

**USD #294 Oberlin Schools
Oberlin, KS**

District & Facility Assessment



December 16, 2022

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Section #1 – District Information

Vision & Mission Statement

Our why:

Empower students to find self-worth and develop skills for a positive future.

Our how:

Provide high-quality educational opportunities.

Inspire the love of learning with quality skills and work ethics.

Expect excellence from all.

DECATUR COMMUNITY JR/SR HIGH SCHOOL PHILOSOPHY

We believe our purpose is to provide each student the opportunity to a quality education in a stimulating atmosphere and environment, which is conducive to learning. We encourage an awareness of education as an essential and continuing process toward successful living.

We believe that every student shall have full opportunity to take advantage of the facilities, professional instruction, and student activities provided--for involvement within the school leads to involvement within the community

We believe in the acceptance of each student into the educational program and the guiding of each toward the realization of inherent potentialities in order to encourage continuing adjustments to life.

We believe in continuous evaluation and improvement of the program of education to meet the needs of each student of our community in an ever-changing society.

We further believe that the educational program is as strong as the community it serves; therefore, the patrons must be encouraged to work cooperatively with the school in assuming responsibilities and interests which contribute to the physical, mental, and social development of the entire school family,

STUDENT EXIT OUTCOMES

All students will demonstrate and apply academic and technical skills.

All students will exercise good citizenship in a democratic society.

All students will show independent thinking and cooperative problem-solving skills in academic and life situations.

All students will demonstrate effective oral and written communication skills.

All students will realize the value of continued learning to meet career and personal goals in a changing society.

All students will develop an appreciation of creative, recreational, and cultural opportunities for the enhancement of life.

All students will develop the skills necessary to maintain mental, emotional, and physical well-being.

Background Information:

Oberlin began as a small village of Westfield in the fall of 1872. Oberlin was incorporated in June of 1875. Oberlin is in Decatur County and is surrounded by farmland. Agriculture is the primary industry in the area.

The Oberlin School District was organized in August of 1879. Decatur County High School was established in the early 1900's and in 1923 the legislature abolished county high schools and established community high schools for territories that were not part of a school district. USD 294 was established as a district in 1964 as a part of the school consolidation act.

The present elementary building was built in 1926. The present high school building was built in 1938 as part of the Public Works Administration Act (WPA). Additional buildings have been added to accommodate programs and enrollment increases.

Demographics:

Data for the Demographics Section of the report came from the following sources:

- Kansas Department of Health and Environment
- Bureau of Vital Statistics for the State of Kansas
- District 294 Documents
- Decatur County appraiser,
- Decatur County clerk,
- Decatur County Museum
- Kansas State Department of Education
- Oberlin Chamber of Commerce
- Oberlin City Clerk
- U.S. Bureau of the Census, Population Division
- Kansas Association of School Boards (KASB)

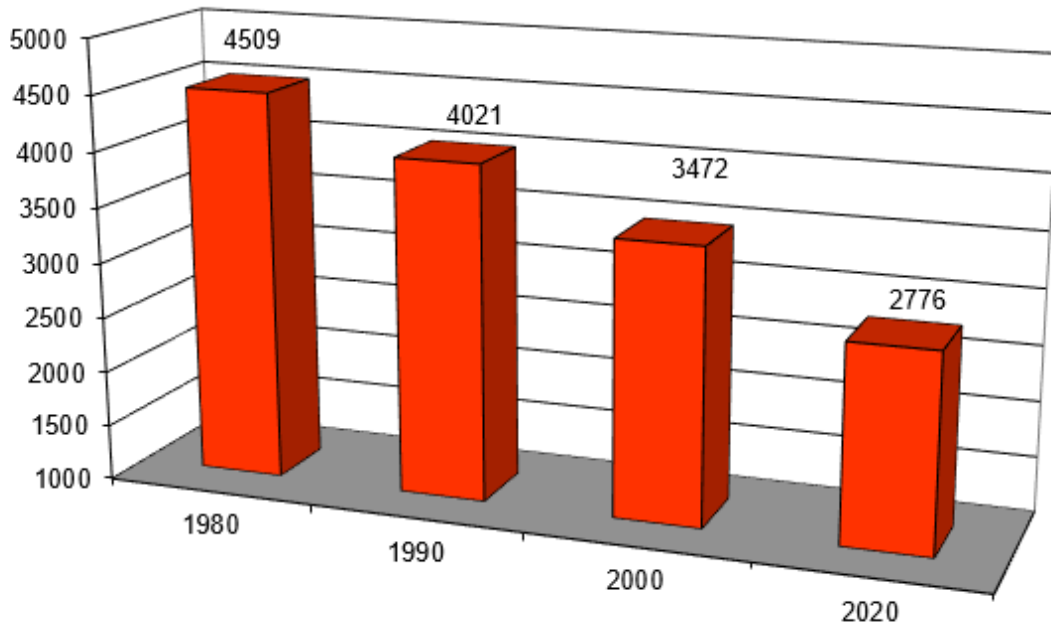
Population Decatur County

Oberlin School District is in Decatur County. All of District 294 facilities are located in Oberlin.

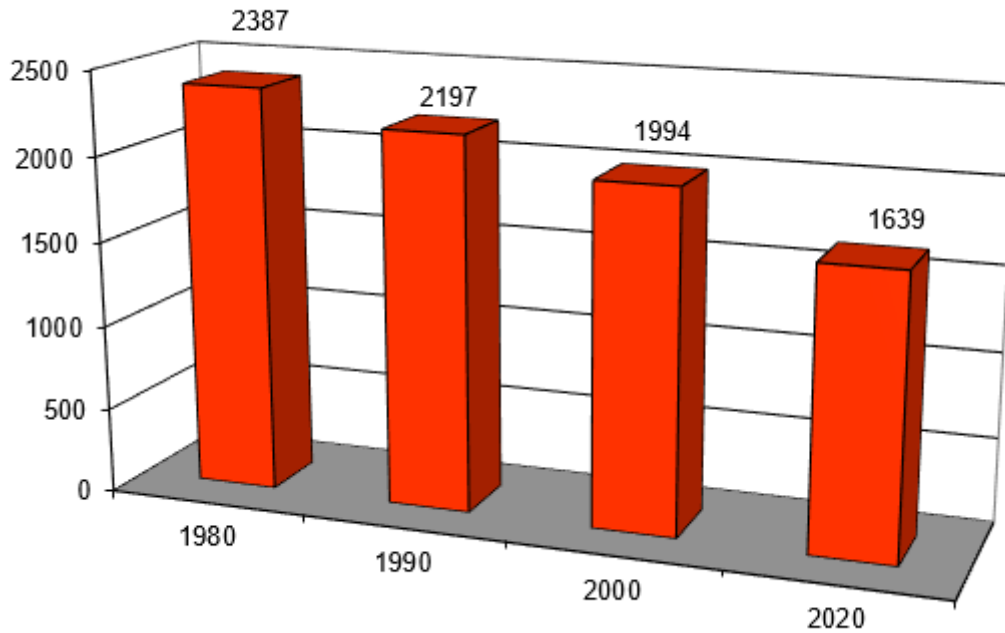
Decatur County Population by Age Group

| Decatur Co | 1990 | 2000 | % Diff | 2020 | % Diff |
|----------------------|--------------|--------------|----------------|-------------|----------------|
| Age | 1990 | 2000 | 90 to 00 | 2020 | 00 to 20 |
| Under 5 | 281 | 157 | -44.13% | 167 | 6.37% |
| 5-9 | 318 | 210 | -33.96% | 169 | -19.52% |
| 10-14 | 308 | 267 | -13.31% | 126 | -52.81% |
| 15-19 | 179 | 255 | 42.46% | 109 | -57.25% |
| 20-24 | 124 | 94 | -24.19% | 150 | 59.57% |
| 25-34 | 558 | 289 | -48.21% | 282 | -2.42% |
| 35-44 | 459 | 507 | 10.46% | 275 | -45.76% |
| 45-54 | 348 | 449 | 29.02% | 324 | -27.84% |
| 55-59 | 218 | 186 | -14.68% | 212 | 13.98% |
| 60-64 | 244 | 149 | -38.93% | 270 | 81.21% |
| 65 & over | 984 | 909 | -7.62% | 692 | -23.87% |
| Total | 4,021 | 3,472 | -13.65% | 2776 | -20.05% |

Decatur County Population



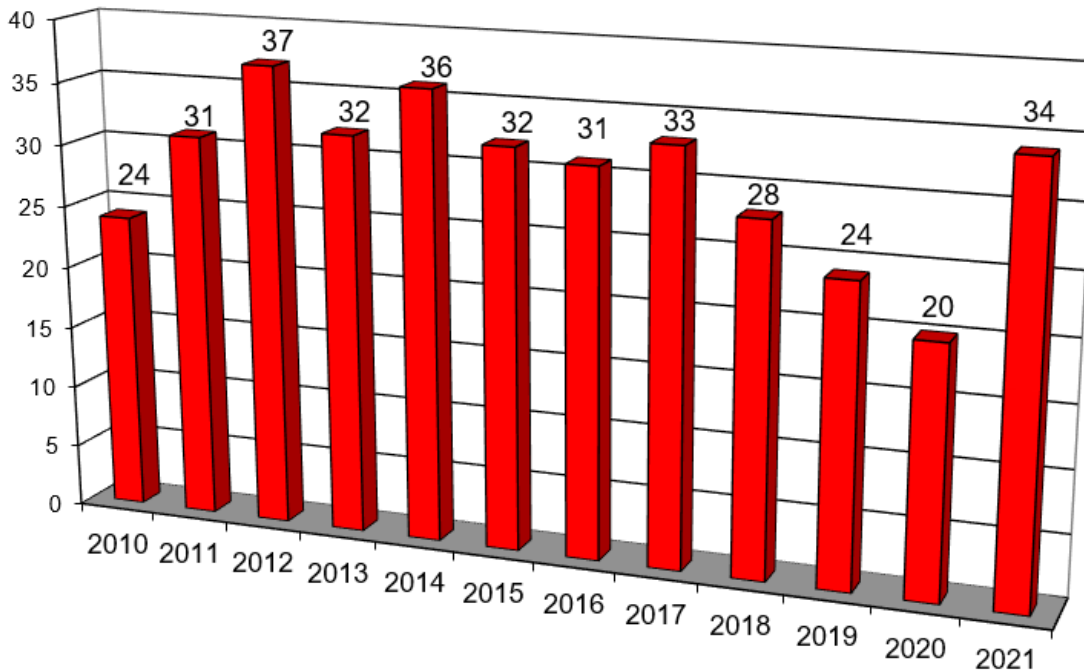
City of Oberlin Population



Live Birth History

This graph reflects the number of live births for Decatur County for the years 2010-2021. (Information from Kansas Department of Health and Environment)

Decatur County Live Birth History

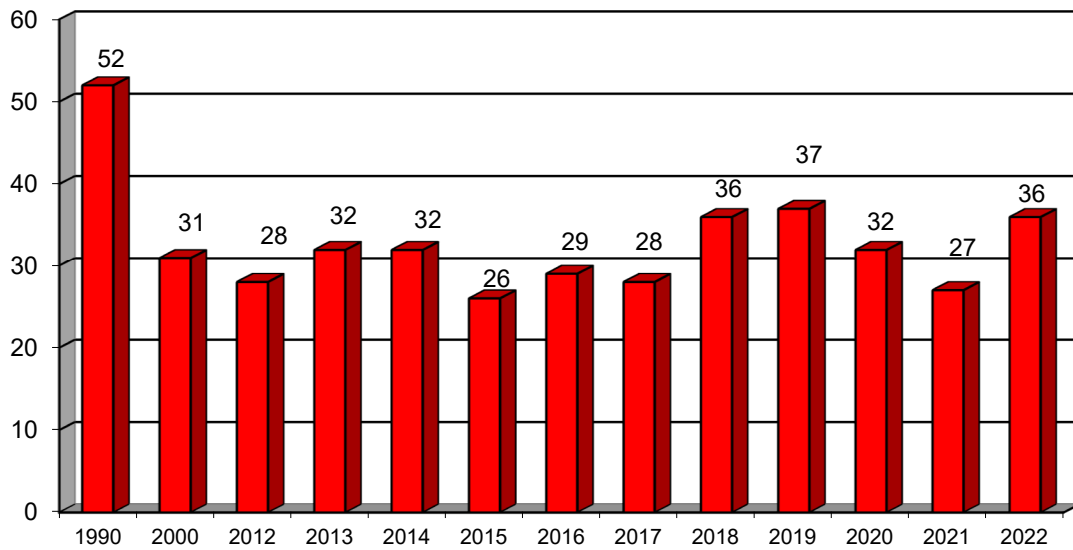


HISTORICAL ENROLLMENTS

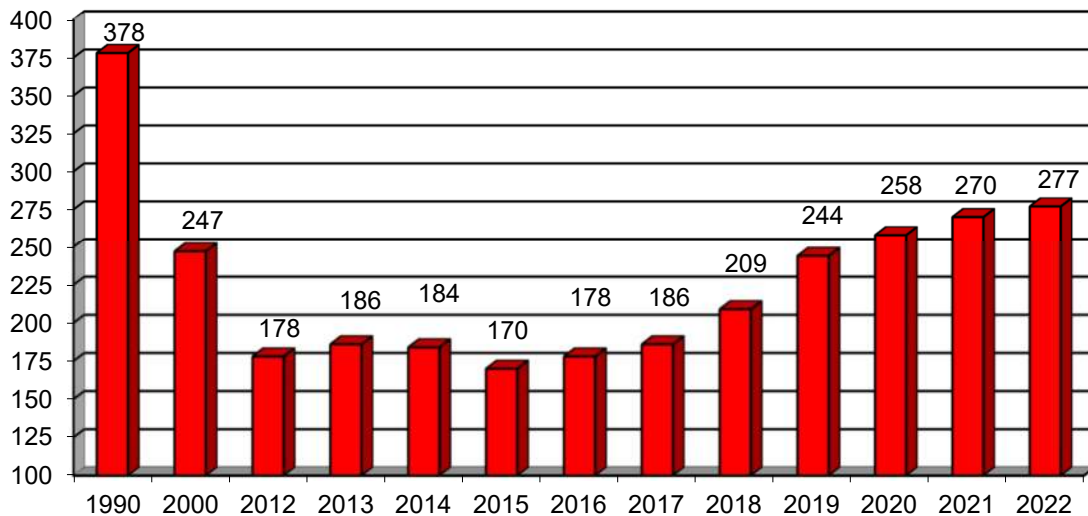
District Enrollment History

The enrollment data below is for the last 10 years plus historical markers from 1990 and 2000.

