilities Considerations and Options Advantages/Disadvantages). Use the space below each section to let us know if we "Got It!" or tell us if we "Missed" something.

Suggestions consistent from a majority of groups will be reflected in updating or revising the Statements.

SUGGESTED EDITS/REVISIONS TO THE KEY FINDINGS & RECOMMENDATION

PHYSICAL ASSESSMENT OF DISTRICT FACILITIES

- Tate Woods – Seven of the eleven groups indicated "Got it." A few additional comments were listed such as "proximity to utilities located along the highway" and "Security buzzed in but still able to go anywhere in the building."
- Schiesher – Eight of the eleven groups indicated "Got it." One group indicated that the location's proximity to the library is a positive and noted a concern about a two story facility.
- Lisle Jr. High School – Nine of the eleven groups indicated "Got it." The one suggestion listed was adding interior signage in the building.

APPENDIX

CES 5 - Executive Summary

PHYSICAL ASSESSMENT OF DISTRICT FACILITIES (CONT.)

- Lisle High School – Ten of the eleven groups indicated “Got it.” One group suggested adding an aquatic center for sports such as swimming and water polo.
- Meadows Center – Five of eleven indicated “Got it” and another five did not offer any response. One group noted water retention, traffic and emergency services as important considerations.

DESIRED FACILITIES CHARACTERISTICS

Eight of the eleven groups indicated “Got it” for this category. Two groups listed no responses. One group commented that 1.6 that states “Reduce the number of student transitions between buildings” is not vital but good.

KEY FACILITY CONSIDERATIONS

Six of the eleven groups indicated “Got it” and five groups did not list any response for this category.

APPENDIX A

Five of eleven groups indicated “Got it” and two groups offered no response for this category. Some suggestions/considerations listed by other groups include “Power lines,” “trailer classrooms would not hinder learning.” One group asked, “What is the operation cost after finished project?” while another asked, “Does the Meadows Plan (G) eliminate field trips to Depot Museum?” One other group commented that they feel that “we shouldn’t assume the community would be against a referendum” to accommodate the Option C cost (new schools for both the PreK-2 and 3-5 grade groupings).

**For a complete listing of all responses
see the May 19, 2016 CES-5 Verbatim Response Document found at vision202.org.**

CES 5 - Presentation

Welcome

Community Engagement Session #5

~ Key Findings & Recommendations ~

- Please introduce yourself to others at your table
- Put on a name tag
- Complete the information on the sign-in sheet

1

Agenda

- Presentation: Key Findings & Recommendations
- Small Group Work Activity / Reporting
- Next Steps







2

Questions/Comments

- Fill out "I Have a Question/Comment" form
- Call: 630.493.8000
- Email: vision202@lisle202.org
- Ask questions during Small Group time

Vision 202
Chapter Two: Facility Master Planning

3

Sign-In Sheet

Vision 202		Sign-In Sheet	Date:
Community Engagement Session #			
Name:	Mailing Address:	Phone Number:	Email:
Check All That Apply:			
<input type="checkbox"/> Lisle High School Student <input type="checkbox"/> Lisle High School Teacher <input type="checkbox"/> Lisle Junior High Student <input type="checkbox"/> Lisle Junior High Teacher <input type="checkbox"/> Schlesher Student <input type="checkbox"/> Schlesher Teacher <input type="checkbox"/> Tate Woods Student <input type="checkbox"/> Tate Woods Teacher <input type="checkbox"/> Meadow Student <input type="checkbox"/> Meadow Teacher <input type="checkbox"/> Business Owner <input type="checkbox"/> Other			
Other Information:			

Vision 202
Chapter Two: Facility Master Planning

4

Gather input from the Lisle 202 community to determine community priorities for Lisle 202 facilities

Use community feedback to inform the School Board in the development of a Facilities Master Plan

Board Charge for Vision 202: Chapter 2

Vision 202
Chapter Two: Facility Master Planning

5

Facilitating Team

Team Roster	
Community Chairs	Susan Stears Bill Buchelt
Community Members	Terry Brennan Steve Pawlowicz
District Representatives	Dan Helderle Monica Wagoner
	Mark Kelly
	Kelli Filipiak, Superintendent
	Pat Kerback, LEA President & Teacher
	Linda Kotalik, Assistant Superintendent
	David Wilkinson, Director of Finance
	Jenna Engler, Communications
School Board Members	Pam Ahmann Amy Narof
Perkins+Will Architects	Mark Jolicoeur Rick Young

