



CCSD 46

**Community Consolidated School District 46
Educational Adequacy Study**

March 2023

90% DRAFT



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Acknowledgements

Wold Architects and Engineers is pleased to submit to Community Consolidated School District 46 the following study related to Educational Alignment across the CCSD46 buildings.

We wish to thank the Administration including the Superintendent, Business Manager, Facilities Director, Principals, and all who contributed for their time in providing the resources and information necessary to complete this study.

We are prepared to aid the District with any additional analysis and services required to explore the implication of this study and find ways to help CCSD46 continue its pursuit of educational excellence. Thank you for your consideration.

Wold Architects & Engineers

Vaughn Dierks, AIA LEED-AP

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Educational Planner

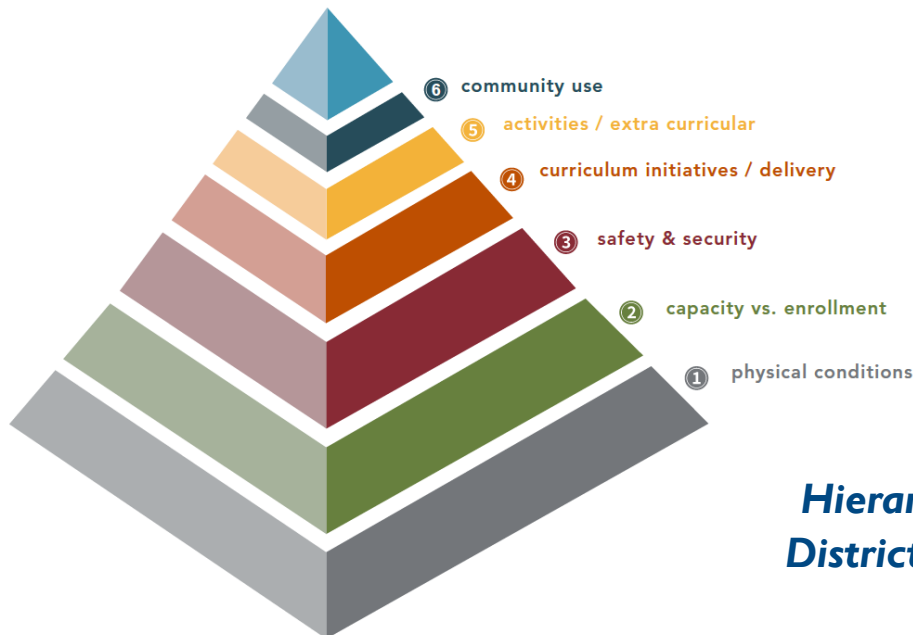


Overview

An Educational Adequacy Study is the first step of Long-Range Planning and is intended to gather data around several categories to establish existing Needs within the District, allowing for prioritization and Options Development to occur in the next phase. The overall outcome of the entire Long Range Facility Master Plan is to build a framework for potential solutions spanning the next 10+ years, as well as to allow the Board of Education to make informed decisions in the immediate future regarding investments in the facilities in Community Consolidated School District 46. As a guide to gathering the data, the following questions are asked:

- How are the District buildings currently used?
- What is the potential capacity of each building?
- How well do the existing facilities support the District's goals for 21st Century learning strategies such as interdisciplinary instruction, project-based learning, collaboration, and personalized learning?
- What physical changes are required to support any of the above initiatives and/or District goals?

The format is organized around the areas of study to allow for adaptation and future engagement. The intent is to compare areas to strategic vision to determine how it applies across all District Facilities first before arriving at the specifics of any one building.



The information collected is formatted according to a variation on Maslow's Hierarchy of needs, starting with the most objective items before getting to subjective items depending on the reader's point of view. The report is set according to each section of the study with no page numbers to allow for it to be updated as needed without having to reformat.



OBJECTIVE

The objective of the report is to determine areas of focus that the District and/or the Community will determine are the highest priority NEEDS, so that the subsequent phase of OPTIONS DEVELOPMENT can provide appropriate focus in creating a viable plan for implementation. There are many driving factors in building criteria and priorities. A primary determination may be financial, for example “What is the Community willing to support?” Another may be focused on larger strategic initiatives of the District, such as “We are implementing an expansion of our STEM initiatives” where individual buildings can be compared on a space-by-space basis. The criteria developed as part of the Options process is built around the specific goals and objectives of the District and the Community – no two plans are alike.

The detail and scope provided is not intended to be an account of each room and what needs to be addressed. It is looking for themes and consistencies across buildings and the District as a whole. For example, the acoustics of a Music room may be an issue, but this could likely be addressed as part of a capital or maintenance project on an annual basis. The reality to the fact may be that the room was never designed to be a Music room in the first place, and the theme that is developing is one of appropriate spaces for function or updating older facilities that do not operate as originally designed.

By organizing the issues around larger headings or subjects, the intent is to provide an overview for discussion on what the priorities need to be. In some instances, additional data may need to be gathered during the process to fully develop the Options and subsequent budget. If that is the case, the Wold Team will look at the issues further to provide greater detail.

Additionally, there may be larger operational or policy driven goals that emerge as part of the study. In those instances, special sessions to determine the criteria may be needed to build the approaches accurately around District intent and desired outcomes. The report is not intended to be a directive but a starting point for direction.

PROCESS

The following data was compiled through a combination of meetings at each building with Principals and appropriate staff, strategic review points by District Administration, and independent review by Wold of Plans and Facility data. With each meeting, the goal was to continue to shape the categories to be reflective of the values of the Community as a whole.

The culmination of the Educational Adequacy Study presents the information to the Community in a forum to determine if there was any additional data that they expected to see, as well as provide a comprehensive outline of the areas of focus and opportunity the District sees. Once the determined feedback has been reviewed and incorporated as appropriate, a final report is issued as the basis for beginning Options development.



Executive Summary

GENERAL OVERVIEW

The District as a whole is in fairly good shape related to facilities. From a basic benchmark standard, there are no critical issues that require immediate attention. Initial approaches are being implemented to address deferred maintenance including a strong plan focused on Mechanical and Electrical infrastructure improvements. The capacity of the buildings accommodates the projections well, and there is flexibility to address any minor issues with either boundary adjustments or programming realignment to open space in one building while maximizing utilization in another.

The more obvious issues are related to the different ages of the building and the resulting spaces. Even though there were (2) primary building periods in the District's construction history, there are actually (3) vintages of buildings:

- 1950-60's
 - Traditional "double-loaded" corridors with classrooms along hallways
 - An industrialized model based on schedules post WWII.
- 1990's
 - Preliminary approaches to Contemporary Educational Design
 - Better specialist areas, but still a mix of some new thought with older traditional models
 - Early adapters of technology approaches that are now obsolete based on the pace of technological advancement
- 2000's
 - Incorporation of a variety of learning styles and environments
 - More adaptable to address change
 - Models for District Standards

Many of the themes that have emerged can be looked at specifically through this perspective.

DISTRICT WIDE OVERVIEW

- The Site Sizes meet standards for best practice
 - These include adjacent public properties when possible
 - There are potentially some property issues to address
 - District property on Park District land at Grayslake Middle School
 - District parking on Park District land at Meadowview
- SF / Student is reasonable
 - Prairieview and Park Campus are slightly High
 - Woodview, Frederick and GMS are slightly Low
- Some of the sites will be difficult to accommodate future Additions if considered
- Current Traffic modifications illustrate a challenge with original designed layouts



PHYSICAL CONDITIONS

- The District has done a good job addressing maintenance on a regular basis over the years.
- Current approaches to HVAC and Electrical improvements will not only address IAQ and efficiency, but also provide opportunities to establish measurement goals for improvement of systems and track results.
- Building Maintenance will continue to be an absolute need, and has to be planned for as a Primary Focus to any plan / implementation
 - All systems and components have a Life-Cycle no matter the age of the building
 - Proper investment prevents a major emergency event
 - A well-maintained building is the foundation for quality learning environments and student performance (*Air Quality, Lighting, Temperature, Acoustics*)
- \$36M in pending maintenance needs over next 10 years is appropriate
 - Benchmark Annual Investment: 2% of replacement, or \$5/SF = \$3.6M +/-
 - This is not every possible issue, but rather that largest projects that require a strategic funding approach.
- Current District Financing of \$9.2M based on the 3-Year Priority Capital Plan
 - FY 2022-24
 - Prioritized items from original \$15.7M report
- **RECOMMENDATION: Develop a Funding Strategy to address pending items on an annual basis and continue to update the Facilities Plan annually as a rolling investment approach.**

CAPACITY VS. ENROLLMENT

- The District has Adequate Capacity to accommodate the Enrollment Projections (10-Year)
- The actual enrollment at Woodview and District Enrollment Projections for 23-24 are lower than the Kasarda report projections
 - Watch annually for variation to ensure that Woodview is not in jeopardy over being over capacity
- There are Options to address future issues related to capacity with Boundary or Programming adjustments if needed as opposed to building Capacity Additions
- **RECOMMENDATION:**
 - **Continue to monitor the actual enrollment each year compared to the Projections to ensure appropriate space will exist at each building (in particular Woodview)**
 - **If after (3) years the projections vary greatly from actual enrollment, consider having the projections updated accordingly to account for this variation.**
 - **Consider relocating special programming at Meadowview to another facility with lower capacity utilization.**



SAFETY AND SECURITY

- All buildings provide secure entries with controlled access for all Visitors during School Hours
- All buildings operated within best practices
- Increased parent and visitor traffic, especially during pick-up, time is causing stress on sites
 - If possible, redesigning traffic patterns to meet today's standards may be needed, although site sizes may not make this feasible
 - Optional traffic patterns (bike and pedestrian) should be incorporated into any proposed solution to increase safety. Based on the lower use, especially in Winter months, this will not be a primary factor, so it should be implemented with larger initiatives.
- **CONSIDERATION:**
 - ***As investments are made at individual buildings, continue to study ways for security approaches to be consistent across all sites***

CURRICULUM INITIATIVES AND DELIVERY

- The Buildings function appropriately, but could benefit from renovations for the oldest (3)
 - Avon Center
 - Woodview
 - Grayslake Middle School
- There are Learning Space Opportunities for areas to be addressed to better model 21st Century Educational Design as well as other District Buildings
 - Conversion of Computer Labs to STE(A)M / Maker Labs
 - Updating Media Centers to reflect new paradigms
 - Development of Flexible Learning Environments to support personalized learning
 - Continued approach to purchasing appropriate FF&E as part of a regular replacement strategy
 - Continuing to develop Outdoor Learning Spaces to the level of the current environments at Meadowview, Prairieview and Woodview
- It is unlikely that the District will replace buildings, so it is imperative that the spaces provide learning opportunities comparable to each other, and regular investments to renovate / reinvent core areas as needed.
- **CONSIDERATION:**
 - ***Establish District Strategic Directions that focus on creating consistent Learning Spaces at all buildings***
 - ***Prioritize updating outdated spaces for current and future learning initiatives***



ACTIVITIES AND COMMUNITY USE

- Gym space is highly utilized by the Park District outside of school hours (every evening, all schools except Avon Center)
- Gyms at Avon Center and Meadowview are half the size of all other gyms which makes them a challenge to schedule and use
- If prioritized, the limitations of each site will make resolving this issue a challenge. The District may need to work with the Park District to adjust boundaries on adjacent properties accordingly to create viable options as a benefit to both the District and Park District.
- **CONSIDERATION:**
 - *If additional Gym space is not viable at a given site, consider alternative smaller spaces (aerobics, fitness, etc.) that could provide options for both educational and community benefits different than basketball courts*
 - *Work with other community agencies to explore alternative spaces to accommodate community demand for gyms (community center, for example)*

ADDITIONAL CONSIDERATIONS

- Sustainability
 - The District has initial approaches, policies and initiatives that frame the start of a Sustainable approach, but not a cohesive guideline or defining standard to guide decisions.
 - The framework within the Green Ribbon Schools provides a strong basis to define facility, operational and community objectives.
 - The District should continue to review the buildings in conjunction with the efforts of its sustainable goals and committee initiatives
- The District Office, Technology Team, and Operations and Management groups would greatly benefit from office space conducive to collaboration by relocating from the houses they currently occupy into appropriate facilities

NEXT STEPS

After gaining Community Input and Feedback and reviewing the information with the district team, Options for evaluation and consideration will be developed utilizing criteria establishes collaboratively with the District and Wold for potential implementation.