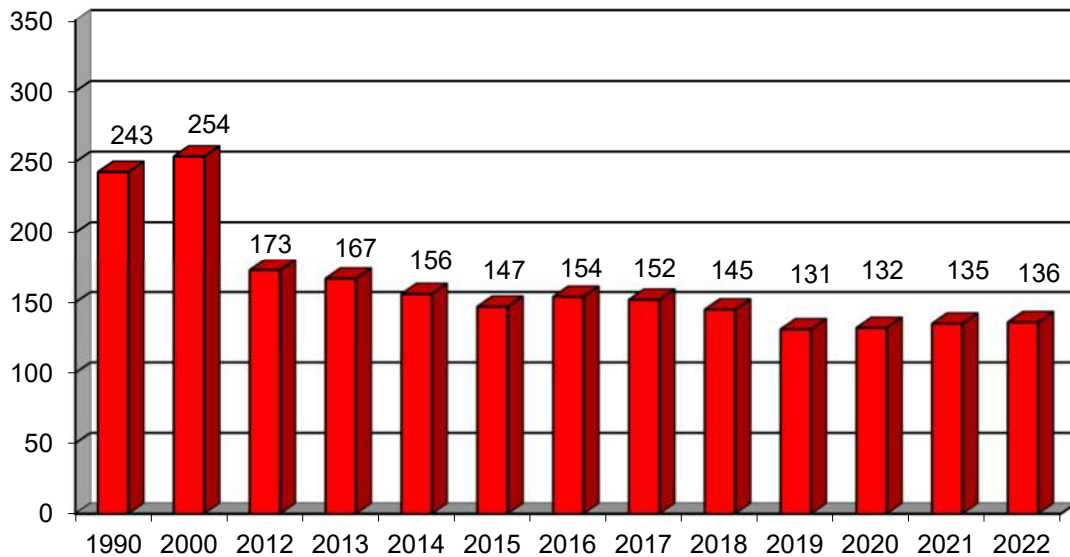
Kindergarten Enrollment History



Enrollment - Grades K-6



Enrollment - Grades 7-12



The enrollment for the 2022-2023 school year is not audited. The audit of the enrollment will occur during the year by an auditor from the Kansas State Department of Education.

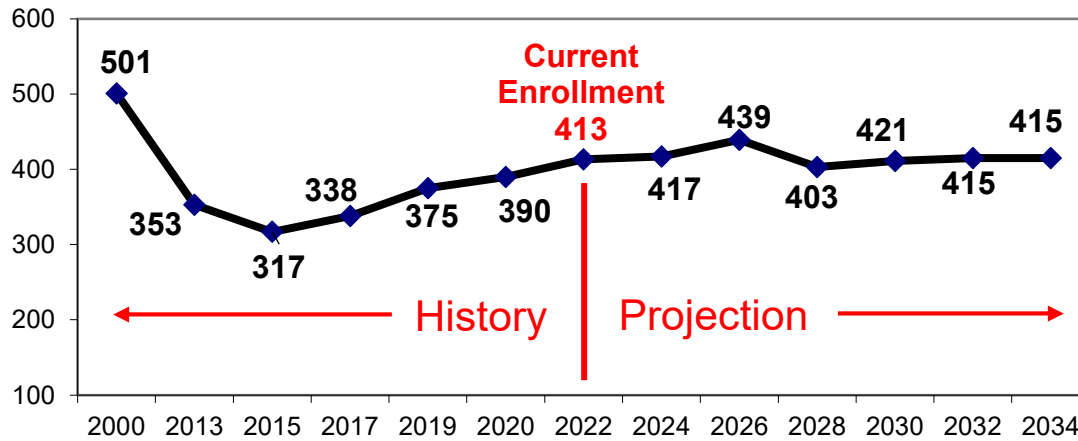
The district has a pre-kindergarten program for 4-year-olds. There are 12 students in the pre-kindergarten program and 36 students in the kindergarten program.

Enrollment in K-6 peaked in 1991 and declined each year until 2015. Since 2015 enrollment in K-6 has seen an increase to 413 in 2022-2023 current school year.

The enrollment in grades 7-12 in 1990 was 243 students. The enrollment in grades 7-12 decreased each year until 2019 and remained steady to the current enrollment in grades 7-12 for the 2022-2023 school year is 136 students.

The district enrollment in 1991 totaled 621 students. The enrollment for the district declined steadily to 317 students in 2015. From 2015 to the current school year enrollment has increased to a total of 413 students.

Enrollment History/Projections



The last 10-year average kindergarten class is 33 students, assuming that kindergarten enrollment averages 32 students for the next twelve years, the district enrollment will stay steady around 415 students in 2034.

WORD OF CAUTION: Predictions of future enrollments are only best estimates based on past enrollments and births. Accordingly, the estimate should be compared each year to actual enrollments and recalculated annually and a new future year added.

Financial Information

MILL LEVY HISTORY

| Funds | 2020 | 2021 | 2022 |
|--------------------|--------------|--------------|--------------|
| General Fund | 20 | 20 | 20 |
| LOB | 14.32 | 15.43 | 16.14 |
| Capital Outlay | 8 | 8 | 8 |
| Bonds & Interest | - | - | - |
| Total | 42.32 | 43.43 | 44.14 |
| Assessed Valuation | \$59,432,872 | \$59,155,061 | \$59,780,152 |

The mill levy for the General Fund (20 mills) is set by the Kansas Legislature. The Local Option Budget (LOB) is established by each district.

Mill Levy Comparisons

| District | Assessed Valuation | District Levy | Annual Cost to \$100,000 Homeowner | Completion Date of Last Bond Issue |
|------------------------|---------------------|---------------|------------------------------------|------------------------------------|
| USD 293 Quinter | \$36,227,509 | 73.99 | \$850.99 | 2023* |
| USD 482 Dighton | \$41,021,640 | 67.55 | \$776.89 | 2015 |
| USD 466 Scott City | \$102,109,513 | 61.21 | \$703.93 | 2020 |
| USD 200 Tribune | \$34,070,482 | 59.69 | \$686.47 | 2011 |
| USD 211 Norton | \$58,911,621 | 53.95 | \$620.45 | 2011 |
| USD 412 Hoxie | \$59,811,326 | 48.27 | \$559.19 | 1978** |
| USD 105 Atwood | \$52,861,631 | 48.16 | \$553.91 | 1965 |
| USD 208 Wakeeney | \$65,383,165 | 46.54 | \$535.30 | 2021 |
| USD 297 St. Francis | \$39,782,595 | 45.26 | \$520.59 | 1965 |
| USD 294 Oberlin | \$59,780,152 | 44.14 | \$507.62 | 1966 |

*USD 293 Quinter just passed a bond issue in 2022, assumed completion date is 2023.

**Exact date unknown

Section #2 – Facility Information

The amount of space per pupil and the age of the facility may have an impact on how well the learning environment serves the instructional program. For the most part, these factors are quantitative measures, not qualitative, but they do have qualitative implications.

Square Feet per Pupil

The number of square feet allocated for each pupil may affect the school's ability to function properly. On a national average, recent construction of new facilities provides the following approximate allocations:

| | |
|---------------------|--------------------------------|
| Elementary Schools: | 120 to 140 sq. ft. per student |
| Middle Schools: | 145 to 180 sq. ft. per student |
| High Schools: | 160 to 210 sq. ft. per student |

The following table illustrates gross area, 2022-23 headcount, enrollment, and square feet per pupil.

| SCHOOL | BUILDING AREA | 2022 ENROLLMENT | SQUARE FEET PER STUDENT | RECOMMENDED |
|-------------------------------------|---------------|-----------------|-------------------------|-------------|
| Oberlin Elementary (Pre-K - 6) | 59,130 | 252 | 235 | 32,760 |
| Oberlin Kindergarten | 5,784 | 36 | 161 | 4,680 |
| Decatur Community Jr/Sr High (7-12) | 156,738 | 136 | 1152 | 27,200 |

School enrollment as of 9/20/22

Maximum Occupancy of Facilities

The table shows enrollment capacity for each building and the enrollment for the current school year.

| School | Capacity | Enrollment |
|------------------------------|----------|------------|
| Oberlin Elementary | 463 | 252 |
| Decatur Community Jr/Sr High | 530 | 136 |

Site Area

The usable site should be large enough to hold the necessary building(s) and spaces for outdoor instruction, recreation, play areas, parking, and any future expansion to building(s).

Good judgment beyond the mere application of minimum standards is needed to determine the appropriate size for a site. The Council of Educational Facility Planners, an international organization of school planners, notes that while it recognizes that for many schools' larger sites are preferred, it suggests the following areas as minimum acreage of usable land:

| | |
|-------------------------|---|
| ELEMENTARY (K-6): | 10 acres + 1 acre for each 100 students |
| MIDDLE /JR. HIGH (5-8): | 15 acres + 1 acre for each 100 students |
| MIDDLE SCHOOL (7-9): | 20 acres + 1 acre for each 100 students |
| HIGH SCHOOL (9-12): | 30 acres + 1 acre for each 100 students |

A high school may need an additional 10 acres or more if a stadium and spectator parking are anticipated.

Site Size in Acres of Land by Grade Levels

| | | | |
|------------------|--|--|--|
| K-6 10+1/100 | | | |
| 5-8 15+1/100 | | | |
| 7-9 20+1/100 | | | |
| 9-12 30+1/100 | | | |

The following table provides a comparison of the number of acres in the district's facilities:

| SCHOOL | 2022-23 ENROLLMENT | # OF ACRES | RECOMMENDED SITE SIZE | DIFFERENCE |
|-------------------------------------|--------------------|-----------------|-----------------------|------------------|
| Oberlin Elementary (P-6) | 252 | 4 | 13 Acres | -9 |
| Decatur Community Jr/Sr High (7-12) | 136 | 21 | 33 Acres | -12 |
| TOTAL | 388 | 25 Acres | 46 Acres | -21 Acres |

Life Cycle Theory of School Buildings

According to Basil Castialdi in his widely accepted text on Educational Facilities, a school building passes through five phases during its useful or effective life span. Benjamin Handler first developed the idea in the 1960's in response to the dilemma faced by school boards trying to replace pre- and Depression era school buildings and at the same time respond to the Post-WWII Baby Boom from 1945-1960, The descriptions which follow remain quite applicable to school built through the 1960's and beyond.

The phases in the life cycle were:

Phase I: 0 - 20 years: During this period only limited capital improvement work is necessary. Such improvements are to respond to adjustment in curriculum, teaching methods and the addition of various kinds of new instructional equipment. Minor improvements are usually necessary in the mechanical (heating and plumbing) and electrical systems.

Phase II: 20 - 30 years: This is a period during which roof and mechanical system work will be necessary. There will be an observable increase in the amount of maintenance work necessary to keep the building in as near original condition as possible.

Phase III: 31 - 40 years: When the building has reached age forty considerable maintenance work has been done or is necessary involving the electrical, mechanical and roof systems. Brick tuckpointing, window and door replacement, and light fixture modernization may have already been done or is at least pending.

Phase IV: 41 - 50 years: This is a crucial period in the life of a school building. The process of deterioration is intensifying; major work may have already been completed, but more is needed. Important questions need to be answered concerning how much longer to use the building and how much more expenditure for modernization would be prudent.

Often there are other problems such as a school located where it is no longer needed or a change in the physical characteristics of the school neighborhood from residential to commercial for example. More important, the building design may be such that a modern educational program now and for the future cannot be accommodated short of expense approaching replacement cost.