Vision 202
Chapter Two: Facility Master Planning

6

Session Attendance



- Nearly 180 stakeholders attended at least one session
- Average session attendance was 80 stakeholders

Vision 202
Chapter Two: Facility Master Planning

7

Facility Master Plan

Physical Assessment	Educational Assessment
Vision 202 2015	Finances
Board Deliberation	Vision 202 Chapter Two: Facility Master Planning

8

APPENDIX

CES 5 - Presentation



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Physical Assessment of District Facilities

- A **Physical Assessment** identifies
 - Physical assets that need to be repaired or replaced
 - Budget Estimates for Building Maintenance and upkeep
- A Physical Assessment of each facility was completed in June 2015

Vision 202
CES #1

11



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Physical Assessment of District Facilities

Estimated Maintenance Costs	
Facility	Physical
Tate Woods	\$1.7M
Schiesher	\$3.2M
Junior HS	\$3.0M
Senior HS	\$2.5M
Wilde Field/ Maint. Bldg.	\$1.8M
Subtotal	\$12.2M

Vision 202
CES #1

13

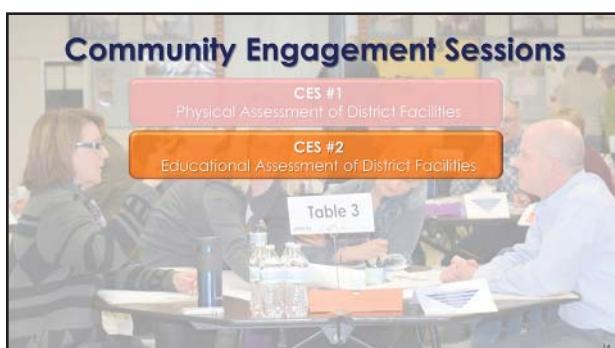
Physical Assessment of District Facilities

Considering each facility, **Vision 202** participants identified Positive Features and Desired Changes for Lisle 202 facilities in the areas of:

- Building Interior
- Building Exterior
- Site Grounds
- Safety/Security
- Parking/Lighting
- Other

Vision 202
CES #1

14



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Educational Assessment of District Facilities

- An **Educational Assessment** identifies how well our facilities meet the educational needs of the District for today and tomorrow
- An Educational Assessment of each facility was completed in June-December 2015

Vision 202
CES #2

16

CES 5 - Presentation



17



18

Educational Assessment of District Facilities

Vision 202 participants identified educational aspects related to the Lisle 202 facilities to be considered in the Facilities Master Plan based on:

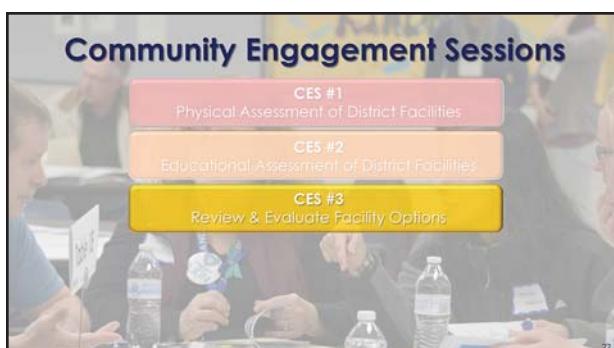
- Trends in Education
- Educational Assessment
- Facilities Possibilities

Vision 202
Create the Future. Shape Learning.
CES #2

19



20



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Facility Master Plan Initial Options

- Eight (8) Facility Options were presented for initial consideration in the Facilities Master Plan
- Vision 202** participants were asked to consider the factors:

1. Relationships	4. School Climate	7. Finances
2. Communication	5. Instruction	8. Safety
3. Consistent Expectations	6. Transportation	9. Other

...as they provided feedback and selected top facility options

Vision 202
Create the Future. Shape Learning.
CES #3

22

Long-Term Facility Plan Considerations

CES-3

- Number of Elementary Schools
- Location

Vision 202
Create the Future. Shape Learning.
CES #3

23

Facility Master Plan Initial Options

Of the Eight (8) Initial Facility Options, three options were selected as the most desirable by **Vision 202** participants:

- Option C**
 - PK-2 @ Meadows
 - 3-5 @ Schiesher
- Option F**
 - PK-5 @ Schiesher
- Option G**
 - PK-5 @ Meadows