PROCESS & OVERVIEW



Overview

CCSD 46 is comprised of (7) Schools as well as (3) District Buildings. The building ages range from original construction of Avon Center in 1950 through the construction of Park Campus in 2007 as well as additions at Avon Center and Meadowview. In total the District Schools are 716,370 square feet and 99.3 acres. The District typically refers to the schools by grade structure which will be utilized throughout the report:

K-4 Schools

Avon Center School

Meadowview School

Prairieview School

Woodview School

5-6

Frederick School

7-8

Grayslake Middle School

K-8

Park Campus (East & West)

Early Childhood Center (ECC)

Located at Prairieview School

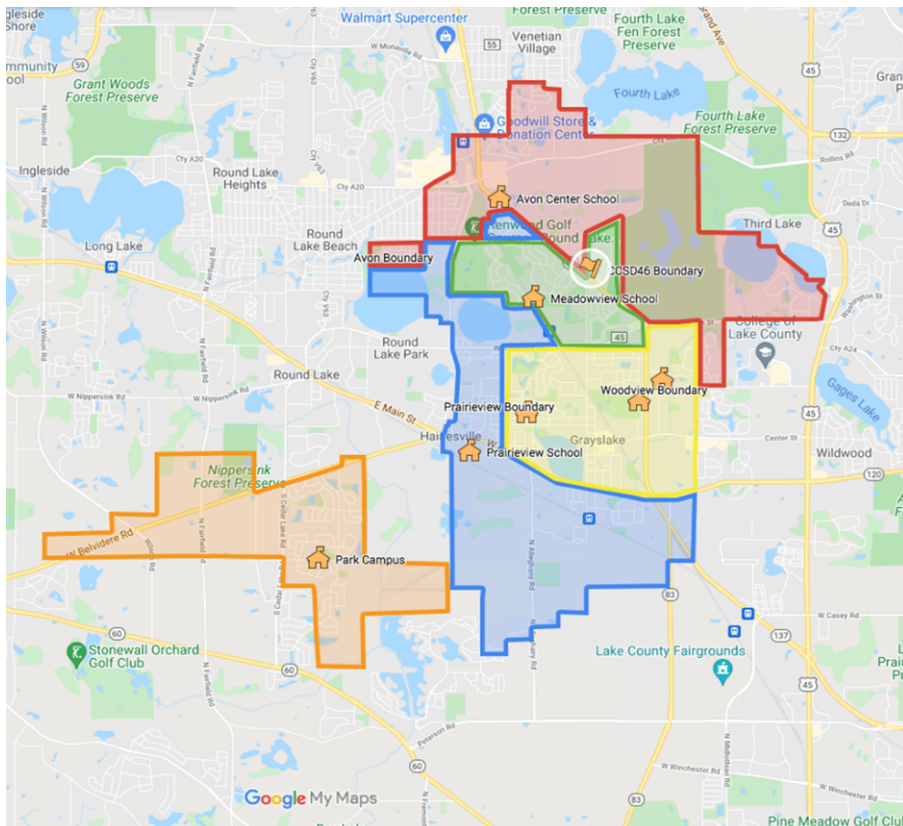
District Buildings

District Offices (former Frederick House)

ISC (former house adjacent to GMS)

Maintenance Sheds (located behind GMS)

All students who attend the K-4 Schools continue to Frederick School for 5-6, then to Grayslake Middle School for grades 7-8. Students who attend Park Campus attend that school for the entire K-8 grades.



- Avon Center
Meadowview
Prairieview
Woodview
Park Campus



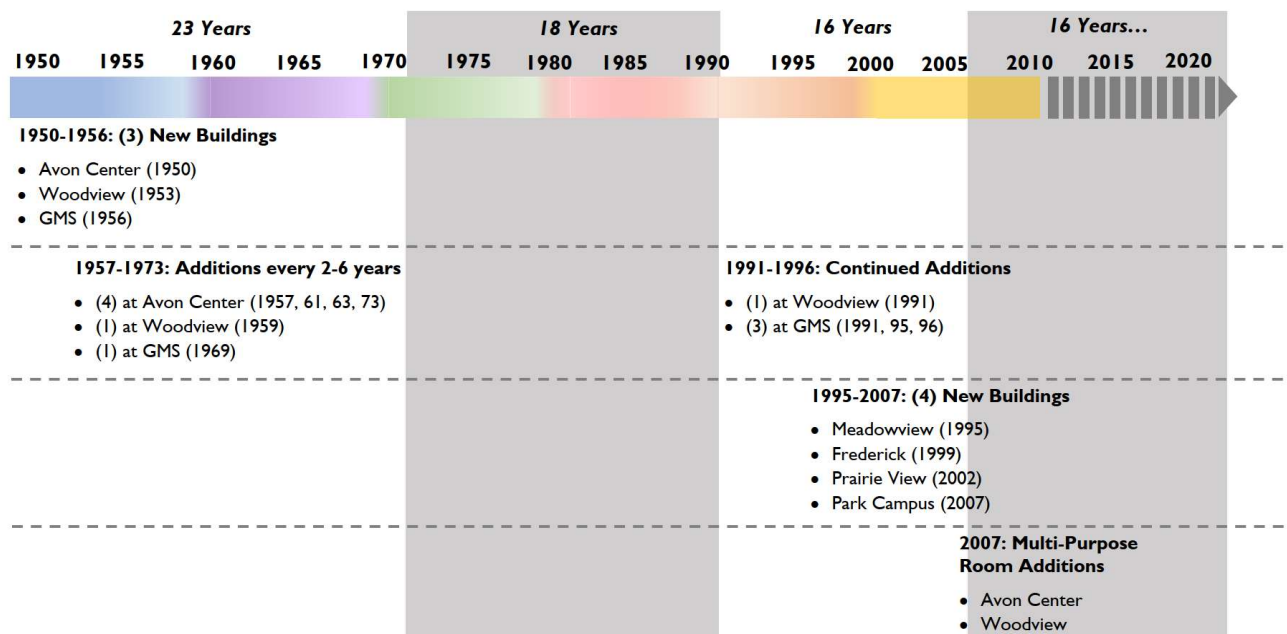
District Facility Inventory Summary

	Avon Center (K-4)	Meadowview (K-4)	Prairieview (K-4)	Woodview (K-4)	Frederick (5-6)	Grayslake Middle School (7-8)	Park Campus (K-8)
Site (1)							
D46 Property	22.5 Acres	4.3 Acres	16.4 Acres	9.4 Acres	19.9 Acres	10.9 Acres	15.9 Acres
Adjacent Park / Public	136.1 Acres (D127)	47.8 Acres (Park)	NA	NA	NA	78.2 Acres (Park)	4.8 Acres (Park)
Parking	108	109 (2)	94	90	129	116	220
Bus	14		14	8	10	14	14
Separate Bus Lot	Yes	No	Yes	No (3)	Yes (3)	No	Yes (3)
Building							
Capacity	485	480	500	450	865	840	915
Total Square Feet	73,320	66,166	106,529	56,861	108,000	121,494	184,000
SF / Student (Enrollment)	215	195	220	166	335	183	234
SF / Student (Capacity)	151	138	213	126	125	145	201
Stories	2	1	1	1	2	1	2
Original Construction	1950	1995	2002	1954	1999	1956	2007
Additions	57, 61, 63, 73, 07			1959, 1999, 2007		1969, 91, 95, 96	
Expansion Options	Minimal	Minimal	Potential	Potential	Potential	High	High

Notes:

- 1 Recommended Acres: Elementary: 5 acres + 1 additional acre per 100 students. Middle/Jr. High: 10 acres + 1 additional acre per 100 students.
- 2 Parking not on D46 Property
- 3 Recent traffic pattern layout not as originally designed

The historical building narrative of the District is illustrated by an original construction period from 1950-73 where the (3) oldest buildings were constructed and added to in multiple phases. This was followed by an 18 year period where no construction took place. From 1991-2007, the District built the (4) newest buildings along with additions to the oldest (3). No additional construction has occurred since that time.





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Avon Center School

1617 IL-83, Round Lake Beach, IL 60073

Site

D46 Property

22.5 Acres

Adjacent Park / Public

136.1 Acres (D127)

Parking

108

Bus

14

Separate Bus Lot

Yes

Building

Total Square Feet

73,320

Stories

2

Original Construction

1950

Additions

1957, 1961, 1963, 1973, 2007

Expansion Options

Minimal

Students

Grades

K-4

Capacity

485





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Avon Center School

Floor Plans

**NOTE: The Floor
Plans in this
portion of the
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been removed
based on District
Security Standards
and Practices**



Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Avon Center School

Building Age Plans

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Community Consolidated School District 46

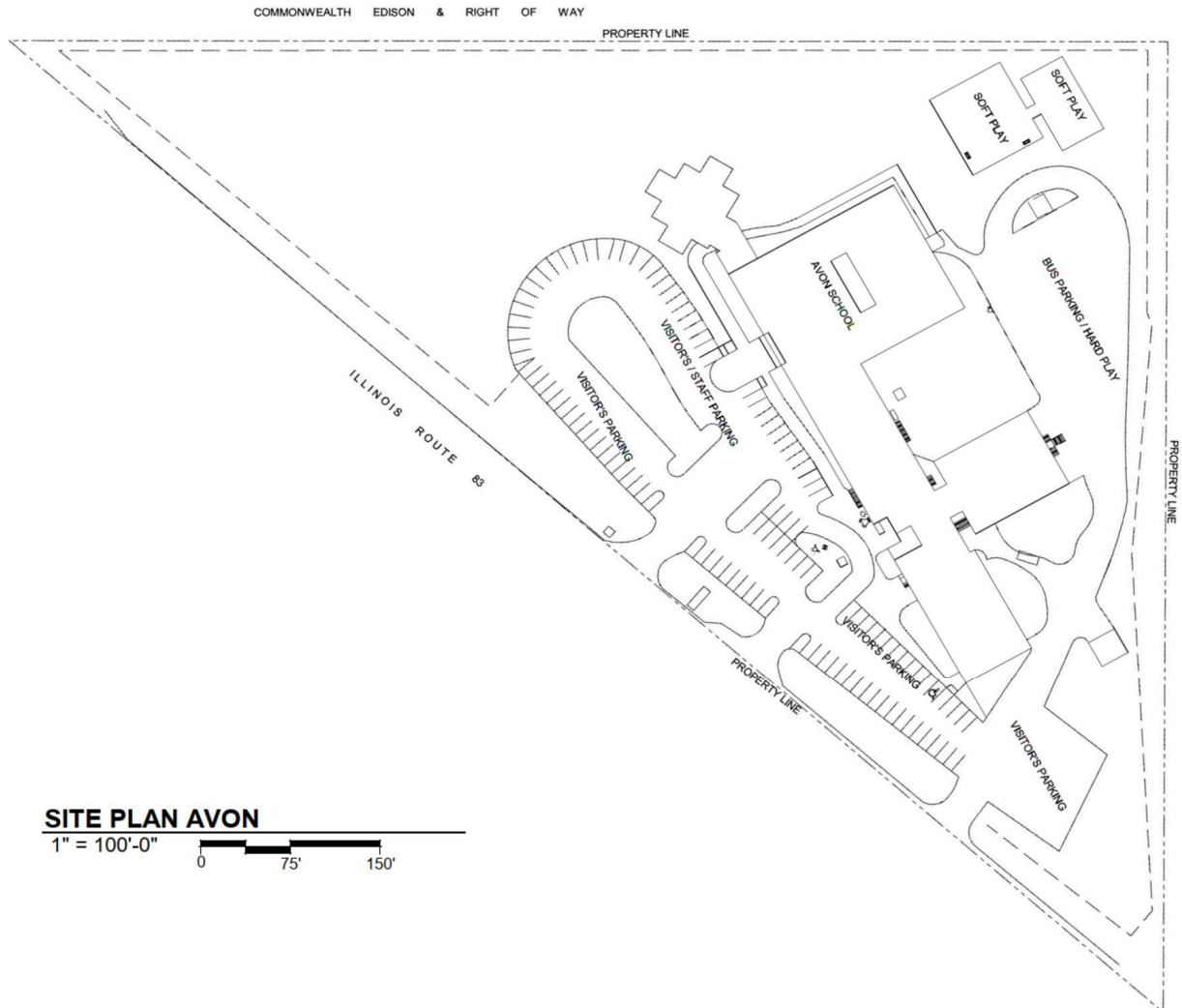
Grayslake, IL

Educational Adequacy Study

District Overview

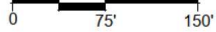
Avon Center School

Site Plan



SITE PLAN AVON

1" = 100'-0"