Phase V: 51 years and beyond: By the time a school building passes the half-century mark and is moving toward age 60, it is usually ready for retirement from service as a regular school building. School boards responsible for school buildings which are approaching 60 years of age and beyond are well advised to consider carefully the costs of modernization versus replacement. This is especially true when considering that a major modernization project will commit the old building in its present location to perhaps 30 or more years of future service.

It is important to realize that the life cycle research was conducted to help with facility decisions affecting school built prior to about 1960. Yet it continues to be useful to school boards working with newer buildings.

The chart below summarizes the age and life cycle phase of school building.

| Building Name | Const. Year | Age | Life Phase |
|-------------------------------------|-------------|-----|------------|
| Oberlin Elementary | | | |
| Original building | 1926 | 96 | V |
| 1965 Addition | 1965 | 57 | V |
| Kindergarten Building | 1961 | 61 | V |
| Decatur Community Jr/Sr High | | | |
| Original Building | 1938 | 84 | V |
| 1966 Addition | 1966 | 56 | V |
| Vo-Tech building | 1977 | 45 | IV |

2022 base year

Notes: Life cycle phases are

| | |
|-----------------|-----------|
| Up to 20 years | Phase I |
| 21 to 30 years | Phase II |
| 31 to 40 years | Phase III |
| 41 to 50 years | Phase IV |
| Beyond 50 years | Phase V |

Summary of Facility Analysis

The Oberlin school facilities were evaluated regarding the following characteristics: GMCN, district teachers, staff, and administrators were surveyed on the existing facilities for both facility condition and educational environment properties. Participants were asked to rate the facilities on a scale of 1 - 5 with 1 being the works and 5 the best.

Facility Condition



Site

- Parking lots
- Hard play
- Sidewalks
- ADA compliance
- Drainage
- Fire hydrant coverage
- Site access
- Athletic fields



Accessibility

- Path of travel
- Door hardware
- Restroom clearances



Building Exterior

- Walls/Finishes
- Windows
- Doors



Structure

- Columns/Beams
- Floor system
- Roof system



Roofing

- Roof membrane
- Roof drainage
- Flashing/ accessories



Interior

- Flooring
- Ceiling
- Walls
- Restroom finishes
- Lockers
- Casework
- Doors
- Bleachers



Electrical

- Light Fixtures
- Controls
- Main building service
- Distribution



Mechanical

- Controls
- Building automation
- Boilers
- Furnaces
- Air handlers
- Ductwork
- Exhaust systems
- Roof top units



Plumbing

- Restroom fixtures
- Supply and waste piping
- Hot water generation
- Pumps
- Fire sprinklers



Safety & Security

- Access control components
- Line of site
- Storm shelter

Educational Environment



Outdoor Learning Environments

- Outdoor Learning Spaces available
- Outdoor space condition
- Proximity to indoor teaching spaces



Comfortable Classrooms

- Quality of HVAC controls
- Quality of artificial lighting
- Quality of natural light
- Noise Levels



Educational Spaces

- Classroom sizes
- Spatial flexibility
- Diversity of classrooms
- Visibility of learning spaces



Programmatic Spaces

- Spaces that don't exist
- Over-programmed spaces



Environmental Factors

- Natural daylight in building
- Views to outside



Furniture & Equipment

- Furniture support multiple modalities
- Furniture condition
- Technology supports learning/teaching
- Condition of technology



Collaboration

- Collaboration spaces in school
- Classroom culture supports collaboration



Project Based- Learning

- Project workspace areas
- Independent work areas
- Student presentation space



Student Centered

- Student project/work display
- Student informal collaboration spaces

The Oberlin Schools survey results area as follows:

| SCHOOL | Oberlin Elementary | Decatur Community Jr/Sr High |
|---------------------------|----------------------|------------------------------|
| Facility Condition | Rating | Rating |
| Site | 2 / 5 | 3 / 5 |
| Accessibility | 2 / 5 | 3 / 5 |
| Structure | 2.5 / 5 | 2.5 / 5 |
| Roofing | 2 / 5 | 2 / 5 |
| Interior | 2 / 5 | 2.5 / 5 |
| Electrical | 1.5 / 5 | 2.5 / 5 |
| Mechanical | 2 / 5 | 3 / 5 |
| Plumbing | 2 / 5 | 2 / 5 |
| Safety & Security | 2 / 5 | 3 / 5 |
| TOTAL Score | 18 / 50 – 36% | 23.5 / 50- 47% |

Note: ideal scores are 80% - 100%

| SCHOOL | Oberlin Elementary | Decatur Community Jr/Sr High |
|--------------------------------|----------------------|------------------------------|
| Educational Environment | Rating | Rating |
| Outdoor Learning Environment | 3 / 5 | 3 / 5 |
| Comfortable Classrooms | 2.5 / 5 | 2 / 5 |
| Educational Spaces | 3 / 5 | 3 / 5 |
| Programmatic Spaces | 2.5 / 5 | 3 / 5 |
| Environmental Factors | 3 / 5 | 3 / 5 |
| Furniture & Equipment | 3 / 5 | 3 / 5 |
| Collaboration | 2.5 / 5 | 2 / 5 |
| Project-Based Learning | 2.5 / 5 | 4 / 5 |
| Student Centered | 2.5 / 5 | 3 / 5 |
| TOTAL Score | 22 / 50 – 44% | 26 / 50- 52% |

Note: ideal scores are 80% - 100%

In addition to the survey questions participants were asked to add commentary for each section. Below are results of that commentary:

Elementary Commentary:

Site:

- There is only one exterior door that a wheelchair can fit through and that is the west door which is located at a congested point of drop-off. There was an incident this year where a child was hit by a car in this congested location as parents are hurriedly dropping off kids so they can get to work. There are too many children on foot combined with cars coming and going in a tight area. The playground is located up a long stairway. There is a ramp for the second stairway, but in order to get to the second stairway, you have to take the wheelchair down the bus lane, across the congested drop-off area, and across the kindergarten area. It's even more of a concern coming back down the steep grade. Ice and snow in the winter complicate the matter even further. All students must cross the bus lane, which is also a truck unloading zone, to get to the playground. Kindergarteners have to cross this bus lane/truck unloading zone to get to lunch and all of the specials classes. We're doing the best that we can with the given circumstances, but it is certainly not ideal and at times dangerous.
- The sidewalks are not in good condition.
- The lack of parking can make pick up and drop off times chaotic. I also have a student in a wheelchair, and it is difficult to get her from the main building to the playground. We have to go through the bus lane and parking lot.
- OES outside stairs on the east, south, and west are uneven and cracked. Playground floods by the west basketball goals. Traffic flow to drop off and pick up kids is sketchy. Stickers on playground.
- Parking lot is very small which creates a very scary situation when it comes to dropping kids off in the morning. Our flow of traffic is all around the kids, which creates potential hazards.
- Pick up and drop off times can be scary with the traffic and kids crossing the streets.
- We are not in ADA compliance with many things including our wheelchair lift.
- Not enough parking in the lot for all of staff, majority of entrances are not ADA compliant, athletic field is dirt, ant hills and stickers
- Gravel staff parking lot seems below average, sidewalks seem adequate, site is accessible but the two-way streets on 3 sides of the building makes for a busy start and end of the day. One-way streets with optimized traffic flow and pick-up/drop-off lane would be helpful. Playground (athletic field) needs updating and better maintenance.

Accessibility:

- bathroom stalls are very small, sometimes you have to straddle toilet to be able to open the door, the small hills in the hallways by 1st & PreK can be difficult when navigating with small children or those with special needs. The gym/stage are not handicap accessible. On the plus side - the hallways are fairly wide
- The wheelchair lift is incredibly slow, inconvenient, and questionably safe to transport students accompanied by staff on such a small platform. It requires a key, which is never handy for the person needing the lift at the moment. The lift is also how custodial and maintenance staff transport heavy items and equipment from one floor to another. Classroom bathrooms aren't handicap accessible, so anyone in a wheelchair must use the gang bathrooms, where I believe there is only one stall that is accessible. The height of sinks and drinking fountains aren't handicap accessible, the tables in the cafeteria don't accommodate a wheelchair, and even most of the doorways in the school are difficult to maneuver in a wheelchair.

- Our restrooms need updated, and I am embarrassed to think of visitors using them.
- Some rooms are hard to move the wheelchair through.
- Plumbing and being able to clean efficiently to save man-hours is more of an issue. (Maybe I don't understand the question.)
- Our entrances are so small, we cannot get a lift into the school to fix things such as the ceiling in the gym.
- The drop off and pick up system for our school is very clustered.
- Our school is not ADA compliant at all
- Size of building and hallways seems like a positive, partial updates to entry doors to help with access control seem clunky (go all out and update all entrances).

Building Exterior

- Some exterior doors are key-coded while others still require a traditional key. The door most used (the northwest door leading to the bus zone/playground) is key-coded but sticks and doesn't work properly. Classroom windows are in poor shape. I have real concerns about being able to evacuate my students through my second-story windows that don't open fully. I have no fire escape ladder to use either. Paint is peeling on outside of school, especially near the doorways of the kindergarten building.
- Our building, at the elementary, is old and it looks like it. The windows on the east and west wings are the perfect size however they are old and leak cold air in the winter.
- Locks have not worked correctly, and doors must be pushed shut. Specifically, the northeast bus doors.
- I love the look of our building! I wish kids were not allowed to write on it. Windows on the new parts of OES do not have screens so lots of flies and wasps can enter. Windows are not egress. It is hard to remove the screens on the old part, which would slow down escape.
- We have an issue in two 4th grade rooms that neither the roofing companies or window companies know what to do with. Those rooms still leak water.
- Windows are old
- The brick and outside seem to be in okay condition but the windows are mostly single pane and many of them leak when we get moisture.
- Not looking at it any more than I have, I feel like it is a good-looking building. New windows are apparent but also blend fairly well with the old building.

Structure

- floors in some rooms slope which makes desk/table arrangement difficult
- Wall cracks, ceiling tiles bad, baseboards, stained floor, leaks from ceiling in a hard freeze (happens most years)
- Elementary roof leaks.
- Third grade hallway has "give" to it. Happened after an earthquake in the 2000s sometime. Give a little jump about 15 feet south of Mrs. Wahlmeier's door and you will feel the floor/building move.
- The flat roof has been an issue over the decades. (leaking)
- New windows in old part are not sealed in several rooms causing plaster to expand, fall off and look hideous.
- Asbestos in 9" tiles.
- Wood frame in old part of OES.
- Plaster walls in halls don't hold paint or objects to be displayed by attaching to the walls."
- roof leaks or has leaked
- The roof is not in very good shape. The old part of the building is a wood structures so it is a fire hazard. Some of the flooring is still asbestos tiles that we cover with wax.
- Not much expertise here - flooring seems solid, roof system probably needs some attention.

Roofing

- many parts of the building have flat roofs, so water stands for long periods of time
- I'm not sure where the bats are entering the school, but they live in our ceilings year-round and often come out to visit. In one week, we discarded 5 bats from my classroom. The feces is all over the countertops and floors, and the smell of bat urine is strong at times when it's hot and/or we're running the furnace.
- I have no idea.
- Has leaked on and off over at least 4 decades that I have experience with.
- (The window people blame the plaster damage on the roof. The roof people blame the windows.)
- water puddles on roof in low sections.
- The roof has damage from past storms, and it leaks in several places.
- As above, not much expertise, but flat roof systems always seem like they invite issues when maintenance isn't frequent.

Interior

- Ceiling leak and have water damage; the seating in the gym is uncomfortable and dangerous for clumsy people
- Everything very worn, needs paint and stain on wood, need new baseboards, crack in wall, air leaks through windows badly, no screens to windows, inadequate storage space, ceiling tiles in gym, floor in gym, baseboards in gym, need trash can on playground, hole in wall where old clock used to be, I've done some painting on my own time/expense, but more needs done
- Our bathrooms are in poor shape. They smell no matter how much time is spent cleaning them, and they're not properly equipped to be handicap accessible. Classroom bathrooms have pipes that freeze, leading to flooding of the rooms beneath. Sinks don't have hot water half of the time, and with the exception of the 1st and 2nd grade classrooms, the sinks and countertops are rotting and in horrible condition. The ceiling fan in my classroom is dangling and doesn't even move air anyway. The heating and air conditioning is not substantial enough to either heat or cool the rooms to a comfortable degree, and some classrooms rely on boiler heat and window air conditioners. Classrooms haven't been painted for decades unless teachers have spent their summers off painting them themselves (for no monetary compensation). Lower grades have a cramped area for children's coats and bookbags; lockers or built-in cubbies would be wonderful! Tiled floors are wearing and cracking.
- Except for the lockers everything else is OLD, we have a couple of new doors however not all doors are accessible using a key card.... why? Except for the North doors all other doors need updated desperately. Elementary restrooms are embarrassing, they are old and I don't think they have ever been updated.
- I have a cracked window, windows that air leaks through, missing ceiling tiles, water-stained ceiling tiles.
- If you are talking cosmetically, the plaster walls need maintenance that they don't get. Teachers must paint their own rooms.
- The carpet wears out in the rooms, especially where it is seamed together, then looks shabby. I love my wood floors, but they don't get much love either.
- The new lockers look/work great!
- The restrooms are not respected. But it is obvious they are not a priority. They need a deep clean after getting the plumbing up to date.
- The OES bleachers are hardly ever used. This makes me sad. Parents and patrons should be in our building, seeing the kids work, the district maintenance improvements.... However, there needs to be hand railings by the steps."
- Our restrooms are old and outdated. Plumbing works occasionally. Our bleachers are not ADA compliant. Our gym floor is bulging on one side.