Vision 202
Create the Future. Shape Learning.
CES #3

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APPENDIX

CES 5 - Presentation



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	High School	Jr. High School	Wilde Field	Total Investment
Physical Needs Investment	\$2.5 million	\$3.0 million	\$1.8 million	\$7.3 million
Educational Needs Investment	\$1.4 million	\$1.5 million	n/a	\$3.0 million
Total Investment per Facility	\$4.0 million	\$4.5 million	\$1.8 million	\$10.3 million

Funding Sources:
Regular Annual Budget for the Next Ten Years

Vision 202
Create One Healthy Whole Building
CES #4

26



27



28



29



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31



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CES 5 - Presentation



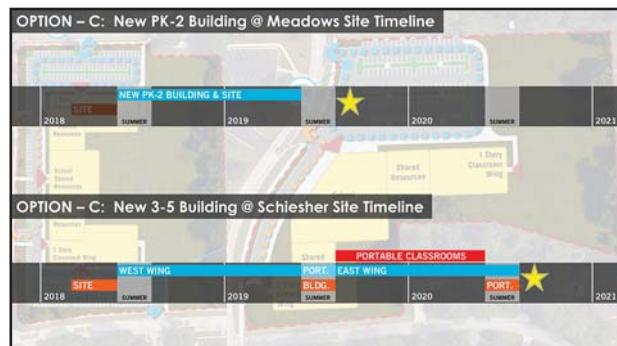
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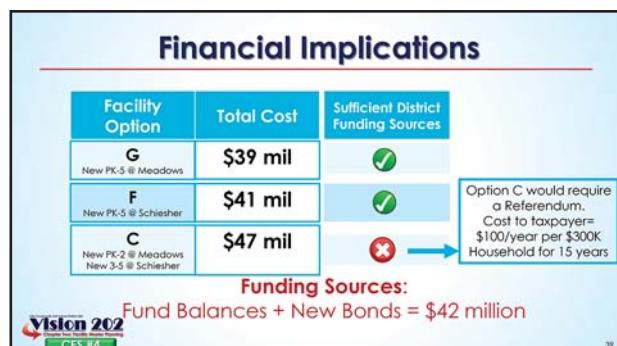
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39



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APPENDIX

CES 5 - Presentation

Vision 202
Chapter Two: Facility Master Planning

Did we hear you correctly? What did we learn?

Review of Key Findings & Recommendations

41

Desired Facility Characteristics

Vision 202 participants identified aspects of the physical and educational environments for the options to be considered for the Facilities Master Plan

1.1 Flexibility	1.5 Work Spaces
1.2 Technology Ready	1.6 Transitions Between Buildings
1.3 Security	1.7 Learning Environments
1.4 Collaboration	

Vision 202
CES #5

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Key Facility Considerations

Vision 202 participants identified **overall preferences** to be considered in the development of the Facilities Master Plan

2.1 First Choice – Option G	2.5 School Location
2.2 Second Choice – Option F	2.6 Financial Considerations
2.3 Third Choice – Option C	2.7 Drop-off/Pick-up Logistics
2.4 Elementary Grade Configuration	2.8 Advantages & Disadvantages of Facility Options

Vision 202
CES #5

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Small Group Work Activity

Vision 202

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Small Group Activity

Task #1 Review of Key Findings & Recommendations

Vision 202

Recorder's Copy

KEY FINDINGS & STATEMENTS OF RECOMMENDATION
May 11, 2014

ABOUT FACILITY PLANNING:
Lake CUSD 202 facilities have provided space such as roads, driveways, and parking that never fail to be functional and safe. We have also provided space for our students to learn and grow in a safe environment where support the needs of 21st Century learners.

A Facility Master Plan (FMP) is a long term physical and educational assessment of our present and future facilities. It identifies the facilities that are currently meeting our needs and those that are not. It also identifies potential opportunities and challenges. Key factors such as safety, security and education are evaluated.

To assemble the final report, participants from Perkins + Will engaged our District staff and community to fully understand the needs of the facilities. This document is the result of the collective input from the Vision 202 process. The findings and recommendations included in this document reflect the collective input from the Vision 202 process and will serve as the foundation for the Board of Education to begin the development of the long-term facilities master plan.