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Avon Center School

Aerials





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Meadowview School

291 Lexington Ln, Grayslake, IL 60030

Site

D46 Property

4.3 Acres

Adjacent Park / Public

47.8 Acres *(Park District)*

Parking

109 *(not entirely on D46 property))*

Bus

NA

Separate Bus Lot

No

Building

Total Square Feet

66,166

Stories

1

Original Construction

1995

Additions

NA

Expansion Options

Minimal



Students

Grades

K-4

Capacity

480



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Community Consolidated School District 46

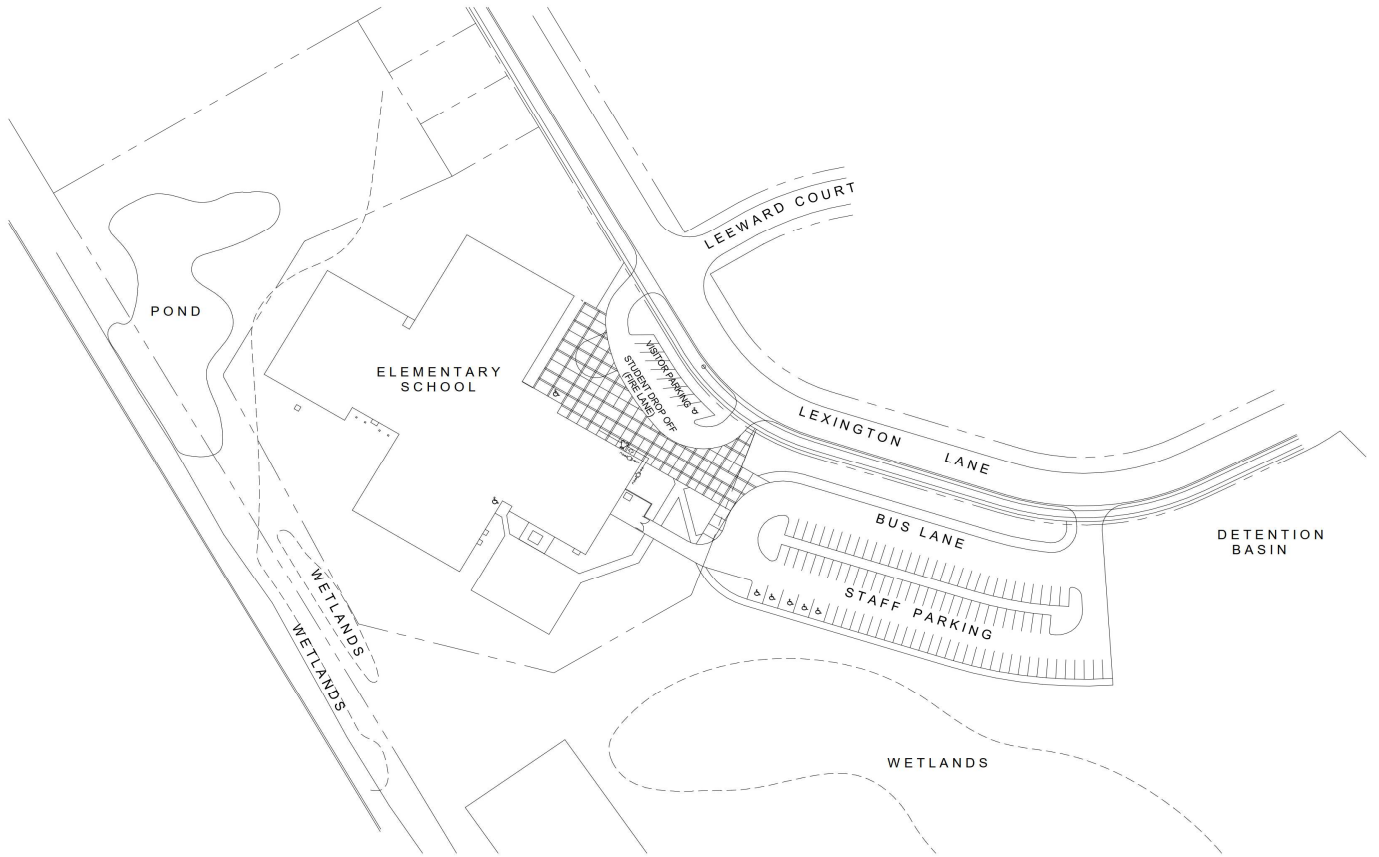
Grayslake, IL

Educational Adequacy Study

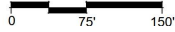
District Overview

Meadowview School

Site Plan



SITE PLAN- MEADOWVIEW





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Meadowview School

Aerials





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Prairieview School

103 E Belvidere Rd, Hainesville, IL 60030

Site

D46 Property

16.4 Acres

Adjacent Park / Public

NA

Parking

94

Bus

14

Separate Bus Lot

Yes

Building

Total Square Feet

106,529

Stories

1

Original Construction

2022

Additions

NA

Expansion Options

Potential



Students

Grades

K-4 ECC

Capacity

500



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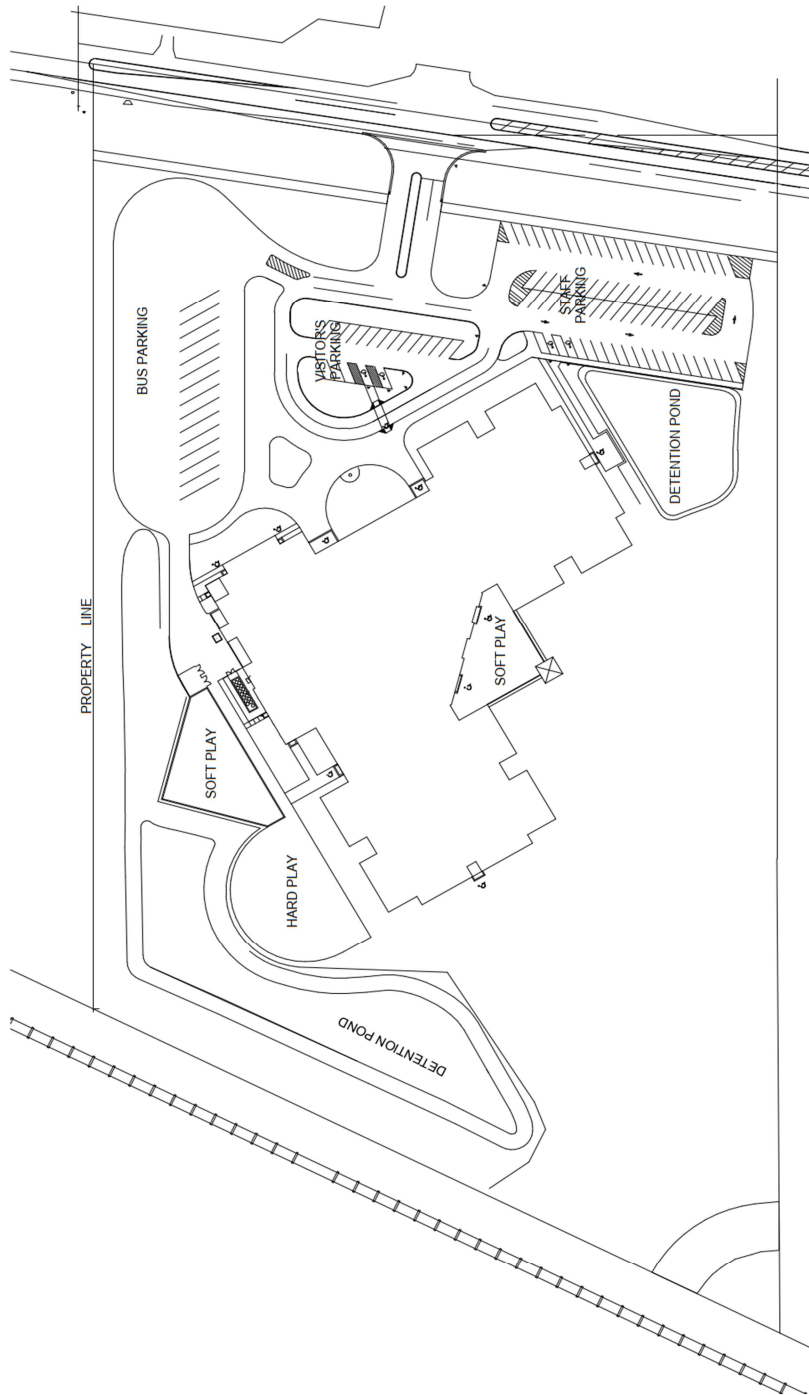
Grayslake, IL

Educational Adequacy Study

District Overview

Prairieview School

Site Plan



SITE PLAN- PRAIRIEVIEW





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Prairieview School

Aerials





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Woodview School

340 N Alleghany Rd, Grayslake, IL 60030

Site

D46 Property

9.4 Acres

Adjacent Park / Public

NA

Parking

90

Bus

8

Separate Bus Lot

No (Recent traffic pattern layout not as originally designed)

Building

Total Square Feet

56,861

Stories

1

Original Construction

1954

Additions

1959, 1999, 2007

Expansion Options

Potential



Students

Grades

K-4 ECC

Capacity

500



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Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Woodview School

Building Age Plan

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Community Consolidated School District 46