- walls have peeling paint and plaster.
- Bats live in my ceiling.
- Many of the classrooms have damage on the walls or ceilings. The ceiling tiles in some of the classrooms are not in good condition. The gym is missing several ceiling tiles. Seating in the gym is not conducive for older patrons or ADA compliant.
- flooring is loud creaky wooden floors, ceiling in my room is cracking, paint is chipping or dirty in hallways and classrooms, restrooms are outdated, lockers are nice and new, doors are very outdated for 2022 security and bleachers are unsafe
- Flooring is old but solid, many ceiling tiles missing in gym (this is a huge eye sore), restroom finishes are very dated, new lockers recently (?), casework/doors/bleachers dated but solid.

Electric

- I would rather see classroom without the florescent lights; the stage area needs more lighting for students/staff to walk around safely
- Outlets are very limited in classrooms and are located in strange places (like above the sink). Classrooms these days have many electronics (ITVs, computers, etc.) and it's a struggle to get everything situated near outlets. Lighting is harsh and causes issues for those with migraine concerns.
- There are minimal electric outlets for modern day, technology driven classrooms.
- I am not aware that we have any power failure type issues.
- I am going to put my technology thoughts here. We should be Bluetooth enabled. Most of our rooms are very limited as to where we can put screens and projectors (placement of outlets and cords/cables). Only a small fraction of classrooms has smart boards. “
- Old and not up to code
- Classrooms do not have enough outlets and only 2/4 walls have outlets on them
- LED lighting should replace all current lighting, no knowledge of building service/distribution state

Mechanical

- When the boilers are working, the radiators get so hot it is dangerous to have students near them, which again limits desk/table arrangements
- Panel falls off under furnace in wind; leaks from ceiling in a hard freeze.
- The boiler, heaters, and air conditioning systems are inadequate to consistently heat and cool the school. Days at the beginning and end of the school year are miserable due to the heat and the inability to keep the classrooms cool. Winter months are miserable, as the vents are all located along the windows and can't keep the warm air moving through the room to keep kids comfortable.
- Air conditioner and heater work in the classroom but are extremely loud.
- OES makes do with the boiler system. It is on or off. When it is on, we need to open windows to regulate the heat. When it is off, we wear coats and layers.
- In the new wings, the individual heating units will go on the fritz.
- The window air conditioners are noisy. I am the Title teacher and need to shut my AC off when listening to students read. It can roar like an airplane and overpower the soft voices of developing readers.
- Our boiler has struggled for years. All rooms are still running on window units and split units.
- Boilers, rooms can't regulate their temps.
- My A/C unit is so loud. I either wear a microphone to talk over it, or I turn it off while I'm teaching. I have no other complaints since I can control the temperature in my room.
- Boilers are not in the best shape, and most can't control the amount of heat in their classrooms. There is no ventilation other than opening windows.

- No central air or exhaust systems in most of the building, we need ventilation to stay well with all of the sicknesses we have going around
- Lots of money spent on boiler repair and preventative maintenance in recent years so maybe they are back to being fairly reliable, not much automation present to my knowledge and AC is window unit only.

Plumbing

- faucets leak, no hot water, water damage from leaking pipes in the ceiling tiles
- Faucet leaks: toilet runs: toilet doesn't flush right, leaks from ceiling in a hard freeze
- The toilets don't always flush properly, hot water is touch and go in the classroom sinks, and pipes are prone to freezing and bursting in the winter. We lost access to one of our bathrooms for an entire school year due to broken pipes and flooding the room beneath us.
- Do we have fire sprinklers? Hot water is slow.
- Bathrooms freeze and pipes break when the weather gets too cold. In the past 5 years, the pipes above my room have frozen and broken twice causing my classroom to flood.
- I just know that when plumbers try to fix anything, something will break/leak. They are unable to reach sections of the plumbing.
- Old and needs updated.
- It is all old and there are no fire sprinklers.
- Seem to have issues with pipes freezing!
- Plumbing updates are nearly impossible without major renovation due to concrete walls, so I would say in general, plumbing is subpar.

Safety

- For students with disabilities/sensory, the tornado shelter is impossible!
- Our tornado shelter area is quite frankly scary for kids and teachers alike. It's a cramped area under the stage which is also used for a storage area. As I stated above, I have real concerns of evacuation from the 2nd floor in case of fire or an intruder.
- I would not feel safe in this building if there were a tornado. Where we are sheltered, we will either drown or get electrocuted, explode or be crushed.
- The storm shelter under the stage is crowded when students are in there and there is only one exit.
- Our tornado drills put us in the basement. The stairs are short, slippery, and crowded. We are to crouch in an unfinished area under the stage. It feels very boxed in and not clean.
- In the event of an intruder, the second floor has no viable options to escape except to enter the hallway. Windows are not designed for escape and are a long way from the ground.
- The office in not located near the entrance they can unlock. No holding area once the door is unlocked. They could go anywhere in the building before the office realized it was happening."
- This has improved over the past couple years with the camera system, but could still use quite a bit of work
- Main doors are not always locked.
- Being able to make sure doors are locked is only capable when our system is up and running. Still people can enter the building and go in any direction without having to come to the central office. Storm shelters are not great.
- I don't agree with where some of the kids have to go for tornado shelter too many wires, possible flooding, if the building was to collapse id worry about being crushed!
- Nothing is secure if we have a door open all day long, classroom doors are not locked during the day
- Storm shelter is probably solid, access control needs complete update.

Outdoor Learning Environment

- The outdoor classroom is a nice addition and in a nice location but needs maintenance. The playground has an old wooden structure and could use updated.
- We have an outdoor classroom that isn't used much. It is nice. Otherwise, we just sit on grassy areas around the exterior of the building. The kids like it.
- We have one specific place that's an outdoor classroom.
- The staff created an outdoor area, but it could use some more updates. Outdoor learning space is one small area not close to many classrooms.
- Don't have a outdoor learning environment!
- Not really any indoor spaces
- Where are our outdoor learning spaces?

Comfortable Classrooms

- Having teachers in the hallways trying to teach, while kids are going in and out of classrooms, PE going on, etc. makes it incredibly hard for everyone to focus.
- most of the building is either suffocatingly hot or frigidly cold - no in-between!!! Most rooms have horrible sound control and teachers want to close their doors but can't because they need the air flow to help with climate.
- Air conditioning and heating is very loud; rooms echo loudly; need better access to electrical outlets and flexibility in where phones and internet connections can be
- My air conditioner broke 4 times last summer while we were attempting to paint the classroom - twice before it was replaced, and two more times after they installed a brand-new unit. The unit isn't large enough to adequately cool the room, and the vents are all located along one side of the room under the windows that don't seal properly. My ceiling fan is "dangling" and doesn't work to move air. Noise levels can get high as the rooms really echo sound.
- I like my room but it is also one of the newest, so I have central air and heat and lovely huge windows!
- Air conditioning and heating units work but are extremely loud and distracting. The lighting is extremely bright, so I have brought in softer lights and try to leave the overhead lights off as much as possible.
- I have already mentioned heating and AC issues. My room in on the south, so it is wonderful light. I have curtains for when the sun is low or too intense. My wood floors are noisier, but they are prettier than the old carpet.
- Rooms can be very loud.
- Other than my loud A/C Unit, I'm happy with what I have. I can control the temperature and have lots of natural light.
- Most cannot control the heat in their classrooms, and many have window AC units.
- i think the rooms could be more soundproof so that the class next doesn't disturb classes next to them.
- I gave a 2 because I do love the big windows that allow natural light in my classroom, but there is no HVAC, the fluorescent lighting is harsh, and my room is very noisy

Educational Spaces

- Love having bathrooms and sinks in the rooms; would appreciate storage with doors; two exits (bigger windows and door or two doors); would love to have direct playground access or closer access; storage space is so important for preschool (lots of equipment and supplies)
- Our classroom is large enough to accommodate most classes, but there are several classrooms in the building that are way too small to hold 20+ students and all of their supplies. The area for students to hang coats and backpacks in our room is barely large

enough for a class of 15 students. The placement and lack of outlets in the room dictate the arrangement of desks, computers, TVs, etc.

- Larger classrooms for the elementary would be great. I love having my own restrooms in my classroom because of the age of my students. More storage is a must.
- Classroom size is adequate. Could use some updated furniture and center options.
- I think the individual rooms aren't bad. I do wish that each grade level could have a shared space for TIS and activities including STEM. I envision 4 classrooms off a central pod that could hold first and second grades. Another pod grouping for third and fourth, another for fifth and sixth. This would be good for board games during inside recesses, too. Currently 1st/2nd are in different floors. 3rd is in the east wing and 4th is on the west end of the main hall. 5th/6th are close to each other but have no "bonus" space for activities and what not.
- I have a good-sized classroom.
- Space is very limited and not conducive to 21st learning styles. Lack of updated technology or space for some new technology.
- I think classroom need to b bigger for in case of bigger classes and more storage room needs to be provided!

Programmatic Spaces

- We have several rooms (by the gym and music room) that are way too small and noisy to be put to any real use. Having Kindergarten in a separate building makes no sense - having all specials and lunch in the main building.
- We lack storage, a computer lab, a usable teacher work area, a large enough teacher lounge for teachers to eat, and conference rooms to hold meetings. Every usable space is being used; offices and educational areas are located in former closets, the stage is being used for a game room during Mighty Mornings, SPED staff shares offices/classroom spaces, the nurse's office is ridiculously small if there are several students needing aid at once. We need TIS and Title storage, grade-level storage areas, and more comfortable and accessible seating in the gymnasium which also serves as our auditorium.
- Our lunchroom is small and crowded. The stage is small and full of "stuff".
- Special Education, Title 1, speech, art, music...all find their home in an "unused" classroom. Sometimes programs move almost yearly. Art is in the dungeon (basement). Music, with all it distractions, is in the same area as speech and SPED. There is no place to store TIS materials, or meet with small groups except the back of the library, hallways, sometimes the cafeteria... Spaces close to classrooms, like the pod example, would be so helpful.
- Not a very conducive space to create a STEM learning environment.

Environmental Factors

- I love the natural light in my classroom, but the windows are pretty old and leak cold air.
- I appreciate all of the natural light that comes into the classroom. Windows are leaky.
- I have always been lucky to have rooms with nice views and windows I could open. I don't think this is a problem except in the "new" 4th grade room. And it doesn't have HVAC to help the situation.
- I have big windows with lots of natural light. They face the parking lot.
- Some rooms get a lot of natural daylight, but some do not.
- I love my windows, please have windows in new building if we get one :)

Furniture & Equipment

- some teachers have put in requests for desks/chairs that allow for a variety of learners (standing/wiggling)
- There is a definite lack of student storage in my classroom. There isn't enough room for students to hang their coats and bags, and desks are open and don't work well to hold books, pencils, etc. We utilize cubbies, but those aren't wide enough to accommodate textbooks and notebooks. The odd shapes of the current desks make changing seating arrangements a real challenge!
- Every classroom should have an interactive white board like a SmartBoard and every teacher should have 2 laptops, one to run their technology and one to keep on their desks for grading and research. I have two computers however the laptop that runs my interactive white board is almost 10 years old. The interactive boards do best when you don't have to be plug and unplug every time you need your computer at your desk, reuse the laptops instead of selling them back to the company for \$\$\$\$\$. This would be a great moral booster for teachers. We are way behind with in comes to technology. Furniture is great thank you Dr Pitsch!!
- I have adequate technology.
- Most rooms got new furniture a few years ago. Too much was thrown away though, so we have no reserves if we were to get several new families.
- Same is true of technology. Not enough student Chromebooks and iPads.
- Smart boards would be nice in all rooms--including SPED and Title.
- Bluetooth or a more flexible way to connect devices would be amazing."
- My furniture is fine. My projector quit working, and the second one that was installed didn't work either. Now I have a TV. It works fine, but it takes up lots of space since it isn't mounted on the wall. I can't write on it. I have 1-to-1 Chromebooks, but they're not kid-friendly, like the iPads are (I only have 10 of them). We waste a lot of time trying to get the computers to work and to navigate them.
- Furniture is newer in the classrooms, but it is not match across the board.
- With the technology world growing i think each classroom need to b able to have the option of growing with it aka smart boards, computers

Collaboration

- Those that want to collaborate find a way to make it happen
- We are really struggling this year to have enough places for our TIS groups. Conference rooms/meeting rooms would aid in grade-level collaboration as well as provide spaces for quiet intervention areas. The only areas that hold our entire staff would be the gym and the library. Sometimes there are multiple large groups that need to meet but don't have appropriate areas to meet.
- I guess it is ok we just use the library but if we have group meetings we go to classrooms.
- Currently meeting rooms for IEP meetings are upstairs. This can be difficult for some families.
- I have already addressed this. The support services have to be pretty creative. Time is wasted traveling to what is available, depending on the time of day.
- We have some opportunities for collaboration (family groups are kind of like that), but I can go weeks without seeing some teachers!
- There is not much space to hold larger group activities.
- Unless we find a time/space set aside to collaborate it would never happen here. The spaces are not designed for us to see each other during the day or communicate.