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Small Group Activity

Task #1 - Review of Key Findings & Recommendations

Vision 202

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Small Group Reporting

Vision 202

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Next Steps...

The Board of Education will...

- Review the data collected during the master planning process
- Explore detailed data included in the plan
- Gather further necessary data
- Determine a course of action for the Facilities Master Plan (July-December 2016)

Vision 202

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CES 5 - Presentation

Stay Connected

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lisle202.org

 email

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Search Lisle Vision 202

 Follow Us on Twitter
@Vision_202

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Thank you!

Facilitating Team	Deborah Bannister	Diane Bernotz	Deonne Davis	Celeste McElroy	Alex Pecorino	Jam Springer
Bill Buchheit - Co-chair	Valerie Boller	Kathy Dineen-Hendricks	Brenda Henry	Michelle McKay	Mary Beth Pellerino	Patti Strober
Susan Bollard - Co-chair	Rob Boller	Amber Blaske	Jeff Howard	Sean McKittrick	Priscilla Peifer	Brian Smokoski
Terry Brennen	Andy Blaske	Judith Doerr	Ivan Hora	Stacey Melby	Sodhana Phreyekz	Kristin Steele
Dan Heldreter	Middle Blaske	Carla Hora	David Hora	Solange Pilekola	Colleen Stefanis	
Mark Kelly	Emmy Bossema	Kate Doyle	Jeff Howard	Patricia Stevens	Angie Sullivan	
Steve Fornowics	Emmy Bossema	Eileen Duban	Ivan Hora	Pete Meyer	Jennifer Tamm	
Monica Wagoner	Kathy Brock	David Dybeck	David Hora	Michelle Probst	Scott Sullivan	
Kelli Spigel	Tom Eberle	Mary Flory	Fatty Hora	Lourene Pevitt	Lynn Swetzel	
Feb Kremick	Neil Buchheit	Jerry Ebert	Tor Erickson	Leanne Pevitt	Janice Tamm	
Dave Wilkison	Herb Buchheit	Marilyn Keayney	David Farrell	Leeann Pevitt	Julie Tamm	
Tom Winkler	Alison Cipriano	Natalie Keighley	Heidi Farrelly	Michelle Molina	Adams Rieck	
Amy Nordt	Mary Bumpus	Greg Kufoski	Katie Lapham	Wendy Moses	Thomas Roell	
Jenna Engler	Paul Bundt	Carol Fruell	David Lapham	Becky Murphy	Kevin Russell	
Karen Buntin	Wendy Burgoa	Sharon Byrme	Denise Leach	Lisa Nichols	David Solly	
John Borethe	Karen Burns	John Capriano	Courtney Ules	Sandy Nienhobon	John Schmitz	
Carolyn Borethe	Undio Capriano	Pauline Garcia	John Nitiki	Michele Nitski	Don Schmitzke	
Betty Cornfield	Heidi Hoernig	Don Garry	Mark Oliphant	Rachel Schmitzke	Alison Orlitzky	
Tim Conigan	Amanda Hahn	Cathy Geersz	Mike Lyon	Natalie Oros	Christy Sharafinski	
Tonia Cyrus		Angela Hall	Julie Lyon	Laura Foley	Meg Sima	
		Karen Gordon	Jeffrey Marucco	Gil Mirell	Glenda Smith	
		Goreff Gosselink	Jillian Marino	Don Policka	Sandi Skoneczny	
		Wesley Gosselink	Uta Marthi	Elizabeth Parker	Vince Stolwijk	
		Irish Green	Sam Matyszczyk	Leanne Pevitt	Elaine Tamm	
		Yousif Matalyeh	Loui Pevitt	Louise Pevitt	Elise Smith	
		Eunice McConville	Ashok Patel	Ray Sojka	Julie Springer	
		Jane McGrath	Kritine Paulson			

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Presentation to the School Board

KEY FINDINGS & RECOMMENDATIONS

School Board Meeting
This Summer



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Thank You!