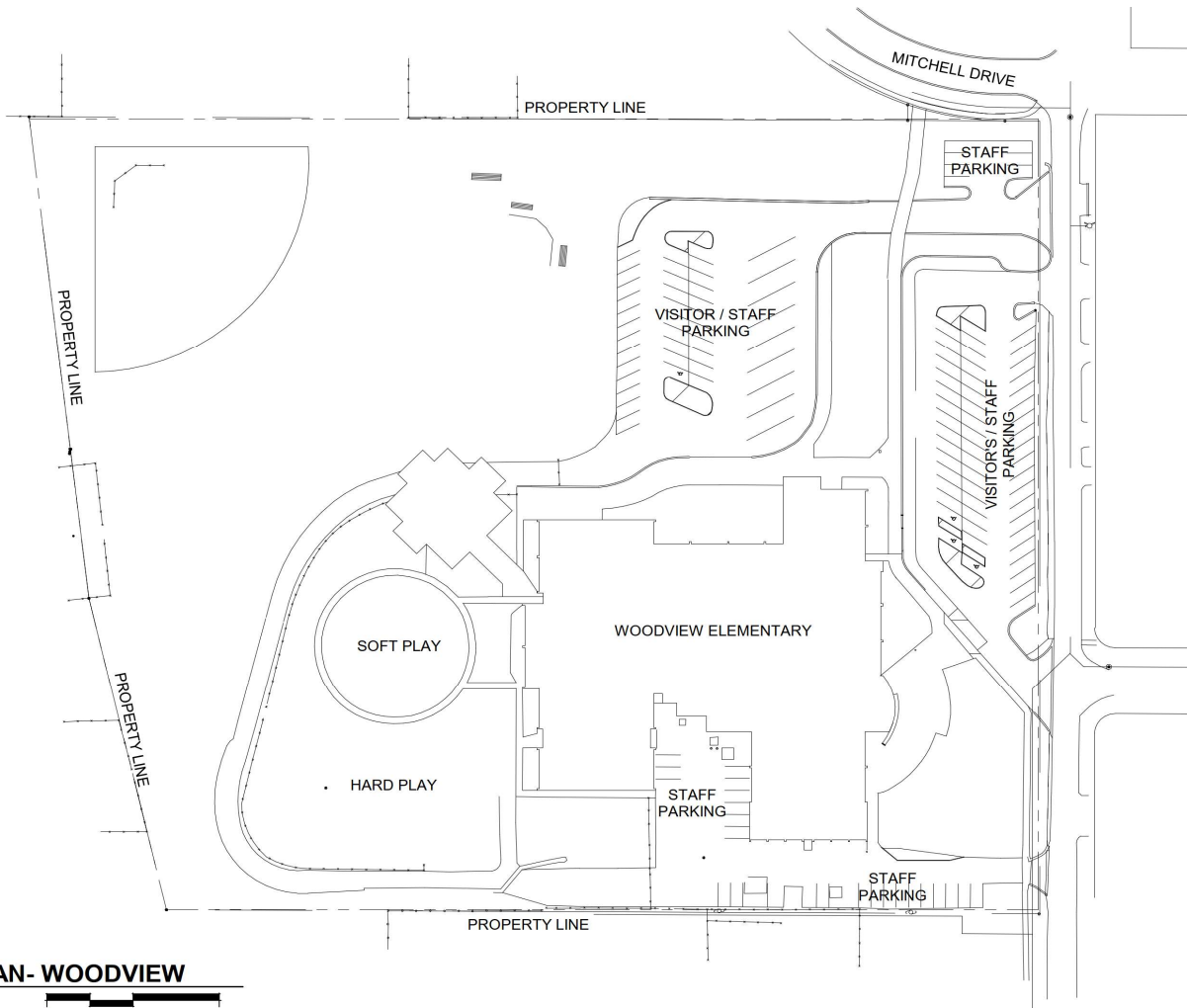
Grayslake, IL

Educational Adequacy Study

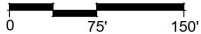
District Overview

Woodview School

Site Plan



SITE PLAN- WOODVIEW





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Woodview School

Aerials





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Frederick School

595 Frederick Rd, Grayslake, IL 60030

Site

D46 Property

19.9 Acres

Adjacent Park / Public

NA

Parking

129

Bus

14

Separate Bus Lot

No (Recent traffic pattern layout not as originally designed)

Building

Total Square Feet

108,000

Stories

2

Original Construction

1999

Additions

NA

Expansion Options

Potential



Students

Grades

5-6

Capacity

865



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Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Frederick School

Building Age Plans

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Community Consolidated School District 46

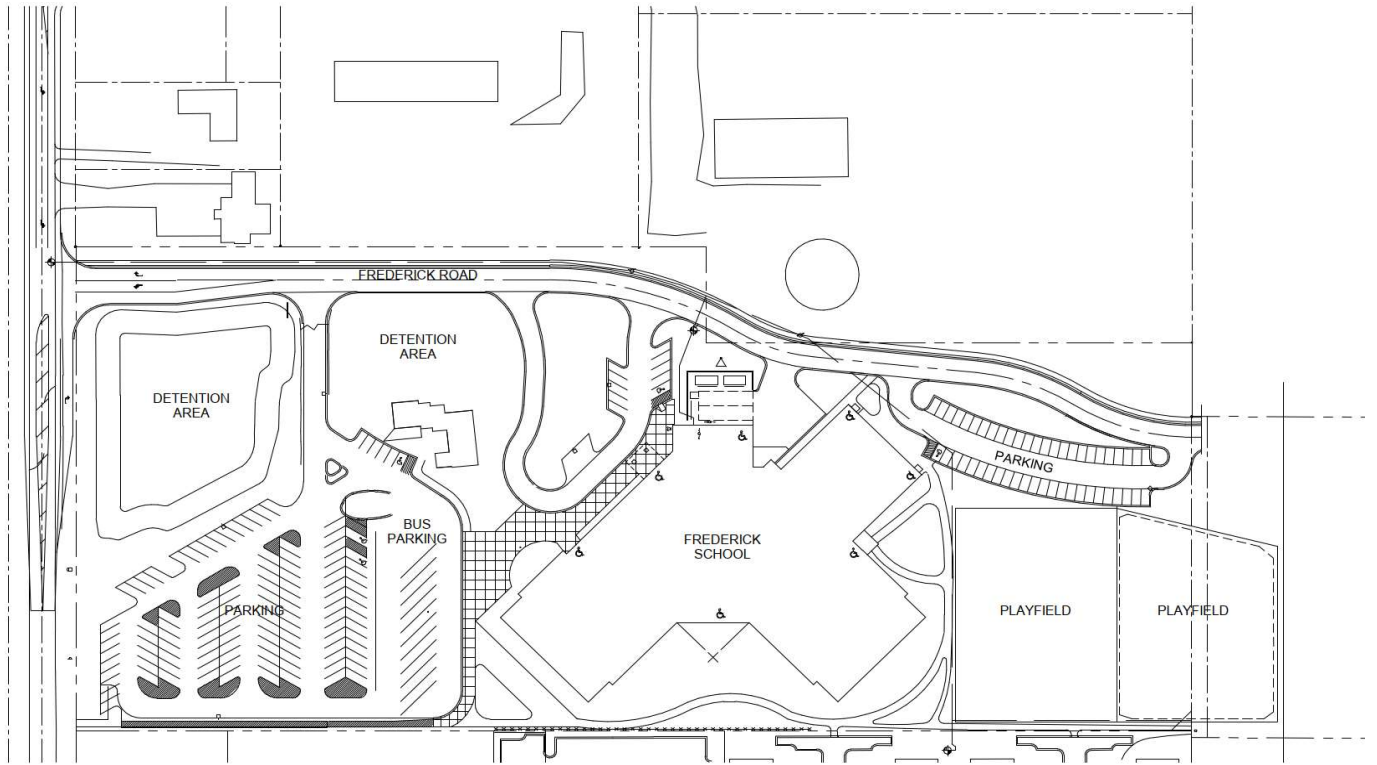
Grayslake, IL

Educational Adequacy Study

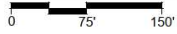
District Overview

Frederick School

Site Plan



SITE PLAN FREDERICK





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Frederick School

Aerials





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Grayslake Middle School

440 Barron Blvd, Grayslake, IL 60030

Site

D46 Property

10.9 Acres

Adjacent Park / Public

78.2 Acres (*Park District & Village*)

Parking

116

Bus

14

Separate Bus Lot

No

Building

Total Square Feet

121,494

Stories

1

Original Construction

1956

Additions

1969, 1991, 1995, 1996

Expansion Options

High



Students

Grades

7-8

Capacity

840



Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Grayslake Middle School

Floor Plan

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Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Grayslake Middle School

Building Age Plan

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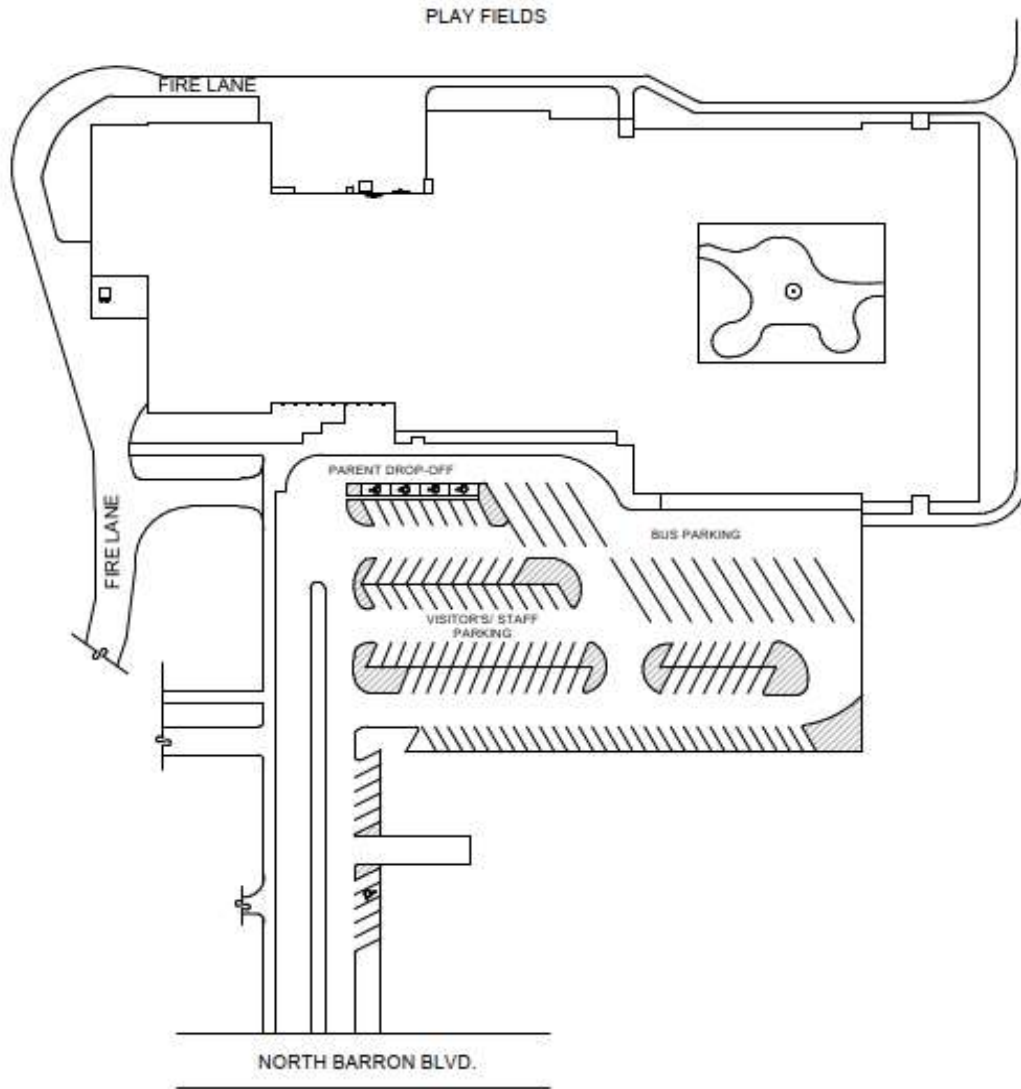
Grayslake, IL