Project Based Learning

- classrooms are too small to accommodate spreading out for group work, then you have multiple groups working in the halls which distracts other classes
- We have zero storage for anything "extra" in our classroom and limited display areas in the hallway.
- Does not exist.
- Pods would be a natural for this, too.
- This is kind of like Makerspace, but we don't have much room for this kind of thing.

Student Centered

- It's difficult for students to work effectively in separate groups within one classroom. We do have some pegboard strips (which teachers have provided and installed over the years) in the hallway, but they are beginning to separate from the plaster walls. We purchased a new bulletin board for our hallway which was just installed last month. We are utilizing all spaces available.
- Very limited space for this throughout the building.
- "This has been discouraged. When we can't host grade school programs in the grade school, we don't make the same effort to display student work. The walls are not easy to display work on.
- The fire marshal doesn't seem to like things displayed in the hallway, either. The cafeteria is difficult to display things in. Cement walls. Need to have places for coats. Proximity to food."
- I have a couple tacks in the hallway to put up papers.
- not much space for project/ work display

High School Commentary:

Site

- The restroom facilities have been inadequate since I have been here for four years. It seems like we are always dealing with a toilet not working or some other bathroom-related issue.
- Multiple leaks in the building. Many, many ADA compliance issues.
- Wood beams around shot put pits are rotted. Build up around long jump pits. Track coming apart.
- Our track is in really rough condition.
- Parking lots need repair, the building needs repair
- As far as ADA compliance we are compliant, but for a person in a wheelchair to access the auditorium, they must either traverse some stairs, or come in from the back end of the building. Not especially convenient.
- Parking lot by the football field is awful.
- We still have water leaks after countless repairs.
- The parking lot has some potholes, and traffic is always interesting on the south side of the building at the beginning and end of the school day. Otherwise, what I use appears to be in good condition.
- It is not ADA compliant.
- Water drainage from roof has clearly resulted and continues to result in significant infrastructure damage within classroom settings particularly the north classrooms upstairs. The conditions hinder a comfortable learning environment likely impacting student performance.
- ADA compliance is a major weakness

Accessibility

- The door connecting the band room to the auditorium stage needs to be repaired.
- Steep ramps that are impossible to avoid for most students.
- Restroom stalls with doors you can barely get in and out of
- The door right next to my room (Northwest front door) doesn't unlock. It would be nice to be able to access the door right next to my room at any time. The only way I can use that door in the mornings, is if the janitor puts a nail in the latch to prevent it from locking.
- If there were to be a lock-down, I have 3 doors to lock from the outside of my classroom. All three locks take a minute to "jiggle" and make the key work correctly. One of the doors swell during certain times of the year and is hard to close in the first place.
- The path of travel and accessibility is adequate for most but is inadequate for handicap individuals especially those ambulating in wheelchairs or ambulating with walkers. In order to make the changes to be more adequate for these individuals, much of what I feel is adequate even for them would need to be brought up to code to be truly ADA compliant. This can be particularly noted on the "ramp sections" near the library, the lack of accessibility to the junior high gym patron stands, and classroom entrances.
- Restrooms need updating

Building Exterior

- I had the windows replaced in the band room within the last couple of years, so I can't complain about the building exterior.
- Outdated. Much of the charm is lost due to aging without enough upkeep. Window units hanging outside many windows.
- It feels as though every window is insufficient in some way, even the newer ones. My room is cold all year. I attribute that mostly to the windows in the hallway that leads directly to my room. Even though they've been resealed in the recent past, they still allow a lot of air to pass through, which then travels right down the hallway into my classroom.
- From my (layman's observation) the building appears secure on the exterior. There are a couple places that (by windows) where there is peeling paint and possibly rust. This is not my area of expertise though, and it appears cosmetic. There are broken (cracked?) windows from the hail storm this past summer. Some in the auditorium have not been fixed.
- Most windows are single pain and leak.
- The design is beautiful, but needs maintenance to upkeep it's 20th century beauty, increase efficiency, and be brought up to code. Sandblasting the bricks, updating windows, and a modern HVAC system is needed to be cost-efficient and provide for a comfortable learning environment. Different areas of the building have a 15-25 degree difference.
- Strong aesthetic for the most part. East side of building needs addressed.

Structure

- I haven't experienced it myself, but I am aware that they had some water damage at one time in the band room. There are ceiling tiles with stains in the band room, so I can tell that they have had water leakage issues in the past.
- Roof is the major concern. Old asbestos in ceilings.
- Tiles broken in classrooms, leaking classroom, molding ceiling tiles.
- I have seen old ceiling tiles in the backstage of the auditorium as well as some of the practice rooms that are stained. In the backstage of the auditorium, they have sagged and fallen at certain places. This may be old damage and the cause may have been fixed (first year in the district)
- Roofs have issues but the structure of the building is good
- Roof system is inadequate in respects to drainage resulting in larger infrastructural damage in the computer lab, classrooms west of the lab, as well as noticeable damage in the junior

high gym. Some areas are inadequate for path of travel and accessibility for handicapped individuals. Particularly the ramp junction connecting the library, junior high gym, and hallways around the courtyard. The junior high gym is inaccessible for patrons unable to use a staircase.

- Roof is a weakness, there were leaks when I was in school and continue to be today. Hoping that will be partially solved after this year's hailstorm.

Roofing

- Roof Leaks, Windows Leak
- I am not aware of any roof issues.
- Needs replaced. Multiple patching has led to horrible drainage with pools on the roof. Water has eroded away to cause leaks.
- If we have teachers that have water in their classroom when it rains, our rough is probably not great.
- Leaking into classroom water stained ceiling and molding ceiling.
- Why does it always leak upstairs. It seems after being fixed it would hold for at least a few years. It doesn't.
- I have seen ceiling tiles with damage, but this could be old.
- Clearly has drainage issues and I cannot comment beyond this.
- Roof needs addressed, especially after this year's hailstorm.

- **Interior**

- I already spoke about the ceiling tiles in question #4. One of the doors in the band room doesn't open very well. It might be due to the shifting of the building structure.
- Upstairs and old gym have asbestos tiles.
- Ceiling in locker rooms and wrestling rooms falling apart and open. Football Lockers are out dated and subpar. Flooring in weight room is coming apart and is a hazard for classes. They are asbestos tiles and are a health hazard. Can see through the seam in walls and see daylight in weight room
- Bleachers in main gym are new and great.
- Hallway ceiling tiles are awful because of roofs, restrooms need updated, junior high locker rooms need updated.
- Toilets and sinks in certain parts of the building (music wing) are getting stained. Vocal room's ""sound"" panels on walls and ceilings are still functional, but looking dingy/old. I have paint peeling off of some.
- The risers in my room are not in the best condition. Top tier toward the center the boards are getting weak. The vents are not in the best condition, and students in the past have put gum as well as other articles down in the vents (underneath the risers).
- Lot of the tiles have asbestos
- The restrooms could definitely use some refreshing/updates. Hot water would be nice.
- Significant amount is outdated and in need of renovation to be ADA compliant and comfortable. Improvements that have occurred are quite nice such as the senior high gym bleachers.
- Flooring and ceiling is decent in most areas, restrooms needs updating, new bleachers in HS gym recently. Doors needed updated for access control.

Electrical

- There is an electrical issue with the light switches in the instrument storage room.
- Music wing needs more electrical outlets and 3-prong outlets
- I would appreciate more outlets in general.
- My lights are missing covers. They function, but do not look appealing or professional. In my room, I am limited on "good" wall outlets. It would be nice if all of them were updated to 3

prong, and they are so loose that the plug falls out. I have been having constant problems with my heating/cooling unit. I have been working with custodians about this and we may have it figured out. Apparently the filter needs cleaned often. It has been cleaned 2 times in the past 2 months.

- Not totally familiar, but lighting is inadequate in most hallways of the original school (north half).
- Everything should be switched to LED lighting. No expertise in building service/distribution.

Mechanical

- We have a couple of the old radiators in the band room that don't work.
- No ventilation at all. Almost impossible to control the temperature throughout the building.
- My room hardly ever has heat. Even if the boilers are on and everything is working correctly, my room is still very cold. Usually in the winter, it is pretty miserable even with a jacket on.
- you really need examples?? An A/C system that is overtaxed and not effective in classrooms!
- Once again, my room is almost always cold. It needs some sort of system to move the stale air, as it isn't always feasible to open the windows in a cold room in the middle of winter, and it tends to develop a smell by the end of the day.
- Classrooms on the north side are freezing, while other parts of the building are burning.
- I do not have many observations with this, but when working in the auditorium we have had issues with heat regulation. It may not have been on, but I was informed by the previous teacher that often a belt slips off and needs fixed. (not my observation, but advise from another)
- Upgrade AC from window units would be nice, boilers have eaten a lot of money for repairs/maintenance but may be close to reliable now.

Plumbing

- Old Toilets/Sinks that don't work properly, toilets run nonstop, urinals run nonstop
- Like I mentioned before, there always seems to be an issue with a toilet not working in one of the restrooms.
- Pipes backup easily.
- Restroom plumbing always clogged or closed off
- "In the Junior High Girls bathroom, there are only 1.5 working sinks out of three. On one sink - the faucets are broken. On the second sink - only the cold water works. The other side doesn't work at all. The third sink works great!
- This is just to say that it is really inconvenient if there are multiple girls in the bathroom. "
- Again really? The men's room across from Mrs. Witt's math room is constantly out of service more than it works!! Has no one heard of doors on stalls in the JrHi men's restroom!
- 1st floor girls bathroom outside room 114 has 1 1/2 working sink faucets. Hot water doesn't exist for any of them. Toilets occasionally have the issue of flushing continuously until maintenance makes them stop.
- No hot water in restrooms, several faucets that don't work
- In the music wing, restroom fixtures could be updated.
- The water is super cold
- Plumbing has always been tricky to fix or update due to cement walls.

Safety

- I think the safety shelter is ok for a tornado warning. We do have to walk a ways from the band room to the basement near the main entrance of the school.

- The cameras frequently don't work. The office is in the middle of the building with no site line of guests entering.
- Again, it might be nice to have a scan card system for the door by my room like we do for the other doors.
- "During our tornado drill, myself and my students were tripping over things trying to get down into the ""tunnel"".
- If we do a lock-down, I have 3 doors to lock from the outside of my classroom. I am going to try to work with my door hardware to make sure the locks are working right. As of right now, it takes me a couple minutes to jiggle the key and get them to work.
- Lockdown technology for auto-locking of doors in emergency situations such as active shooter could be beneficial for safety.
- Storm shelters are solid but access control is a huge weakness. Need a complete update for access control.

Outdoor Learning Environment

- Space is available close to the school. It is just space.
- I love being able to go outside my room. I love being in an empty hallway so I can have my students go in the hallway to do activities. I wish our courthouse wasn't outside classrooms because in the courtyard, you are now distracting other people who are in the classrooms.
- A few more outdoor seating areas would be nice. Classes sometimes conflict over using the center square on nice days, and if your activity is too loud, it can disturb classes that share windows with the space.
- Our gazebo rarely gets maintained. Tim pulled weeds before school started to make it look presentable.
- I have utilized the courtyard for a small theory class, and I have hopes to use the Band Shell in the future. It is a bit of a walk, but not a bad distance.
- Minimal, but comfortable. Could have more options.
- Huge city park borders the school, could place some sheltered spots specifically for learning.

Comfortable Classrooms

- We currently have a few lights not working in the band room. The wall heaters work fine. I wish there was some way to circulate the air in the band room.
- The biggest need in this building.
- I strongly believe that teachers should be able to control the temperature in their room. We can control our cooling with window units. My window unit is pretty new and works great.
- I have no control of my heat and my room is cold most of the time during the winter. It makes a pretty miserable day when I want to wear gloves most of the day because my fingers are cold.
- My light levels are good.
- The only time I have issues with noise is when the Green Screen Room (which is right above my room) is being used for pictures. If kids jump or dribble basketballs it seems like my entire ceiling and all the lights are going to come crashing down. "
- I wish I felt like I had more control over the temperature of my classroom. Lighting in my room is fine, and I would actually ask for fewer windows in my classroom to help hold in warm air.
- My classroom is freezing in winter. Air conditioner is LOUD. I have to turn it off to teach.
- HVAC (As stated before) is quirky. I am VERY fortunate to have my own unit, though!! Not complaining, just learning. Lighting (as stated before) is adequate but aesthetically lacking with missing/cracked deflectors or covers. Noise levels: my sound panels that cover the walls and ceiling are getting old, but are fun are normally good with the exception of a special education student next door. Some mornings she has a bad start and screams loudly and for extended times. I do not believe this is information you need, but if she had a better area to be, it would be beneficial to my classroom. Most days she does not affect us.