Vision 202
Chapter Two Facility Master Planning

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APPENDIX**CES 5 - Small Group Activity Responses**

Verbatim Response Document
 SMALL GROUP WORK ACTIVITY
 SESSION #5
 THURSDAY, MAY 19, 2016

REVIEW OF KEY FINDINGS & RECOMMENDATIONS**PHYSICAL ASSESSMENT OF DISTRICT FACILITIES****Tate Woods Elementary School****Table #**

1	*Proximity to utilities located along the highway *Inadequate cafeteria space needs dedicated space for student dining and food prep. *Inadequate space for Special Education needs *Ventilation inadequate
2	Got it!
3	Got it!
4	Got it!
5	Got it!
6	*Noise and security from highway concern
7	Got it!
8	*Security-buzzed in but still able to go anywhere in building *Back hallway isolated with children using bathrooms. Can open doors to strangers
9	Got it!
10	Got it!
12	No Response

Schiesher Elementary School**Table #**

1	*Positive=Proximity to library *Accessibility to second floor is difficult and time consuming
2	Got it!
3	Got it!
4	Separate bus and parent pick up not
5	Got it!
6	Got it!
7	Got it!
8	Got it!
9	Got it!
10	Got it!
12	No Response

CES 5 - Small Group Activity Responses

Lisle Junior High School

Table #

1	Got it!
2	Got it!
3	Got it!
4	Got it!
5	Got it!
6	Got it!
7	Got it!
8	*Interior signage to direct people to locations within building
9	Got it!
10	Got it!
12	No Response

Lisle High School

Table #

1	*Need to add aquatic *Facilities for our future water polo team-We will then be able to teach swimming and lifesaving as part of the PE curriculum
2	Got it!
3	Got it!
4	Got it!
5	Got it!
6	Got it!
7	Got it!
8	Got it!
9	Got it!
10	Got it!
12	No Response

APPENDIX**CES 5 - Small Group Activity Responses****Meadows Center****Table #**

1	No Response
2	No Response
3	No Response
4	Got it!
5	Got it!
	*Water Retention issues for any new building
6	*Traffic concerns
	*Police presence
	*Fire Department accessibility
7	Got it!
8	Got it!
9	No Response
10	Got it!
12	No Response

**Individual Responses
Meadows Center**

- Individual #1** *I live kitty corner from the Meadows Center. I am worried the quiet and peaceful neighborhood will become clogged with cars and busses. Please DO NOT BUILD A GIANT BUILDING IN MY NEIGHBORHOOD.
 *More Police?
 *More stop signs?
 *DuPage County sheriff response time is slow!
 *Will these new schools be up to par for the next generation? Music labs? Healthy garden plots? Tech labs? Lunch? Swimming Pool? Automotive welding, etc.? Why does a small town like Lisle need five different locations for our students?
- Individual #2** *It will change the nature of the Meadows; quiet to busy-please don't
 *The Meadows will lose park and ball fields facilities
 *Too much traffic to the furthest corner of Lisle
 *We (in the Meadows) need more open space and less traffic
 *Power lines behind the Meadows school
 *I've lived in the Meadows for 30 years and love the peacefulness of my neighborhood. Please, please, please don't add 600 students and staff to my quiet space. It will ruin my home!
- Individual #3** *Traffic flow and control, will there be more traffic signs?
 *Police control-Dupage County vs. Lisle Emergency response time? Will it be good?
 *No access to Wilde Field for students for sports

CES 5 - Small Group Activity Responses

1. DESIRED FACILITIES CHARACTERISTICS

Vision 202 participants recommend that the following aspects of the educational facilities be carefully considered when addressing facility needs at each building.

- 1.1 **Flexibility** – Ensure spaces in the facilities are equipped to be flexible and meet the needs of teaching and learning. Work spaces and furnishings should allow for varied learning experiences and be adaptable to meet educational needs today and in the future.
- 1.2 **Technology Ready** – Create an infrastructure that supports the technology needs for teaching and learning as well as provide media centered spaces that allow for 21st Century Learning.
- 1.3 **Security** – Install, where appropriate, enhanced security measures to ensure the safety of students. Adjust facility entrances as needed to regulate the flow of visitors to the buildings.
- 1.4 **Collaboration** - Explore ways in which the facilities can better support, or be adjusted to better support, collaboration among students, students and staff, as well as between staff.
- 1.5 **Work Spaces** – Ensure adequate spaces are available to allow for professional collaboration, confidential communications, as well as ample dedicated space for student services (i.e. speech & occupational therapies, special education services, additional instruction) to be delivered.
- 1.6 **Transitions Between Buildings** – Reduce the number of student transitions between buildings.
- 1.7 **Learning Environments** – Incorporate environmental qualities such as lighting, acoustics, and air quality that positively impact student learning.