Educational Adequacy Study

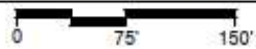
District Overview

Grayslake Middle School

Site Plan



SITE PLAN- GRAYSLAKE MIDDLE SCHOOL





Community Consolidated School District 46

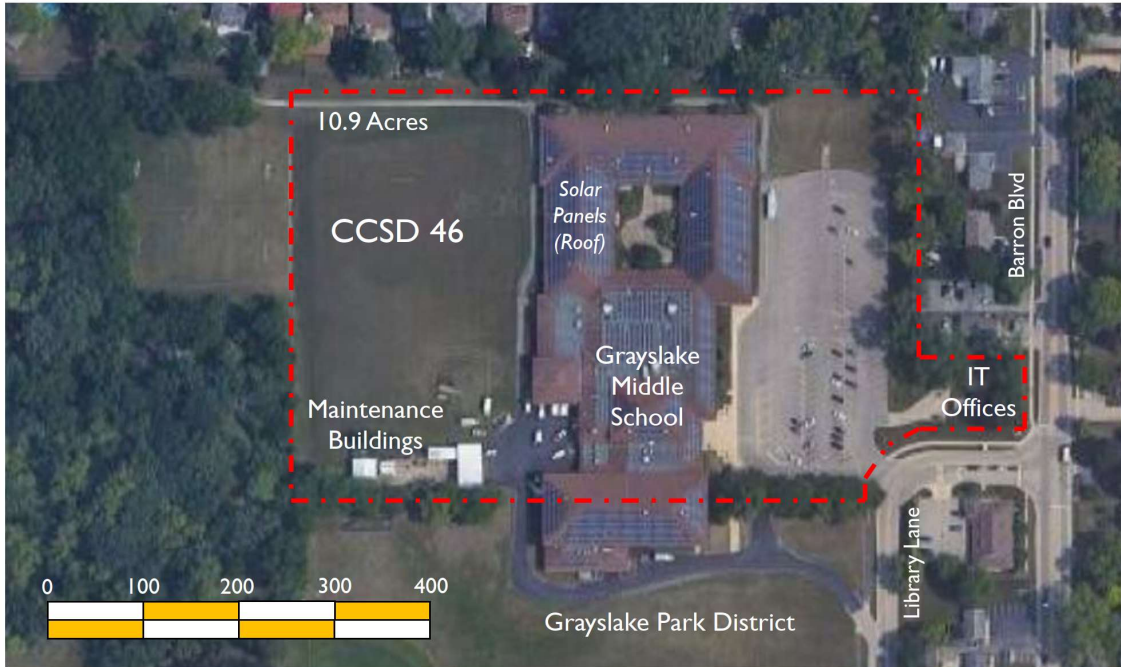
Grayslake, IL

Educational Adequacy Study

District Overview

Grayslake Middle School

Aerials





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Park Campus School

400 W Townline Rd, Round Lake, IL 60073

Site

D46 Property

15.9 Acres

Adjacent Park / Public

4.8 Acres (*Park District*)

Parking

220

Bus

14

Separate Bus Lot

Yes (Recent traffic pattern layout not as originally designed)

Building

Total Square Feet

184,000

Stories

2

Original Construction

2007

Additions

NA

Expansion Options

High

Students

Grades

K-8

Capacity

915





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Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

District Overview

Park Campus School

Building Age Plans

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Community Consolidated School District 46

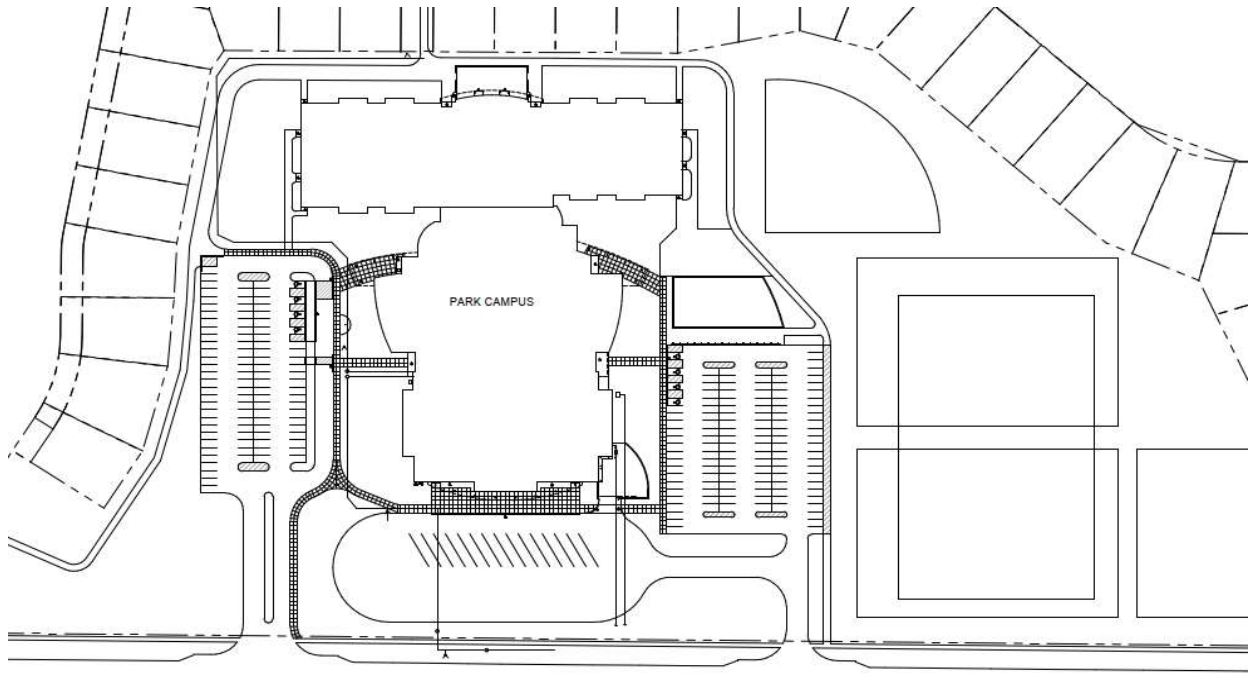
Grayslake, IL

Educational Adequacy Study

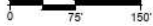
District Overview

Park Campus School

Site Plan



SITE PLAN PARK CAMPUS





Community Consolidated School District 46

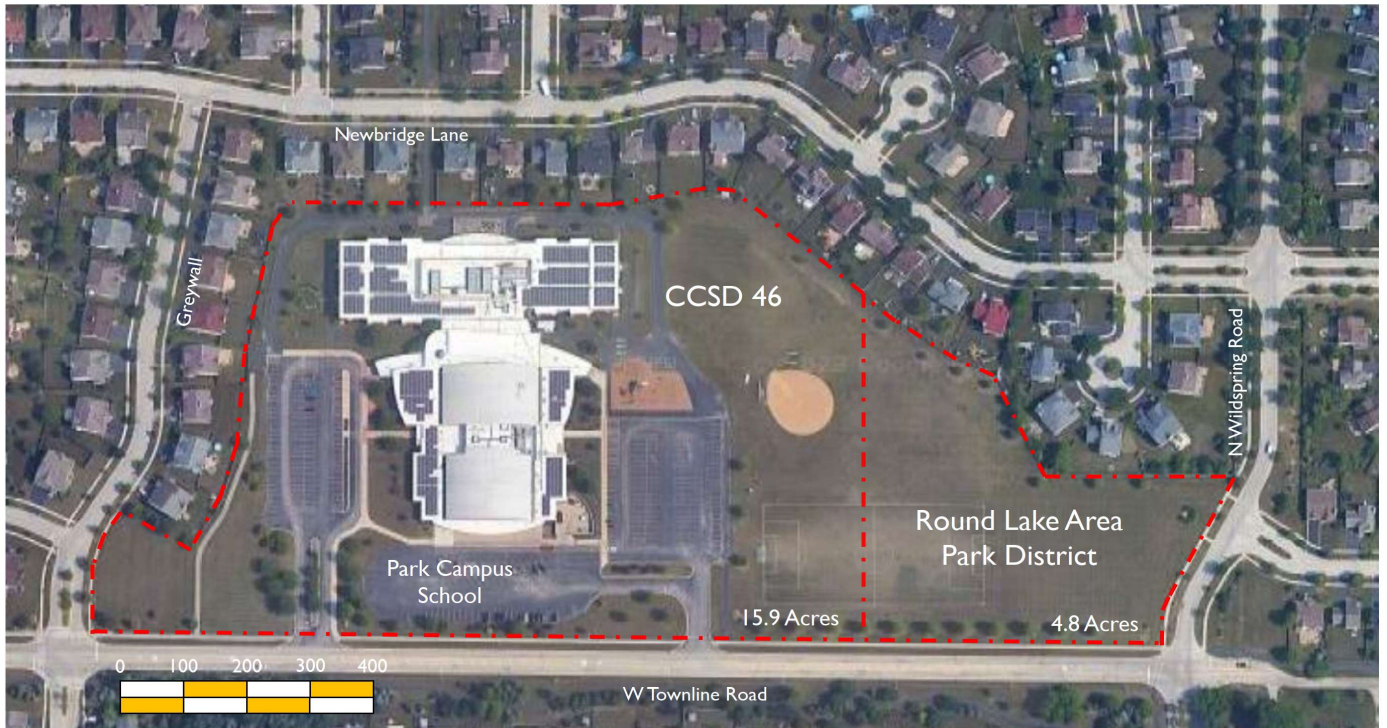
Grayslake, IL

Educational Adequacy Study

District Overview

Park Campus School

Aerials



PHYSICAL CONDITIONS



Overview

CCSD 46 retained Wold Architect and Engineers in the Spring 2019 to perform a detailed Facilities Conditions Assessment on its seven (7) school buildings with the intention of laying the foundation for developing a Long-Range Facilities Master Plan (LRFMP). The FCA provides objective data related to maintaining, repairing or replacing deteriorated components of the buildings' structure and systems.

Facilities Conditions Assessment

The Facilities Conditions Assessment (FCA) is a detailed review of the condition of a building and all of the components that comprise that building. Each building's components have natural "shelf-life" and need to be evaluated as to their serviceable condition, wear and tear and how much remaining life should be expected before replacement is required.

The intent is to perform this assessment so that potential failure of any one building component can be identified early and prevented together with empowering the district to provide proactive management of capital resources performed in a responsible manner.

Methodology

- **Step 1 – Data Gathering:**
 - Assemble building floor plans and identify updates needed to the floor plans
 - Review and confirm current Long Range Facility list
 - Verify status of any work not completed from health/life safety survey
 - Identify future work or maintenance needs to create a 10-year facilities improvement plan with target budgets and dates of completion
- **Step 2 – Site Based Meetings, Walk-throughs and Assessment:**
 - Meet with Facility Director and maintenance staff for any recent facility issues or deficiencies
 - Identify need and make recommendations for improvements
 - Work with other Consultants retained by the District
- **Step 3 – Develop Annual Work Plan and Budgets:**
 - Create a comprehensive document integrating current and future facility improvement and maintenance needs.
 - Re-utilize existing data provided by District
 - Facility Assessment Components:
 - Site: The site and its surroundings including parking areas, and sidewalks.
 - Exterior: The exterior envelope, roofs, windows, walls and doors.
 - Interior: The condition of the interior spaces.
 - Accessibility: Analyze and addresses the overall handicapped accessibility conformance of the facility (ADA Compliance)
 - Life Safety: Remaining life safety and code deficiencies already identified on last HLS survey
 - Mechanical Systems: Work to be completed (Trane conducting simultaneous study)
 - Electrical Systems: Electrical systems/components only as per existing District data



- **Step 4 –Prioritization of Facility Needs:**
 - Develop criteria and prioritize facility needs with Administration Team
 - Align annual work with funding options
- **Step 5 – Summarize Findings/Recommendation:**
 - Summarize and simplify findings into concise, legible reports to allow for easy understanding of facts.
 - Review with Administration for suitability and context
 - The final report including findings and results for:
 - Physical Assessment of District future facility needs, within the 10-year window
 - Cost Estimates and a 10-year plan of annual improvements. Identify phased annual improvements
 - Recommendations to the District

Implementation

After the preliminary list of projects was determined utilizing both the Wold Facility Conditions Assessment and the Trane Indoor Air Quality Assessment, both teams worked with the District to review pricing and develop a 3-Year approach that prioritized the list from an initial budget of \$15.7M to \$9.2M over the first three years, utilizing funding from FY22 – 24.

Update

All issues identified through this assessment were individually assembled. In 2023, the costs were updated to reflect recent inflations and current 2023 costs to correct/improve/upgrade. These individual **costs are all-in 2023 project costs** and include professional fees and other standard owner soft costs.

Should an issue require more study or deeper assessment to identify its required scope of work and associated costs, we have stated that the cost of the issue is **To Be Determined (TBD)**.