- My kids say it's hot or cold depending on where they are
- Many areas lacking in natural and artificial lighting such as hallways of north part of school. Noise levels are apparent when echo occurs down hallways. HVAC system is poor and results in large temperature excursions throughout the building making for students to have to prepare for different environments in each classroom.
- Window AC units don't keep up with the heat, boiler heat is hot in one area, cold in another. Natural light normally available.

Educational Spaces

- I have adequate space in the band room.
- Great class sizes due to enrollment size. Classes are old though and far behind schools from even 40 years ago.
- small rooms for bigger class sizes
- For my classes, I like to do a lot of movement when I can so I wish my classroom was bigger but it could be worse. I think with the bigger classes coming up I will need more room in my classroom.
- I wish I had some better storage in my classroom. It would be great if there were cabinets or counter tops in my classroom. "
- Overall my classroom is good for the class sizes we currently have. Too many more, and I would either need a bigger room, or to revert to traditional desks, which I™d hate to do.
- For a choir, I have a rectangular shaped room which is adequate, but not optimal. When full, I have to walk across the room length wise throughout instruction to make sure I have all students engaged. It is sometime hard for those students on the ends to hear/see during instruction or if projecting information on the overhead. I appreciate having risers in the room, but to benefit a choral setting, it is nice to be able to set up risers in a u shape or have a curve so that the students have a better sight line, and can hear themselves sing. This benefits blend/balance and teaches them to listen to each other/adjust to their classmates. (Independent thinking, self adjusting/evaluating skills, critiquing skills, listening/ear-training, focused teamwork, and many more!!)
- Not very diverse. Most are spacious, but makes for inadequate accessibility and egress to be to code. In order to make improvements to the rooms, they also have to be brought to code which has resulted in more tear with minimal maintenance and improvements.
- Classroom size and quantity seems appropriate. Not all that flexible.

Programmatic Spaces

- There is room to bring back FACS and other programs in our building.
- Equipment rooms for PE are too small. Storage space for all sport equipment/jerseys is small and subpar
- If I understand the usage of the term "programmed spaces", I would like to mention that the auditorium could use some updating. This space is used to school meetings throughout the year, a yearly musical, yearly play, 3 HS vocal concerts, 2 JH Concerts, 2 Band Concerts, and could be used for other presentations. There is some updating that could occur in this space. Some of the seats need repair. Some of the lights may simply need new bulbs, but at this time are not functioning. Some of the technology needs updating (sound? Lavaliers/microphones?).
- We will also use this building (yearly) in a Regional music festival that incorporates the entire music wing as well as some of the other spaces. It would be nice to have an updated space for regional schools to look forward to utilizing during that event.

Environmental Factors

- I get both natural daylight and views to the outside with the windows in the band room.

- Hallway lighting can be very dark, particularly on the west side of the building.
- no natural light in weight room and subpar lighting. No windows at all
- I love the windows in my classroom and I love our glass hallway.
- Please keep as many windows as possible. I love walking down the halls with natural light! The natural light in my room is a bit problematic (south facing windows) with the sun reflecting on my board/projector, and in my eyes. We keep our blinds closed for those reasons...but I light having the option!

Furniture & Equipment

- We have a nice carpet in the band room.
- There is plenty, just not very modern.
- We just got new furniture not long ago so I would say most of it is pretty good. I do have a couple of issues with some of my tables not holding up the best.
- I love technology so I will take all I can get. I use my projector daily. I wish I had an apple tv so my computer could airplay and not just be wired into the projector.
- new classroom desks and chairs greatly improved the classroom
- My current overhead projector could probably be replaced. At times the picture shakes, and the remotes don't work for it. Other than that, the tech is pretty good. Furniture is in good condition.
- We may need a new clavino, new lavaliers (auditorium), choral shells (auditorium). I would also like to updated my music library storage space.
- Furniture is somewhat dated, technology has taken a dip after the departure of a long-time tech director.

Collaboration

- There are no real designed collaborative areas in the building. Teachers use spaces like the cafeteria when available.
- not any common space for students to gather besides cafeteria
- I wish we had a common's area where students could hang out that was more central in the school.
- No real collaboration space identified besides the Cafe or Library

Project Based Learning

- We have adequate practice room facilities.
- Only CTE classrooms really have this option.
- I use our "practice" rooms if necessary for PBL projects. They are a bit dingy (old, stained ceiling tiles) but very functional. They are getting a bit crowded due to storage of pianos, but there is not a good answer for that issue at this time.
- Wood shop is one of the best around, Vo-ag shop is decent in size but don't know how it compares.

Student Centered

- Display areas are available and utilized.
- For the music wing, we have a nice place for awards, but (myself and other music personnel) need to meet and update the space. Some of our awards are laying on a heater in the lobby of the auditorium.

Section #3 – GMCN Site Visit Information

GMCN and its mechanical and electrical engineers have toured the facilities on multiple occasions to document the conditions. Below is a description of the buildings and observations and photos of some of the deficiencies.

Decatur Community High School

Decatur Community High School was built in 1938 as part of the Public Works Administration Act (WPA). The original building is a two-story structure with a basement that is utilized as locker room space, maintenance area and boiler room. The main floor is composed of classrooms, offices an auditorium, and gymnasium. Second floor is entirely used for classroom space. The original section of the building is approximately 31,511 s.f. on the main floor and 11,404 s.f. on the upper floor. This section of the building is constructed with concrete block (cmu) and brick exterior bearing walls, structural concrete columns, and floor slabs with metal bar joists roof framing with wood fiber deck. In 1966 a two-story addition was added on the south side of the existing building. The addition included a new gymnasium, cafeteria, kitchen, and additional classroom space. The addition consists of two floors above grade and a basement used for locker rooms, boiler room and storm shelter. This addition is constructed out of concrete block (cmu) and brick exterior bearing walls with steel roof joist supporting a wood fiber deck and steel floor joist supporting a concrete slab on metal deck. This section of the building is approximately 77,920 s.f. on the main floor and 44,880 s.f. on the upper floor. This facility currently houses grades 7th – 12th.

Facility Condition

Code

The High School building has been “grandfathered” in regard to life safety codes. Any major work will mean bringing this building up to today’s codes. Some of the code deficiencies are lack of fire sprinkler system required for a building of this size. Several rooms that are too large and require two exits that currently do not have the second exit. The 1938 gymnasium is extremely unsafe as it does not have a second exit from the North or south bleacher areas that is required by code. Hallways exist that exceed the maximum length with no exit at the end creating a dead-end corridor. The fire alarm system is not adequate and needs replacement.

Site

Parking is distributed on the north, east and south side of the building. The only designated ADA parking is on the south side of the building. At the front of the building (north side) there is no ADA parking nor is there and an accessible path of travel from the parking to an accessible entrance. The only accessible entrances are located at the back of the building. There are several locations in the parking lot where the asphalt is damage. These collect water when it rains which leads to greater deterioration of the lot.

Sidewalks are weathered and rough, however there does not appear to be any major tripping hazards except for portions on the southside of the building.

The exterior stairwell on the south does not properly drain and is causing major water infiltration to the boiler and locker rooms.

The courtyard area created by the addition of the 1966 addition is in poor shape and according to staff hardly ever used. These courtyards are generally either too cold or hot to be used by students. Courtyards like this one also create drainage issues from water off roofs. There is no accessible ADA path to use the courtyard.

The track is in serious need of replacement as it is experiencing many cracks and deterioration of the track surface. It is unknown if the base of the track is adequate for replacement of the surface.

Accessibility

The 2010 ADA standards for Accessible Design and the International Building Code currently require that every required exit is ADA compliant (no steps, proper hardware, etc.) and is connected via an ADA compliant “path of travel” – sidewalk – that leads a person exiting the building to a “public way” (street, parking lot, or similar area). These accessible means of egress should provide a continuous path from the building to a public way (street, parking lot, etc.)

Building was built before ADA, so a lot of the original construction and addition is not compliant with ADA regulations. As noted above the only accessible route to the building is at the back of the building. Major restrooms have been modified but are not compliant with current ADA standards. Smaller single-person restrooms have not been modified, nor are they compliant. Some doors have had lever-handled locks retrofit to replace the old round “knob-style” locks, but most interior office and other doors still have the round knobs. Also, there are numerous locations around the building where clearances on both sides of doors do not meet ADA requirements, even if the lock has been changed out. Interior ramps in the building do not have handrails and are too steep to meet today’s code. Almost all classroom door entrances do not comply with the side approach distance required by ADA.

Locker rooms in the 1938 building are in the basement with no accessible access. In addition, the locker rooms have no accessible showers, or toilets. In the 1965 addition the wrestling/football locker room has no accessible entry point or accessible facilities. All locker rooms lack ADA showers.

Building Exterior

Most of the exterior masonry is a brick veneer. It appears to be in generally good shape. However, there are spots where the mortar joints should be tuckpointed. The building shows several areas of effervescence as the sprinklers system has sprayed the building. This effervescence is not an issue other than the aesthetic look of the staining.

There are several windows on the Northside of the auditorium that have broken glass from a hailstorm that needs to be replaced to keep water out of the building. Windows have been replaced at some point on the 1938 building. Bronze aluminum windows were installed with “Mapes” panels on the upper portions to help with the heat and cold. These panels also house the window air conditioners for this wing of the school. There are several windows that need the sealant between the glass and surrounding frame replaced. The original curtain wall system of the 1966 addition needs replaced. This system is not thermally broke and is very energy inefficient. In addition, the large expansive of glass caused a cooling and heating issue in the classrooms. Over the years the glass has been covered from the inside with various materials to stop the cold and heat. The metal “grating” that is the lower portion of this curtainwall is cracking in many locations creating a way for water to infiltrate the system. New windows were added to the west face of the 1966 addition. These windows were not installed correctly,

and the wood shims can be seen below the windows. These gaps create a path for water and insects to enter the building.

Most if all exterior doors are original or well past their life expectancy. Several exterior doors do not close properly and do not have the proper escape hardware per the newer codes.

Window air conditioners and other mechanical devices have been added to the building over the years to introduce air conditioning to some spaces. In the music wing they have been cut into the brick. These openings will need to be filled once a new mechanical system is installed.

Vinyl siding was added over the south portion of the weight room and locker rooms below. This was to cover up the large expanse of glass into the weight room. This siding is in ok shape; however, it was installed with wood framing which is not allowed in this type of construction.

All windows in the 1977 Vo-Ag building are in extremely poor condition and need replacement.

Roofing

One of the biggest issues with maintain a building is keeping out water, and roofs normally contribute significantly to this issue. In the high school building, there is evidence that there have been roof leaks. Existing roof is a coated modified bitumen roof covering which has experience hail damage. The roof needs replacement. See attached roofing report from True North Engineering from November 4, 2022.

Interior

The interior of the building has been excellently maintained over the years. However most flooring, doors, cabinetry, wall finishes, and ceilings are at or well beyond their life cycle and need replacement. Throughout the building there are several materials that contain asbestos. These range from floor tile and mastic, pipe insulation, ceiling tile, plaster, and other miscellaneous items. The VAT (vinyl asbestos tile) in the weight room has been cracked and could become friable if left exposed. There are several locations that ceiling tile show water stains for roof leaks. There are some cracks in the interior glaze block / cmu walls. Overall, the finishes are well behind what a modern current school should have. Many new flooring finishes on the market can be maintained with less staff and do not need to be waxed.

Safety and Security

The first line of defense is to be able to vet visitors before letting them enter the building. This generally happens by forcing visitors to enter directly into the office. The main office of the high school is not in a position for this. Currently visitors ring a doorbell and through a camera the office staff talk the visitors. Once they are buzzed into the building the visitor has full access to the building.

Storm shelters do not exist on the main floor as there are several basements located throughout the facility. These basements and tunnels create an excellent storm shelter except for the fact they are not designed to FEMA standards. There is an elevator that goes to the basement to provide accessibility, but in the event of a storm power may be compromised which will render the elevator inoperable. In these rare cases the any disabled students or staff would have to be carried out of the basement.

The design of this school with the 1966 addition created many hallways. These hallways make it difficult for staff to monitor students or threats in the building. Unfortunately, there is not resolution to this issue.

There are several locations where stair handrail/guardrail do not meet current requirements. The door inset creates an alcove where someone could hide and not be seen until someone in the corridor are right at the inset.

Electrical

The existing electrical service is well beyond life expectancy and lacks the capacity for current HVAC systems that include air conditioning. Many classrooms do not have enough outlets for the modern educational and technology in today's schools. See attached. report from Integrated Consulting Engineers.