Table #

1	No Response
2	Got it!
3	Got it!
4	Got it!
5	Got it!
6	Got it!
7	Got it!
8	Got it!
9	*1.6-Transitions Between Buildings-Is not vital but good *Could there be a time change (start time) to accommodate any congestion?
10	Got it!
12	No Response

APPENDIX

CES 5 - Small Group Activity Responses

2. KEY FACILITY CONSIDERATIONS

Vision 202 participants identified preferred facility options focusing on the elementary grade configuration and location from eight initial facility scenarios. Based on participant feedback, three options were identified as the most desirable.

2.1 Option G – First Choice Option

- New PreK-5 Building at the Meadows Site

2.2 Option F – Second Choice Option

- New PreK-5 Building at the Schiesher Site

2.3 Option C – Third Choice Option

- New PreK-2 Building at the Meadows Site
- New 3-5 Building at the Schiesher Site

2.4 Elementary Grade Configuration – The **Vision 202** participants significantly preferred a single-building for the elementary grades.

2.5 School Location – Both the Meadows site and the Schiesher site were indicated as desirable sites for a new school.

2.6 Financial Considerations – Vision 202 participants expressed the desire to focus on facility options that do not require a referendum.

2.7 Drop-off/Pick-up Logistics – Participants indicated an interest in exploring solutions to drop-off/pick-up challenges at the schools.

2.8 Advantages & Disadvantages of the Facility Options – **Vision 202** participants generated a list of advantages and disadvantages for each facility option. It is recommended that these ideas be considered in the decision making process. (See Appendix A)

Table #

1	No Response
2	Got it!
3	
4	Got it!
5	Got it!
6	No Response
7	Got it!
8	Got it!
9	No Response
10	Got it!
12	No Response

CES 5 - Small Group Activity Responses

APPENDIX A

Option G – New PK-5 at Meadows	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Wilde Field stays • PK-5 students in one building • No disruption to student learning • Collaboration across grade levels for teachers & students • Traffic impact <ul style="list-style-type: none"> • Improved drop-off/pick-up • Better vehicle access • Improved Parking • Three access roads 	<ul style="list-style-type: none"> • Increased traffic/congestion in Meadows • South side of Lisle – impact on bus rides • Amount of parking – is it sufficient? • Larger student body – impact on daily logistics & scheduling ex: shared spaces

Option F – New PK-5 at Schiesher	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Wilde Field stays • PK-5 students in one building • Campus feel • Collaboration across grade levels for teachers & students • Fewer transitions • Improved parking • Centralized location • Proximity to library 	<ul style="list-style-type: none"> • Increased traffic/congestion on Kingston • Construction logistics • Portable classrooms • Larger student body – impact on daily logistics & scheduling ex: shared spaces • Possible lack of gymnasium for a period of time • Reduced outdoor space

Option C – New PK-2 at Meadows, New 3-5 at Schiesher	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Wilde Field stays • Maintains small school size • Having 2 new buildings • Reduce traffic impact on school grounds and in neighborhoods • Student learning is not affected during construction • Older students can use Wilde Field 	<ul style="list-style-type: none"> • Continue to maintain four facilities vs. three • Does not eliminate transitions between elementary schools • Impact of construction on student learning at Schiesher • Traffic on Kingston • Portable classrooms • Longer time frame

Table #

- | | |
|---|---|
| 1 | No Response |
| 2 | Got it! |
| 3 | Option F-Disadvantage-Possibility of purchasing more land south of present building |
| 4 | Got it! |
| 5 | Got it! |
| | *Power lines |
| 6 | *Need to make sure we have a police presence |
| | *Water retention location |
| 7 | Got it! |
| 8 | Got it! |
| | *What is Operation Cost after finished project? |
| 9 | *Does Meadows plan (G) eliminate field trips to Depot Museum? |
| | *Trailer classrooms would not hinder learning. |

APPENDIX

CES 5 - Small Group Activity Responses

	*Emergency water pressure at Meadows *Emergency across to Meadows
10	*We feel that we shouldn't assume the community would be against a referendum (in order to maintain our small school feel) and vote towards Option C-the PK-2 (Meadows) and 3-5 (Schiesher). If we put it up for referendum we would get a better feel for what the community actually wants. The Vision 202 meetings were well attended, but we feel the voting can be skewed depending on who is at what table. It is a decision with such long-term consequences....
12	No Response