TOTAL PLUS MAINTENANCE ITEMS BY BUILDING

	2021 Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Totals	Notes
		1-2 Years	3-5 Years	6-10 Years	11-15+ Years		
AVON CENTER SCHOOL	\$ 3,640,451	\$ 1,165,395	\$ 1,755,842	\$ 1,731,150	\$ 98,159	\$ 4,750,547	
MEADOWVIEW SCHOOL	\$ 3,071,133	\$ 1,104,586	\$ 500,747	\$ 2,518,190	\$ 98,159	\$ 4,221,682	
PRAIRIEVIEW SCHOOL	\$ 3,428,020	\$ 1,833,778	\$ 1,216,447	\$ 1,034,634	\$ 49,080	\$ 4,133,939	
WOODVIEW SCHOOL	\$ 4,675,643	\$ 3,293,145	\$ 1,889,936	\$ 509,085	\$ 49,080	\$ 5,741,246	
FREDERICK SCHOOL	\$ 1,974,883	\$ 623,991	\$ 1,009,894	\$ 763,060	\$ -	\$ 2,396,945	
GRAYSLAKE MIDDLE SCHOOL	\$ 3,346,674	\$ 956,478	\$ 1,899,552	\$ 1,497,557	\$ -	\$ 4,353,587	
PARK CAMPUS SCHOOL	\$ 7,920,958	\$ 397,437	\$ 3,293,989	\$ 7,064,138	\$ -	\$ 10,755,564	
TOTAL ANNUAL DISTRICT PLANNING	\$ 28,057,763	\$ 9,374,810	\$ 11,566,408	\$ 15,117,815	\$ 294,477	\$ 36,353,511	

TOTAL PLUS MAINTENANCE ITEMS BY CATEGORY

	2021 Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Totals	
		1-2 Years	3-5 Years	6-10 Years	11-15+ Years		
SITWORK	\$ 3,544,624	\$ 877,441	\$ 3,380,684	\$ 80,680	\$ 98,159	\$ 4,436,964	
EXTERIOR ENVELOPE	\$ 1,983,448	\$ 519,011	\$ 467,009	\$ 1,790,587	\$ 98,159	\$ 2,874,766	
ROOFS	\$ 7,617,705	\$ 3,806,363	\$ -	\$ 6,066,794	\$ -	\$ 9,873,157	
INTERIOR / ADA	\$ 4,782,347	\$ 1,623,303	\$ 2,869,296	\$ 2,128,909	\$ 98,159	\$ 6,719,667	
LIFE SAFETY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
MECHANICAL & PLUMBING	\$ 2,630,715	\$ 967,857	\$ 2,070,066	\$ 50,970	\$ -	\$ 3,088,893	2
ELECTRICAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2
COMMISSIONING	\$ 317,851	\$ 57,298	\$ 257,809	\$ 78,416	\$ -	\$ 393,523	2
DISTRICT MAINTENANCE	\$ 7,181,073	\$ 1,523,536	\$ 2,521,544	\$ 4,921,459	\$ -	\$ 8,966,539	3
TOTAL ANNUAL DISTRICT PLANNING	\$ 28,057,763	\$ 9,374,810	\$ 11,566,408	\$ 15,117,815	\$ 294,477	\$ 36,353,511	

¹ Life Safety work previously completed by District as part of a separate initiative

² Mechanical, Electrical & Commissioning work completed or on-going based on Trane review and planning

³ District Annual Maintenance only project 10 Years



Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

10 Year Facility Assessment Report

Avon Center School		AREA (SF)		YEAR BUILT				SURVEY DATE		
1617 IL-83, Round Lake Beach, IL 60073		73,320		1950, 1957, 1961, 1963, 2007				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
SITework										
Front Lot: Class D Patches, 2"				\$ 178,938		\$ 217,706				\$ 217,706
Front Lot: Paint Pavement Marking - Lump Sum				\$ 1,177	\$ 1,273					\$ 1,273
Rear Lot: Class D Patches, 2"				\$ 77,697		\$ 94,530				\$ 94,530
Rear Lot: Paint Pavement Marking - Lump Sum				\$ 1,177		\$ 1,432				\$ 1,432
TOTAL				\$ 258,990	\$ 1,273	\$ 313,668	\$ -	\$ -		\$ 314,941

BUILDING EXTERIOR ENVELOPE										
Fix hairline foundation cracks at east side of 1973 addition				\$ 2,943		\$ 3,581				\$ 3,581
Replace sealant at SF/CW at Door 1, Door 10, Door 12, Door 14, Door 16, Door 20				\$ 2,825		\$ 3,437				\$ 3,437
Replace sealant at louvers				\$ 4,120		\$ 5,013				\$ 5,013
Repair cracks in plaster soffits: Door 1, Door 20				\$ 883		\$ 1,074				\$ 1,074
Replace sealant at windows along north and south of Gym				\$ 7,063		\$ 8,594				\$ 8,594
Replace sealant at windows along east of 1963 addition				\$ 10,006		\$ 12,174				\$ 12,174
Replace sealant at windows along west of 1973 addition				\$ 8,005		\$ 9,739				\$ 9,739
Replace sealant joints at precast panels, typ.				\$ 52,975		\$ 64,452				\$ 64,452
Replace expansion joint sealant at the 1950 building, 1963, and 1973 additions				\$ 8,829		\$ 10,742				\$ 10,742
Replace sealant at precast window sills north side of 1957 addition				\$ 883		\$ 1,074				\$ 1,074
Sand and paint rusting lintels at 2007 addition				\$ 5,886		\$ 7,161				\$ 7,161
Paint Door 18 and 19				\$ 2,354	\$ 2,547					\$ 2,547
Replace rusting door/frames at Door 2, Door 3, Door 5, Door 7, Door 8, Door 9, Door 12, and Door 13				\$ 16,481		\$ 20,052				\$ 20,052
Level change at concrete stoop at Door 5				\$ 2,943	\$ 3,183					\$ 3,183
Deteriorated brick at stair at Door 5				\$ 5,886	\$ 6,366					\$ 6,366



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Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
Deteriorated brick at landing above Door 13				\$ 5,886	\$ 6,366					\$ 6,366
Door 13 rusting out at base of Stair				\$ 5,886	\$ 6,366					\$ 6,366
Fix stairs (exposed rebar, spalling concrete, railings) at Door 2, Door 3, Door 14, and in A/C enclosure - allowance				\$ 52,975	\$ 57,298					\$ 57,298
Tuckpointing at gym, near Door 11, NW corner of 1963 addition, at Door 14, north and east sides of 1963 addition, chimney, Door2, Door 3, Door 4, north east corner of 2007 addition, and south wall of 1950 building and 1957 addition - allowance				\$ 117,723	\$ 127,329					\$ 127,329
Replace roof at Door 15				\$ 2,943	\$ 3,183					\$ 3,183
Fix mortar cracks at precast lintels at 2007 addition				\$ 1,413		\$ 1,719				\$ 1,719
TOTAL				\$ 318,910	\$ 212,639	\$ 148,813	\$ -	\$ -		\$ 361,452

ROOF										
Replace roof in Summer 2022				\$ 556,239	\$ 601,628					\$ 601,628
Roof Area 5 - gutter spilling onto brick				\$ 589	\$ 637					\$ 637
TOTAL				\$ 556,827	\$ 602,265	\$ -	\$ -	\$ -		\$ 602,265

INTERIOR WORK & ADA										
1950 Original Building Lower Level										
Sink casework not front approach ADA compliant (1)				\$ 2,472	\$ 2,674					\$ 2,674
VCT in poor shape, typ. \$25,000				\$ 29,431		\$ 35,807				\$ 35,807
ACT in poor shape, typ. \$40,000				\$ 47,089		\$ 57,291				\$ 57,291
Staff toilets not ADA compliant				\$ 76,520		\$ 93,098				\$ 93,098
Stairs to upper level did not have a light source - replace light				\$ 1,177	\$ 1,273					\$ 1,273
1957 Addition Lower Level										
Interior door frames are rusting at room 73 (2 openings)				\$ 4,709		\$ 5,729				\$ 5,729



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Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
1961 Addition Lower Level										
Tuckpoint block under windows				\$ 2,943		\$ 3,581				\$ 3,581
Ramp to stage does not appear to be ADA compliant Distance between railings too narrow - remove and rebuild wall and widen ramp				\$ 35,317			\$ 52,277			\$ 52,277
1963 Addition Lower Level										
VCT in poor shape, typ. \$25,000				\$ 29,431		\$ 35,807				\$ 35,807
ACT in poor shape, typ. \$40,000				\$ 47,089		\$ 57,291				\$ 57,291
Ceiling grid is rusting and ACT wet along exterior wall on west side of building - investigate cause TBD				\$ 23,545		\$ 28,645				\$ 28,645
1950 Original Building Upper Level										
Stair railings are missing guards - \$15,000				\$ 17,658	\$ 19,099					\$ 19,099
VCT in poor shape in corridors - \$9,600				\$ 11,301	\$ 12,224					\$ 12,224
Ceiling grid in poor shape (complete over 3-years)				\$ 23,545	\$ 16,651	\$ 8,828				\$ 25,479
Staff toilets not ADA compliant				\$ 58,861			\$ 87,129			\$ 87,129
Sink casework not front approach ADA compliant (1)				\$ 4,120			\$ 6,099			\$ 6,099
1957 Addition Upper Level										
Corridor ramp does not appear to be ADA compliant - verify				\$ -						\$ -
VCT in fair shape in corridors - \$18,500				\$ 21,779		\$ 26,497				\$ 26,497
Student toilets not ADA compliant				\$ 176,584			\$ 261,387			\$ 261,387
ACT in poor shape at student toilets - \$6,400				\$ 7,534	\$ 8,149					\$ 8,149
Classroom with access to exterior stairs - corner near stairs appears to be leaking, exterior door/frame rusting, and rotting wood base - allowance				\$ 5,886	\$ 6,366					\$ 6,366
EWC not ADA compliant				\$ 1,766			\$ 2,614			\$ 2,614



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1617 IL-83, Round Lake Beach, IL 60073		73,320		1950, 1957, 1961, 1963, 2007				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
1963 Addition Upper Level										
VCT in fair shape - allowance to replace at corridor - \$5,000				\$ 5,886		\$ 7,161				\$ 7,161
Kindergarten toilets have knob hardware				\$ 5,886			\$ 8,713			\$ 8,713
Kindergarten toilets are not ADA compliant				\$ 117,723			\$ 174,258			\$ 174,258
Student toilets not ADA compliant				\$ 176,584			\$ 261,387			\$ 261,387
ACT in fair shape (complete over 2-years)				\$ 47,089	\$ 50,931					\$ 50,931
Sink casework not front approach ADA compliant (6)				\$ 14,833		\$ 18,047				\$ 18,047
Wood doors and frames in fair condition				\$ 12,361			\$ 18,297			\$ 18,297
1973 Addition Upper Level										
Replace classroom carpet in 3-5 years - \$110,000				\$ 129,495		\$ 157,550				\$ 157,550
ACT aging but in fair condition (\$5,000/yr)				\$ 5,886	\$ 12,488	\$ 20,668	\$ 40,340	\$ 49,080		\$ 122,576
Casework aging but in good condition (\$5,000/yr)				\$ 5,886	\$ 12,488	\$ 20,668	\$ 40,340	\$ 49,080		\$ 122,576
Hole in door at classroom 8				\$ 589			\$ 871			\$ 871
Student toilets not ADA compliant				\$ 176,584		\$ 214,841				\$ 214,841
Staff toilets not ADA compliant				\$ 58,861		\$ 71,614				\$ 71,614
Sink casework not front approach ADA compliant (2)				\$ 4,944		\$ 6,016				\$ 6,016
Minor areas of VCT flooring replacement - \$7,500				\$ 8,829		\$ 10,742				\$ 10,742
2007 Addition Upper Level										
Crack in VCT on ramp - \$750				\$ 883	\$ 955					\$ 955
Cracked tile base at kitchen				\$ 1,766			\$ 2,614			\$ 2,614
Corridor ramp does not appear to be ADA compliant - Slope appears to be accessible - replace flooring with rubber tile				\$ 3,532	\$ 3,820					\$ 3,820
Tear in kitchen flooring				\$ 589	\$ 637					\$ 637
Staff requested same security access as other schools				Discuss with District						\$ -
TOTAL				\$ 1,406,960	\$ 147,755	\$ 879,881	\$ 956,326	\$ 98,159		\$ 2,082,122