HVAC

The building is currently served by several different types of HVAC systems, with the majority of the facility being served by window mounted air-conditioning units. Other systems utilized include: 1) A ground mounted direct expansion (DX) cooling rooftop units (RTU) with gas-fired heat, 2) mini-split units 3) air-handling units/unit ventilators/radiators with steam heat. 3) 2-pipe hydronic system with heating water. Heating water for the hot water systems is provided by a single gas-fired boiler located in the 1965 boiler room. This boiler is original and is approximately 57 years old.

The HVAC system within the original 1938 building consisted of a steam heating system serving radiators in each classroom, and (2) air handling units (AHU's) that serve the auditorium. The music room has a combination of window air-conditioning and mini-splits. The 1938 boiler room has (2) steam boilers. One of these boilers (installed in 1975) is no longer functional and is abandoned in placed. A newer steam boiler was installed in 1996 and provides steam for the 1938 portion of the building. The functioning steam boiler piping and supports are showing visible corrosion or signs of deterioration. Other than that, the boiler itself appears to be in good working order. While there is no agreed upon life cycle for steam piping a good rule of thumb is 50-60 years. The steam piping and hot water piping in the building has well exceeded that rule and needs to be removed and replaced. See attached. report from Integrated Consulting Engineers.

Plumbing

The plumbing of this building is mostly beyond it useful life. Toilets, sinks and other fixtures have been replaced throughout the years. The condition of the sanitary sewer line unknown and would need to be scoped before any major renovation is undertaken. Most fixtures are manual and do not automatically flush saving water and money.

Educational Environment

Outdoor Learning Environments

There are a couple of outdoor learning environments around the high school site. The courtyard is close to educational classrooms, but like mentioned earlier does not get the used very frequently. The condition of the courtyard needs addressed to become a more useful space. In addition to the courtyard the city park is right next door to the site. This space includes a band shell that could be utilized.

Comfortable Classrooms, Educational Spaces, Programmatic Spaces, & Environmental Factors.

The classrooms in the 1938 building are small, noisy, and very uncomfortable. The primary reason is the hard surface flooring, no acoustical ceilings, and noisy window air conditioners. The steam radiators make heating comfort a challenge by creating very hot areas of the room and not so hot areas of the room. Daylighting is ok, but more windows could be added. The classrooms in the 1966 addition are better due to the acoustical ceilings, but hard surfaces and window air conditioner noise make teaching challenging. The curtain wall windows that have been covered created a haven for bats in some rooms creating a stink with their droppings.

The average classroom size of this building is 734 s.f. The ideal size of a 7-12 classroom is 850 s.f. Many classrooms in the 1938 building are in the 500 s.f. range. If a remodel were to occur, it might be wise to take three classrooms and create two larger rooms.

STEM (Science, Technology, Engineering, and Mathematics) spaces do not currently exist. Meetings with the district would need to be had to determine if STEM curriculum could thrive in Oberlin.


Furniture & Equipment





The furniture in the building is a Hodge podge of newer and older items. Most furniture does not lend itself to collaborative learning. Newer desks and chairs can be easily grouped together to form group learning environments. Most classrooms lack the newer technology of smart boards, projectors and interactive TV's.






Collaboration, Project-Based Learning & Student-Centered Learning






Collaboration spaces do not exist in the building. This is partly due to the age and design of the building. Collaboration spaces enhance learning by bring multiple teachers and students together in an area to do projects and presentation. The collaboration spaces also create spaces where students can hang out and socialize before and after class.





Observation Photos






| | | |
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| <p>1.</p> | <p>Example of main entry with no accessible access point.</p> |  |
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| <p>2.</p> | <p>Broken windows on the auditorium from a hail storm.</p> |  |
| <p>3.</p> | <p>Example of area that needs brick tuck pointing</p> |  |
| <p>4.</p> | <p>Example of effervescence on the building.</p> |  |
| <p>5.</p> | <p>Example of the 1966 curtainwall with broken metal panels and covering over the windows.</p> |  |




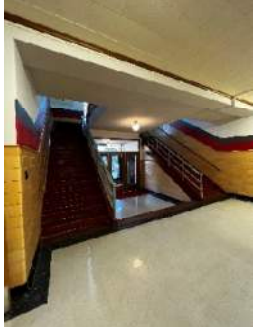
| | | |
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| 6. | Exterior windows of the 1977 Vo-Ag building in disrepair. |  |
| 7. | Sidewalk on South side of building with major cracking. |  |
| 8. | Exterior stairwell on South side of building currently holding water and will not drain properly. |  |
| 9. | Cracking and damage asphalt parking lot. |  |
| 10. | Track with many cracks and failing topcoat surface needing replacement |  |




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| <p>11.</p> | <p>Example of effervescence on the building.</p> |  |
| <p>12.</p> | <p>Example of older door needing replacement</p> |  |
| <p>13.</p> | <p>Picture looking at courtyard with curtain wall from the 1966 addition needing replacement.</p> |  |
| <p>14.</p> | <p>Example of interior ramp that is too steep to meet ADA and has no handrails. This is one of many examples in the building.</p> |  |
| <p>15.</p> | <p>1966 building restroom that does not meet ADA. One of many like this condition.</p> |  |

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| <p>16.</p> | <p>Wrestling/Football locker room with no ADA showers, and currently water is on the floor from the exterior stairwell not draing properly.</p> |  |
| <p>17.</p> | <p>1938 gymnasium with no place or access point for individuals in wheelchairs.</p> |  |
| <p>18.</p> | <p>Example of a dead-end hallway</p> |  |
| <p>19.</p> | <p>Example of a classroom entry door. This doorway is typical throughout the building. The handle is a knob and not a lever and does not have adequate distance on the strike side of the door to meet ADA.</p> |  |

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| <p>20.</p> | <p>Example of flooring in the 1938 building that is original to the building. This flooring also contains asbestos.</p> |  |
| <p>21.</p> | <p>Typical classroom in the 1938 building with original flooring, and no ceilings. Acoustics in these rooms are very bad and not conducive for teaching. In addition the rooms in the portion of the building are undersized.</p> |  |
| <p>22.</p> | <p>Example of a room that code dictates have two exits. This room has one. Another room like this is the band room.</p> |  |
| <p>23.</p> | <p>Picture of the music hallway. Hallway is too narrow and cannot have doors that open this far into the hallway per code.</p> |  |
| <p>24.</p> | <p>Classroom with roof leak. Trash can is catching water and wall is damaged from the water.</p> |  |

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| <p>25.</p> | <p>Picture of the kitchen. The hood does not operate properly currently.</p> |  |
| <p>26.</p> | <p>Broken asbestos floor tile in the weight room. This tile can become dangerous if it is ground into a dust that can be inhaled.</p> |  |
| <p>27.</p> | <p>Doors at bottom of exit stair swinging in wrong direction, this is a code violation.</p> |  |
| <p>28.</p> | <p>Example of ceiling tile damaged from roof leaks</p> |  |

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| <p>29.</p> | <p>Stairwell with non code compliant handrails and no guardrails.</p> |  |
| <p>30.</p> | <p>Wood shop with limited heat. Some unit heaters don't work at all.</p> |  |
| <p>31.</p> | <p>Restroom of auditorium with major settling cracking occurring in wall and ceiling.</p> |  |
| <p>32.</p> | <p>Front door has steps to get up to hallway level. Even if ramp was provided outside this would need another ramp on the inside to be compliant.</p> |  |

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| <p>33.</p> | <p>Example of 1938 Boiler Room with abandoned boiler and original steam piping.</p> |  |
| <p>34.</p> | <p>Tunnel of 1966 addition that is storage and storm shelter location.</p> |  |
| <p>35.</p> | <p>1966 Addition with Vinyl Asbestos Floor Tile.</p> |  |

Oberlin Elementary School

Oberlin Elementary School was built in 1926. The original building is a two-story structure with a partial basement used for a boiler room. The main floor is composed of offices, classrooms, and a gym with stage. The second floor is entirely composed of classrooms. This section of the building is approximately 17,910 s.f. on the main floor and 17,545 s.f. on the upper floor. This section of the building construction is brick bearing walls with plaster finish on inside, and floor slabs with wood truss roof framing with wood fiber deck. In 1965 a two-story addition was added to the north side of the existing building. This addition included classrooms, kitchen and lunchroom on the main level and classrooms on the upper level. This addition is constructed out of concrete block (cmu) and brick exterior bearing walls with steel roof joist supporting a wood fiber deck and steel floor joist supporting a concrete slab on metal deck. This section of the building is approximately 10,197 s.f. on the main floor and 6,055 s.f. on the upper floor.

Oberlin Elementary School, Kindergarten building is a two-story structure built in 1961. The basement level is at grade on one side of the building which houses an activity room and the first floor which is a classroom exits at grade on another side. The construction is a combination of load bearing cmu and concrete walls with steel joist supporting a metal deck and concrete beams supporting structural concrete slab. This building is approximately 2,900 s.f. per floor.

Facility Condition

Code

Like the High School, the elementary school is also code deficient in many areas due to its age. Primarily a fire sprinkler system would be required, or a building separation fire wall be built to divide the building into smaller sections. If a fire sprinkler isn't installed all hallway walls would need to be 1 hour rated to provide a safe egress for students and staff in the event of a hallway. This would require fire rated wall and door systems and all doors be on closers to keep them shut all the time. The gymnasium does not have adequate exits from the upper mezzanine seating as there is only one.

Site

There is very limited hard surface parking at building. The only accessible designate parking is located on the west side of the building in this hard surface parking lot which is where the only accessible entrance is located. There is a gravel parking lot across the street to the west, but again does not seem to be large enough to handle peak parking. The front of the building there is only parallel parking however due to the change in grade from the street to the building there is not an accessible route. Pick-up and drop-off times are very congested and busy.

The playground area is to the North of the school up a very steep hill. An ADA ramp was added at some point to help with this transition, but it is very long and would be very difficult for a child to navigate by themselves. The playground is large, but on a slope again which is not ideal.

Sidewalks are weathered and rough, however there does not appear to be any major tripping hazards.

There are some signs of erosion visible where there are limited plantings to prevent this from occurring when it rains.

Accessibility

The 2010 ADA standards for Accessible Design and the International Building Code currently require that every required exit is ADA compliant (no steps, proper hardware, etc.) and is connected via an ADA compliant “path of travel” – sidewalk – that leads a person exiting the building to a “public way” (street, parking lot, or similar area). These accessible means of egress should provide a continuous path from the building to a public way (street, parking lot, etc.)

No restrooms in the building meet ADA. Currently the restrooms are large enough to be modified but have not been done.

Building was built before ADA, so a lot of the original construction is not compliant with ADA regulations. As noted above the only accessible route to the building is located on the west side of the building. Major restrooms have been modified but are not compliant with current ADA standards. Smaller single-person restrooms have not been modified, nor are they compliant. Some doors have had lever-handled locks retrofit to replace the old round “knob-style” locks, but most interior office and other doors still have the round knobs. Also, because this is a two-story building there is only one stair that has a chair lift to allow someone in a wheelchair to access the second floor. Art is currently being taught in the basement with no accessible path for a student in a wheelchair.

The original 1965 addition had steps from the new to the old buildings. Over time ramps were added in their place. These ramps have no handrails and are a little too steep.

1965 classrooms were constructed with boys and girl’s restrooms in the classroom. They are too small to meet current ADA regulations.

Building Exterior

Most of the exterior masonry is a brick veneer. It appears to be in generally good shape. However, there are spots where the mortar joints should be tuckpointed. There are signs of hard water stains on the base of the exterior walls. Any building that is almost 100 years old will need to have most of the masonry joints reviewed and tuck-pointed. It is difficult in a report to document all areas. The district should plan on having a masonry contractor inspect all masonry joints and tuck point as required before any large renovation to ensure the viability of keeping this building in service.

Many of the exterior doors are wood and need to be replaced. Some of these doors have outdated exit hardware and do not latch properly.

Windows were replaced at some time on the 1926 original building, but the 1965 curtainwall system like the High School needs major replacement as the glass is single pane and the panels themselves are cracking. Areas of glass in the 1926 building were covered up with “Mapes” panels to help the occupants from heat and cold times that the HVAC system couldn’t address. These “Mapes” panels are also where the window air conditioners are located. Furnace type HVAC systems were added to the 1965 classrooms at some point in time. The refrigerant lines to those systems were ran on the exterior of the building creating an aesthetically displeasing look.

Roofing

One of the biggest issues with maintain a building is keeping out water, and roofs normally contribute significantly to this issue. In the high school building, there is evidence that there have been roof leaks. Existing roof is a coated modified bitumen and

TPO roof covering which has experience hail damage. The roof needs replacement. See attached roofing report from True North Engineering from November 4, 2022.

Interior

The interior of the building is at some level like a walk back in time. Many of the original wood trim features still exist in the 1926 building. The original terrazzo floors are throughout the main hallways. Each classroom has a wood floor that was typical of buildings of this age. Throughout the building there are several materials that contain asbestos. These range from floor tile and mastic, Linoleum flooring, ceiling tile, plaster, and other miscellaneous items. There are several locations that ceiling tile show water stains for roof leaks. There are locations in the building that show moisture damage in exterior walls where the interior plaster is in poor condition.