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1617 IL-83, Round Lake Beach, IL 60073		73,320		1950, 1957, 1961, 1963, 2007				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
LIFE SAFETY										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -

MECHANICAL & PLUMBING										
1950 Original Building Lower Level										
Staff toilets need req'd flr drains (2)				\$ 7,652			\$ 11,327			\$ 11,327
Locker room toilets do not have floor drains (2 loc.)				\$ 7,652			\$ 11,327			\$ 11,327
1957 Addition Lower Level										
Waterproof old boiler room basement ara				\$ 58,861		\$ 71,614				\$ 71,614
1961 Addition Lower Level										
No Work This Area				\$ -						\$ -
1963 Addition Lower Level										
No Work This Area				\$ -						\$ -
1950 Original Building Upper Level										
Staff toilets need req'd flr drains (2)				\$ 4,591			\$ 6,796			\$ 6,796
Staff toilets do not have ADA trap wrap (2 loc.)				\$ 765			\$ 1,133			\$ 1,133
1957 Addition Upper Level										
No backflow preventer at Janitor's Room faucet				\$ 765	\$ 828					\$ 828
1961 Addition Upper Level										
No Work This Area				\$ -						\$ -
1963 Addition Upper Level										
Single-use toilets need req'd flr drains (2)				\$ 9,182			\$ 13,592			\$ 13,592
Group toilets need flr drains(2)				\$ 4,591			\$ 6,796			\$ 6,796
Individual toilets do not have exhaust fans (4 loc.)				\$ 9,182		\$ 11,172				\$ 11,172
No backflow preventer at Janitor's Room faucet				\$ 765	\$ 828					\$ 828
TOTAL				\$ 104,008	\$ 1,655	\$ 82,785	\$ 50,970	\$ -		\$ 135,411

ELECTRICAL										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -



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1617 IL-83, Round Lake Beach, IL 60073		73,320	1950, 1957, 1961, 1963, 2007				August 1, 2021			
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
COMMISSIONING										
Recommissioning Building				\$ 52,975			\$ 78,416			\$ 78,416
TOTAL				\$ 52,975	\$ -	\$ -	\$ 78,416	\$ -		\$ 78,416

AVON ANNUAL PLANNING TOTALS			\$ 2,698,671	\$ 965,587	\$ 1,425,148	\$ 1,085,713	\$ 98,159	\$ 3,574,607
Escalated Subtotal								
ANNUAL DISTRICT MAINTENANCE ITEMS								
Flooring Improvements		\$ 35,317	\$ 74,928	\$ 124,010	\$ 242,039			
Ceiling Upgrades		\$ 35,317	\$ 74,928	\$ 124,010	\$ 242,039			
Casework Replacement - Classrooms, Offices		\$ 23,545	\$ 49,952	\$ 82,674	\$ 161,359			
Subtotal - 10 years without escalation		\$ 941,780	\$ 199,808	\$ 330,694	\$ 645,437			\$ 1,175,940
Escalated Subtotal								

	Scope Estimate	1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending Only)	
AVON ANNUAL PLANNING TOTALS PLUS MAINTENANCE ITEMS	\$ 3,640,451	\$ 1,165,395	\$ 1,755,842	\$ 1,731,150	\$ 98,159	\$ 4,750,547

Escalated Total



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Meadowview School		AREA (SF)		YEAR BUILT				SURVEY DATE		
291 Lexington Ln, Grayslake, IL 60030		73,320		1995				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
SITework										
Front Parent Drop-Off: Class D Patches, 4"				\$ 51,798	\$ 56,025					\$ 56,025
Front Parent Drop-Off: Sidewalk Removal and Replacement				\$ 247,217	\$ 267,390					\$ 267,390
Paths: Class D Patches, 2"				\$ 21,190	\$ 22,919					\$ 22,919
Parking Lot: Class D Patches, 4"				\$ 254,281	\$ 275,030					\$ 275,030
Parking Lot: Paint Pavement Marking - Lump Sum				\$ 1,177	\$ 1,273					\$ 1,273
TOTAL				\$ 575,663	\$ 622,637	\$ -	\$ -	\$ -		\$ 622,637

BUILDING EXTERIOR ENVELOPE										
Replace expansion joint sealant to replace in Summer 2023 - better shape than windows but ideal to replace all at once				\$ 4,709	\$ 5,093					\$ 5,093
Fill in gaps between sidewalk and building				\$ 2,825	\$ 3,056					\$ 3,056
Northeast and East façades have masonry issue at base - precast and brick is deteriorating - investigate cause				\$ 19,777	\$ 21,391					\$ 21,391
Repair base of pilasters between panels - both at main entrance and courtyard entrance (5 @ \$2,000/pilaster)				\$ 11,772	\$ 12,733					\$ 12,733
Rusting lintel at Door 9 - repair				\$ 589		\$ 716				\$ 716
Rusty door and frame at Door 8 and sprinkler room door				\$ 5,886		\$ 7,161				\$ 7,161
Trash enclosure cap cracked at mortar joints				\$ 2,943	\$ 3,183					\$ 3,183
Threshold/sill rusty at Door 7- Hollow Metal				\$ 1,766	\$ 1,910					\$ 1,910
Gap in foundation south of Door 5				\$ 2,943		\$ 3,581				\$ 3,581
Gaps at corners of sill flashing and foundation - sealant				\$ 1,413		\$ 1,719				\$ 1,719
Rusting lintels at pilaster structure at courtyard entrance				\$ 2,943		\$ 3,581				\$ 3,581
Sill flashing covered by concrete near Door 3				\$ 11,772		\$ 14,323				\$ 14,323
Replace glazing throughout entire building (12080 sf)				\$ 1,066,566		\$ 1,578,778				\$ 1,578,778



Meadowview School		AREA (SF)		YEAR BUILT				SURVEY DATE		
291 Lexington Ln, Grayslake, IL 60030		73,320		1995				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
Repair foundation crack and uneven brick at door 3				\$ 5,886			\$ 8,713		\$ 8,713	
Tuckpointing Allowance (\$10,000/yr)				\$ 11,772	\$ 24,976	\$ 41,337	\$ 80,680	\$ 98,159	\$ 245,152	
TOTAL				\$ 1,153,563	\$ 72,342	\$ 72,417	\$ 1,668,171	\$ 98,159	\$ 1,911,089	

INTERIOR WORK & ADA										
Allowance to repair and paint cracks/gouges in gyp bd walls and soffits - mainly at entrances to classrooms				\$ 6,475		\$ 7,878				\$ 7,878
Replace worn carpet at office and stains at kindergarten project				\$ 37,671	\$ 40,745					\$ 40,745
Single room toilets not ADA compliant (7 locations)				\$ 247,217			\$ 365,942			\$ 365,942
Corner block crack at toilet (boys toilet north of room 218)				\$ 1,472		\$ 1,790				\$ 1,790
Tuckpoint interior block cracks at rooms 405 and 406A (settlement)				\$ 2,943		\$ 3,581				\$ 3,581
Tear in operable wall finish on multi-purpose room side - 3 Panels and bottom trim, and wall finish in poor condition on multiple panels				\$ 5,886		\$ 7,161				\$ 7,161
Replace threshold in corridor outside of gym				\$ 883		\$ 1,074				\$ 1,074
Crack in epoxy floor at south classroom gang toilets				\$ 7,063		\$ 8,594				\$ 8,594
Replace door to Multipurpose room				\$ 4,709		\$ 5,729				\$ 5,729
Replace worn carpet at Learning Resource Center (3050sf)				\$ 32,315		\$ 39,316				\$ 39,316
Replace sheet vinyl with tile in gang toilets 200 (370sf)				\$ 5,227		\$ 6,359				\$ 6,359
Repair/replace wall covering at operable wall in classroom 303				\$ 3,532		\$ 4,297				\$ 4,297
Replace ceiling tile at all toilet rooms (1700sf)				\$ 10,006		\$ 12,174				\$ 12,174
Replace art room casework				\$ 11,772		\$ 14,323				\$ 14,323
Replace art room plumbing				\$ 2,943		\$ 3,581				\$ 3,581
Replace worn/stained carpet in all classrooms (24540sf)				\$ 202,483	\$ 219,005					\$ 219,005
TOTAL				\$ 582,597	\$ 259,750	\$ 115,857	\$ 365,942	\$ -		\$ 741,549



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10 Year Facility Assessment Report

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291 Lexington Ln, Grayslake, IL 60030		73,320	1995				August 1, 2021			
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
LIFE SAFETY										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -

MECHANICAL & PLUMBING										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -

ELECTRICAL										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -

COMMISSIONING										
Recommissioning Building				\$ 52,975		\$ 64,452				\$ 64,452
TOTAL				\$ 52,975	\$ -	\$ 64,452	\$ -	\$ -		\$ 64,452

MEADOWVIEW PLANNING TOTALS				\$ 2,364,798	\$ 954,730	\$ 252,726	\$ 2,034,112	\$ 98,159		\$ 3,339,728
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Escalated Subtotal

ANNUAL DISTRICT MAINTENANCE ITEMS										
Flooring replacement -Annual allowance (VCT or shee				\$ 35,317	\$ 74,928	\$ 124,010	\$ 242,039			
Work Ceiling Tile (ACT) Replacement Annual Allowa				\$ 11,772	\$ 24,976	\$ 41,337	\$ 80,680			
Classroom Casework Replacement Annual Allowance				\$ 23,545	\$ 49,952	\$ 82,674	\$ 161,359			
Subtotal - 10 years without escalation				\$ 706,335	\$ 149,856	\$ 248,021	\$ 484,078	\$ -		\$ 881,955

Escalated Subtotal

	Scope Estimate	1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending Only)	
MEADOWVIEW ANNUAL PLANNING TOTALS PLUS MAINTENANCE ITEMS	\$ 3,071,133	\$ 1,104,586	\$ 500,747	\$ 2,518,190	\$ 98,159	\$ 4,221,682

Escalated Total



Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

10 Year Facility Assessment Report

Prairieview School		AREA (SF)		YEAR BUILT				SURVEY DATE		
103 E Belvidere Rd, Hainesville, IL 60030		106,529		2002				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
SITework										
Front Drop-Off: Class D Patches, 4"				\$ 84,760						\$ 103,124
Front Drop-Off: Sidewalk Removal and Replacement (\$5,000/yr)				\$ 5,886	\$ 12,488	\$ 20,668	\$ 40,340	\$ 49,080		\$ 122,576
Front Drop-Off: Paint Pavement Marking - Lump Sum				\$ 1,177	\$ 1,273					\$ 1,273
Rear Lot: Paint Pavement Marking - Lump Sum				\$ 1,177		\$ 1,432				\$ 1,432
Repaint Doors and lintels at kitchen - see also plans				\$ 1,177	\$ 1,273					\$ 1,273
TOTAL				\$ 94,178	\$ 15,035	\$ 125,224	\$ 40,340	\$ 49,080		\$ 229,678

BUILDING EXTERIOR ENVELOPE										
Minor areas of sealant replacement at windows - south and west facades at lower 1/3 due to sun exposure and some corner installations				\$ 9,418		\$ 11,458				\$ 11,458
Fill in gaps between sidewalk and building - mainly along west angled façade				\$ 4,120			\$ 6,099			\$ 6,099
Drip edge buried by concrete at west corner entrance and near Door 10				\$ 11,772						\$ -
Install sealant at double height storefronts - water sealant joint may be installed, secondary joint then unnecessary				\$ 3,767		\$ 4,583				\$ 4,583
Corner mullion cover pulling away from building 2 locations at west façade				\$ 1,472		\$ 1,790				\$ 1,790
Drop between stoop and sidewalk at Door 10 - replace stoop				\$ 11,772			\$ 17,426			\$ 17,426
Replace expansion joints and door sealants at gym, kitchen and other- see plan				\$ 1,884	\$ 2,037	\$ 2,292				\$ 4,329
Rust on soffit near Door XX (Vestibule 123)				\$ 1,766			\$ 2,614			\$ 2,614
Corner mullion near door 10 dented and corroded at corner stop				\$ 1,766		\$ 2,148				\$ 2,148
TOTAL				\$ 47,736	\$ 2,037	\$ 22,272	\$ 26,139	\$ -		\$ 50,448