Cabinetry is lacking in many classrooms to store the required materials to teach elem. School. In addition, the casework that exists is showing serious wear and needs to be replaced.

Safety and Security

The first line of defense is to be able to vet visitors before letting them enter the building. This generally happens by forcing visitors to enter directly into the office. The main office of the high school is not in a position for this. Currently visitors ring a doorbell and through a camera the office staff talk the visitors. Once they are buzzed into the building the visitor has full access to the building.

Storm shelters do not exist on the main floor as there are several basements located throughout the facility. These basements create an excellent storm shelter except for the fact they are not designed to FEMA standards or are accessible.

The design of this school with the 1965 addition created many hallways. These hallways make it difficult for staff to monitor students or threats in the building. Unfortunately, there is not resolution to this issue.

There are several locations where stair handrail/guardrail do not meet current requirements. The door inset creates an alcove where someone could hide and not be seen until someone in the corridor are right at the inset.

Electrical

The existing electrical service is well beyond life expectancy and lacks the capacity for current HVAC systems that include air conditioning. Many classrooms do not have enough outlets for the modern educational and technology in today's schools. See attached. report from Integrated Consulting Engineers.

HVAC

The building is currently served by different types of HVAC systems. The systems utilized include the following: 1) Window air-conditioning units, 2) Gas-fired furnaces with DX condensing units 3) air-handling units/unit ventilators/radiators with steam heat. 3) 2-pipe hydronic system with steam heat.

The original elementary building included a gymnasium, office spaces, classrooms, and a small basement boiler room. The original portion of the school is served by window air-conditioning units and steam radiators. Steam is provided by (2) gas-fired boilers located in the basement boiler room. These boilers were installed in 1961 and are approximately 59 years old. Both boilers have exceeded their life expectancy.

See attached. report from Integrated Consulting Engineers.

Plumbing

The plumbing of this building is mostly beyond its useful life. Toilets, sinks and other fixtures have been replaced throughout the years. The condition of the sanitary sewer line is unknown and would need to be scoped before any major renovation is undertaken. Most fixtures are manual and do not automatically flush saving water and money.

Educational Environment

Outdoor Learning Environments

There are no real designated outdoor learning spaces available around the site. The site is limited regarding proximity to streets that will cause noise and safety issues.

Comfortable Classrooms, Educational Spaces, Programmatic Spaces, & Environmental Factors.

Some classrooms in the 1926 building are small, noisy, and very uncomfortable. The primary reason is the hard surface flooring, and noisy window air conditioners. The steam radiators make heating comfort a challenge by creating very hot areas of the room and not so hot areas of the room. Daylighting is ok, but more windows could be added. The classrooms in the 1965 addition are better due to the acoustical ceilings, but hard surfaces and window air conditioner noise make teaching challenging.

The average classroom size of this building is 797 s.f. The ideal size of a K-6 classroom is 900 s.f.

STEM (Science, Technology, Engineering, and Mathematics) spaces do not currently exist. Meetings with the district would need to be had to determine if STEM curriculum could thrive in Oberlin.




Furniture & Equipment





The furniture in the building is a hodgepodge of newer and older items. Most furniture does not lend itself to collaborative learning. Newer desks and chairs can be easily grouped together to form group learning environments. Most classrooms lack the newer technology of smart boards, projectors and interactive TV's.





Collaboration, Project-Based Learning & Student-Centered Learning





Collaboration spaces do not exist in the building. This is partly due to the age and design of the building. Collaboration spaces enhance learning by bringing multiple teachers and students together in an area to do projects and presentations. The collaboration spaces also create spaces where students can hang out and socialize before and after class.





Observation Photos


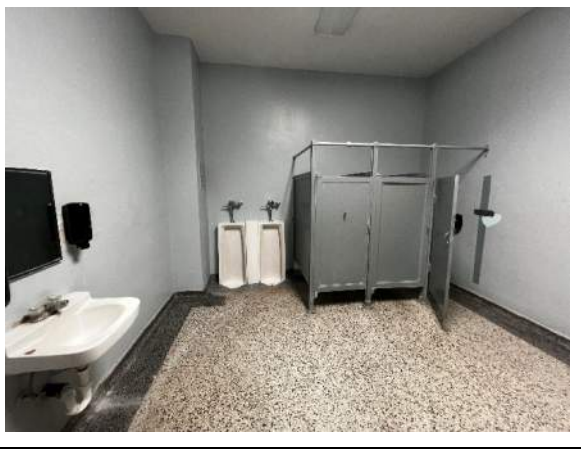

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| | <p>Aerial View of Elementary Site – Site is approximately 4 acres</p> |  |
| <p>36.</p> | <p>There is some erosion visible where there is not grass to prevent this from occurring.</p> |  |
| <p>37.</p> | <p>There is some erosion visible where downspouts spill onto concrete splash blocks around the building at various locations.</p> |  |



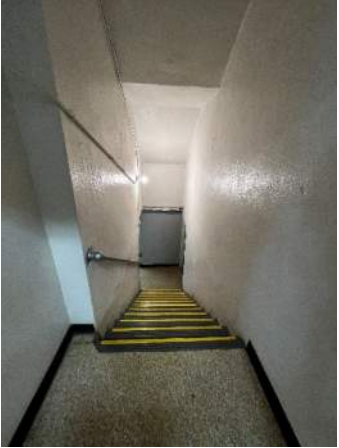
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| <p>38.</p> | <p>The ground immediately around the building has sunken slightly, but enough in some areas to allow water to pond just outside of the building due to a heavy rain.</p> |  |
| <p>39.</p> | <p>Picture of exterior stair out of basement art room. This stair is required as the second exit but has no handrails to meet code.</p> |  |
| <p>40.</p> | <p>Example of the long ADA ramp to get to the upper level of the kindergarten building.</p> |  |
| <p>41.</p> | <p>One of only two accessible entrances off the West of the building. Currently this is the secure door to get buzzed into the school for visitors.</p> |  |




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| <p>42.</p> | <p>Beautiful front of building. However very difficult to distinguish what door is the main door to the building. In addition, like mentioned earlier no ADA access.</p> |  |
| <p>43.</p> | <p>Playground looking North. Sloping causes drainage issues and flooding.</p> |  |
| <p>44.</p> | <p>Kindergarten Building South Face, all windows need replaced as they are well beyond their life cycle and are single pane glass.</p> |  |
| <p>45.</p> | <p>1965 Building Curtainwall glass wall system with single pane glass.</p> |  |




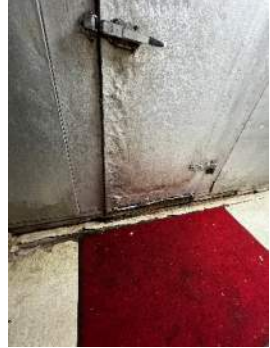
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| <p>46.</p> | <p>Example of refrigerant piping and flues installed on the exterior of the building.</p> |  |
| <p>47.</p> | <p>Example of wood entry doors that are beyond life cycle.</p> |  |
| <p>48.</p> | <p>Example of 1926 building replaced windows with window air conditioners.</p> |  |
| <p>49.</p> | <p>Exterior ramp on West side that is access to boiler room.</p> |  |




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| <p>50.</p> | <p>Photo of exterior stairwell out of basement art room. There is no sidewalk per code to the public sidewalk.</p> |  |
| <p>51.</p> | <p>Picture of service drive on North of building that separates the main building from the Kindergarten Building.</p> |  |
| <p>52.</p> | <p>Some of the doors throughout the build have not had the door knob change to a lever to meet ADA requirements.</p> |  |
| <p>53.</p> | <p>Example of door that does not meet ADA for side approach clearances</p> |  |

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| <p>54.</p> | <p>The building is multi story and stairs are the main way to circulate from one level to another. There is at one location in the building a wheelchair lift that is designed to follow the stairs. If the lift is in use it does not allow for anyone to use the stair until it is stored, causing a fire hazard.</p> |  |
| <p>55.</p> | <p>The restrooms throughout the building do not provide the clearance required to meet current ADA standards.</p> |  |
| <p>56.</p> | <p>Upper level of gym. Note guard rail along the end of the court provides a safety concern due to its height. The height is acceptable for sitting and viewing, however if someone is horsing around it is low enough that they could easily fall to the floor below.</p> |  |

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| <p>57.</p> | <p>Stairwell with too short of guardrail per code.</p> |  |
| <p>58.</p> | <p>Example of classroom toilet that is too small and does not meet ADA. Also, these toilets and piping are freezing during cold periods.</p> |  |
| <p>59.</p> | <p>Stairwell to basement art room. Incorrect handrail configuration.</p> |  |

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| <p>60.</p> | <p>Main access-controlled entry. Once you enter this door the office is down and around the corner allowing visitors complete access to building.</p> |  |
| <p>61.</p> | <p>East stair next to gym looking up from main level. Note that handrails are not present to meet current code.</p> |  |
| <p>62.</p> | <p>Student Health looking South. Note that due to its size there is only room for 1 sick child at a time. This room is located off the main office which does allow for office staff to oversee if Nurse is out. Also, behind the door to the room is the door to the toilet which because of the location of the desk makes access not compliant with ADA requirements.</p> |  |

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| <p>63.</p> | <p>Example of wood floor in 1923 classrooms. Floor is noisy.</p> |  |
| <p>64.</p> | <p>Example of Vinyl Asbestos Flooring that is prevalent in the 1965 addition.</p> |  |
| <p>65.</p> | <p>Kitchen has outdated equipment, and inadequate heating can cooling.</p> |  |
| <p>66.</p> | <p>Walk-in cooler and freezer are in need of replacement.</p> |  |

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| <p>67.</p> | <p>Example of HVAC equipment exposed in classrooms. These systems were retrofitted into the existing cabinets.</p> |  |
| <p>68.</p> | <p>Library: This is an example of exterior wall radiators for heat and window air conditioning for cooling.</p> |  |
| <p>69.</p> | <p>Interior hallway that currently has no working heat.</p> |  |

Section #4 – Synopsis

Decatur Community High School

GMCN was very impressed with the look and feel of this school. The architecture was beautifully done, and the facility could be a viable building for years to come due to the construction materials of the school. However, most of the vital infrastructure and finishes are well beyond their life cycles and needs major replacements/repair. This replacement will be very costly and evasive. In addition, the building would need to be brought up to code while that is being completed.

The facility will handle an enrollment of 530 students and currently only houses around 136 students. The building utilization factor is around 26% with an ideal percentage more between 76-89%. This is a little bit misleading as the addition of other grade levels to this school would still require an addition because most of the square footage that drives down the utilization factor is large spaces like gyms, auditoriums, cafeteria, shops, and other spaces. Currently only two classrooms are empty. Classrooms are a little undersized and the technology needs to be improved.

The building has good bones and has been maintained well throughout the years. The original building is 84 years old, and the addition is 57 years old. The district should at the very least take a hard look at the cost to remodel vs. new construction. GMCN feels that all avenues must be explored to make the correct decision to take the district to the next 50 years. One advantage to new construction is that you can build new spaces while continuing to occupy the current school and not dislodge the students. Another option is to tear down portions of the existing high school and build new additions. Keeping spaces like the gym, cafeteria, and auditorium. GMCN has completed renovations to the scale of what it would take to bring the building up to today's codes and learning environments so this task can be accomplished.

In closing the building is a beautiful monument to Decatur County. It has served the students of USD 294 well for the last 84 years. Constituents of USD 294 have definitely got their money out of these buildings as most of the infrastructure and finishes are more than double their expected life spans. This is a testament to maintenance and the quality of construction. Unfortunately, without a large bond project the needs of the facility will continue to outpace the available maintenance money the school can generate through capital outlay budgets.

Oberlin Elementary School

The original part of Oberlin Elementary is a picturesque building. With its south presence and grand exterior stairs. The building is approaching its 100th birthday. The 1965 addition mirrors issues at the High School with finishes, and exterior windows needing replacement.

The facility will handle an enrollment of 463 students and currently only houses around 252 students. The building utilization factor is around 54% with an ideal percentage more between 76-89%.

The Original 1926 Building is a combination of block, brick, concrete and wood. The element of wood interior walls and wood roof trusses complicate any remodel process. Building codes punish projects with wood construction due to their combustibility. Fire sprinkling would be a must on a remodel project. All the exterior window and curtainwall components of the 1965 addition need replaced along with all roofing. All major infrastructure such as electrical, mechanical, and plumbing are more than double their life expectancy. Accessibility would need to be addressed such as exterior ramps, restrooms, add an elevator and interior ramps. The kindergarten building is a viable building moving forward other than its disconnection from the main building.

In closing the elementary school building in our opinion has reached its end of life. This is a judgment based on the amount of money it will take to bring this building up to today's codes and learning environments. The limited site also was considered. However, a full-scale remodel project can be taken if the district so chooses. All issues have solutions. It is important to think about the age of the original building. If a large remodel project is undertaken, then the building could be 150 years old at the end of that projects life expectancy.