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10 Year Facility Assessment Report

Prairieview School		AREA (SF)		YEAR BUILT				SURVEY DATE		
103 E Belvidere Rd, Hainesville, IL 60030		106,529		2002				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
ROOF										
Replace Roof				\$ 1,278,937	\$ 1,383,299					\$ 1,383,299
TOTAL				\$ 1,278,937	\$ 1,383,299	\$ -	\$ -	\$ -		\$ 1,383,299

INTERIOR WORK & ADA										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -

LIFE SAFETY										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -

MECHANICAL & PLUMBING										
IAQ Report Recommendations and Estimates by Trane Tech.*										
Upgrade obsolete BAS				\$ 470,890		\$ 572,910				\$ 572,910
Provide service repairs for identified damper & air valves				\$ 5,886	\$ 6,366					\$ 6,366
Repair identified exhaust fan issues				\$ 23,545	\$ 25,466					\$ 25,466
Coil cleaning & AHU Refresh				\$ 41,203	\$ 44,565					\$ 44,565
TOTAL				\$ 541,524	\$ 76,397	\$ 572,910	\$ -	\$ -		\$ 649,307

ELECTRICAL										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -

COMMISSIONING										
Recommissioning Building				\$ 52,975	\$ 57,298					\$ 57,298
TOTAL				\$ 52,975	\$ 57,298	\$ -	\$ -	\$ -		\$ 57,298

PRAIRIEVIEW ANNUAL PLANNING TOTALS	\$ 2,015,350	\$ 1,534,065	\$ 720,406	\$ 66,479	\$ 49,080					\$ 2,370,030
										Escalated Subtotal

ANNUAL DISTRICT MAINTENANCE ITEMS										
Flooring Improvements				\$ 58,861	\$ 124,880	\$ 206,684	\$ 403,398			
Ceiling Upgrades				\$ 47,089	\$ 99,904	\$ 165,347	\$ 322,719			
Casework Replacement - Classrooms, Offices				\$ 35,317	\$ 74,928	\$ 124,010	\$ 242,039			
Subtotal - 10 years without escalation				\$ 1,412,670	\$ 299,712	\$ 496,041	\$ 968,156	\$ -		\$ 1,763,909

Escalated Subtotal



Community Consolidated School District 46

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10 Year Facility Assessment Report

Prairieview School		AREA (SF)	YEAR BUILT				SURVEY DATE			
103 E Belvidere Rd, Hainesville, IL 60030		106,529	2002				August 1, 2021			
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
				Scope Estimate	1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending Only)		
PRAIRIEVIEW PLANNING TOTALS PLUS MAINTENANCE ITEMS				\$ 3,428,020	\$ 1,833,778	\$ 1,216,447	\$ 1,034,634	\$ 49,080		\$ 4,133,939

Escalated Total



Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

10 Year Facility Assessment Report

Woodview School		AREA (SF)		YEAR BUILT					SURVEY DATE	
340 N Alleghany Rd, Grayslake, IL 60030		56,861		1954, 1959, 1999, 2007					August 1, 2021	
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
SITWORK										
Front Sidewalk Repairs: Sidewalk Removal and Replacement				\$ 5,886	\$ 12,488	\$ 20,668	\$ 40,340	\$ 49,080		\$ 122,576
Front Parking Lot: Class D Patches, 2"				\$ 72,988		\$ 88,801				\$ 88,801
Front Parking Lot: Paint Pavement Marking - Lump Sum				\$ 1,177		\$ 1,432				\$ 1,432
North Parking Lot: Class D Patches, 4"				\$ 197,774		\$ 240,622				\$ 240,622
North Parking Lot: Paint Pavement Marking - Lump Sum				\$ 1,177	\$ 1,273					\$ 1,273
Fire Lane: Class D Patches, 4"				\$ 56,507		\$ 68,749				\$ 68,749
Rear Drive: Class D Patches, 6"				\$ 142,444		\$ 173,305				\$ 173,305
Rear Drive: Paint Pavement Marking - Lump Sum				\$ 1,177		\$ 1,432				\$ 1,432
TOTAL				\$ 479,131	\$ 13,761	\$ 595,010	\$ 40,340	\$ 49,080		\$ 698,191

BUILDING EXTERIOR ENVELOPE										
Replace window sealant in Summer 2024- most of building; confirm locations with District				\$ 28,253		\$ 34,375				\$ 34,375
Replace expansion joint sealant in Summer 2023				\$ 11,772		\$ 14,323				\$ 14,323
Fill in gaps between sidewalk and building				\$ 8,829			\$ 13,069			\$ 13,069
Replace Door 21 and sealant all around frame				\$ 3,532		\$ 4,297				\$ 4,297
Visible hole/gap into building at coping near Door 19				\$ 883	\$ 955					\$ 955
Monitor East façade of 1991 Addition; additional large cracks at corners and piers this façade				\$ 8,829	\$ 9,550					\$ 9,550
Original building - brick and foundation cracks at piers, and monitor west façade for tuckpointing				\$ 10,006	\$ 10,823					\$ 10,823
Small areas of glazed brick chipping at Original building				\$ 5,886	\$ 6,366					\$ 6,366
Door 18 rusting at not securely shut				\$ 1,766	\$ 1,910					\$ 1,910
Tuckpoint wall west of Door 18				\$ 25,310	\$ 27,376					\$ 27,376



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10 Year Facility Assessment Report

Woodview School		AREA (SF)		YEAR BUILT				SURVEY DATE		
340 N Alleghany Rd, Grayslake, IL 60030		56,861		1954, 1959, 1999, 2007				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
Soffit lintels rusting along east and west of "south" facades; paint peeling at soffit of original building				\$ 21,190			\$ 31,366		\$ 31,366	
Door 16 frame severely rusted and door rusted				\$ 7,063	\$ 7,640				\$ 7,640	
Corner masonry crack and foundation crack near Door 12				\$ 1,766	\$ 1,910				\$ 1,910	
Tuckpoint at corner of brick near wood shed - 2007 Addition				\$ 1,766	\$ 1,910				\$ 1,910	
Tuckpoint and waterproof north wall of gym				\$ 35,317	\$ 38,199				\$ 38,199	
Replace sealant/ mortar at precast sills of 2007 Addition				\$ 1,413		\$ 1,719			\$ 1,719	
Masonry drip edge buried in concrete at Door 9				\$ 589	\$ 637				\$ 637	
Peeling paint and rust at lintels/soffit of north and east façades of 1991 Addition				\$ 7,063			\$ 10,455		\$ 10,455	
Large gap between wall and stoop at Door 3				\$ 353	\$ 382				\$ 382	
Wall near Door 3 - monitor for tuckpointing				\$ 7,946	\$ 8,595				\$ 8,595	
Allowance for concrete pier patching				\$ 8,829	\$ 9,550				\$ 9,550	
Condensation visble in windows at Room 173				\$ 5,298			\$ 7,842		\$ 7,842	
TOTAL				\$ 203,660	\$ 125,801	\$ 54,713	\$ 62,733	\$ -	\$ 243,246	

ROOF									
Replace roof in Summer 2022 (Can remove 2007 shingle roof from work and replace in 2027)				\$ 1,683,432	\$ 1,820,800				\$ 1,820,800
TOTAL				\$ 1,683,432	\$ 1,820,800	\$ -	\$ -	\$ -	\$ 1,820,800



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10 Year Facility Assessment Report

Woodview School		AREA (SF)		YEAR BUILT				SURVEY DATE		
340 N Alleghany Rd, Grayslake, IL 60030		56,861		1954, 1959, 1999, 2007				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
INTERIOR WORK & ADA										
Tuckpoint corner cracks at gym in northeast and southeast corners				\$ 1,766			\$ 2,614			\$ 2,614
Push out of rooms do not have ADA clearances (8 locations plus 4 kindergarten classrooms) - needs further investigation to determine solution				\$ -						\$ -
Replace knob hardware with lever hardware at original building				\$ 19,130	\$ 20,691					\$ 20,691
Investigate cause of wet ACT locations throughout school - leaks noted in Lab 150 and classroom 157 per staff - TBD				\$ 9,418	\$ 10,186					\$ 10,186
Allowance to replace ACT at corridors of 1991 addition and locations of wet ACT - \$26,000				\$ 30,608		\$ 37,239				\$ 37,239
Repalce ACT and grid 1959 addition				\$ 32,962		\$ 40,104				\$ 40,104
Replace ACT in Origianl building				\$ 35,317		\$ 42,968				\$ 42,968
Allowance to patch/replace cracking VCT at corridors, door thresholds, and Cafeteria and Art areas - \$17,500				\$ 20,601		\$ 25,065				\$ 25,065
Replace sinks in casework to provide ADA compliance (14 locations)				\$ 34,610	\$ 37,435					\$ 37,435
Replace door/frame that is rusting - 3 interior locations				\$ 8,829	\$ 9,550					\$ 9,550
Allowance to replace aging carpet - \$135,000				\$ 158,925	\$ 171,894	\$ 193,357				\$ 365,251
Allowance to replace older classroom doors - original building and 1959 addition				\$ 88,292	\$ 95,496	\$ 107,421				\$ 202,917
Allowance to replace aging casework - kindergarten classrooms and older tall cabinets by classroom doors - \$85,000				\$ 100,064		\$ 121,743				\$ 121,743
Replace sealant at exterior doors at kindergarten classrooms				\$ 1,884		\$ 2,292				\$ 2,292
Single room toilets not ADA compliant - 5 locations				\$ 147,153		\$ 179,034				\$ 179,034



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10 Year Facility Assessment Report

Woodview School		AREA (SF)		YEAR BUILT				SURVEY DATE		
340 N Alleghany Rd, Grayslake, IL 60030		56,861		1954, 1959, 1999, 2007				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
Toilets 136 and 137 don't have ADA stall but there appears to be room to add to make ADA compliant				\$ 14,715	\$ 15,916					\$ 15,916
Gang toilet 133 and 134 not ADA compliant				\$ 176,584		\$ 214,841				\$ 214,841
Allowance for minor tile repair				\$ 4,120		\$ 5,013				\$ 5,013
TOTAL				\$ 884,979	\$ 361,168	\$ 969,077	\$ 2,614	\$ -		\$ 1,332,858

LIFE SAFETY										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

MECHANICAL & PLUMBING										
1954 Original Building Main Level										
Group toilets do not have floor drains (2 loc.)				\$ 3,532	\$ 3,820					\$ 3,820
Staff toilet does not have floor drain (1 loc.)				\$ 1,766	\$ 1,910					\$ 1,910
1959 Addition Main Level										
No plumbing issues this area				\$ -						\$ -
1991 Addition Main Level										
No backflow preventer at Janitor's Room faucet				\$ 589	\$ 637					\$ 637
IAQ Report Recommendations and Estimates by Trane Tech.*										
Upgrade Obsolete BAS				\$ 264,876	\$ 286,489					\$ 286,489
Replace Unit ventilators				\$ 500,321	\$ 541,147					\$ 541,147
Service repairs for dampers AHU-1				\$ 5,886	\$ 6,366					\$ 6,366
Repair damaged or missing unit screens				\$ 5,886	\$ 6,366					\$ 6,366
TOTAL				\$ 782,855	\$ 846,736	\$ -	\$ -	\$ -	\$ -	\$ 846,736

ELECTRICAL										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -



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10 Year Facility Assessment Report

Woodview School		AREA (SF)	YEAR BUILT		SURVEY DATE					
340 N Alleghany Rd, Grayslake, IL 60030		56,861	1954, 1959, 1999, 2007		August 1, 2021					
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
COMMISSIONING										
Recommissioning Building				\$ 52,975		\$ 64,452				\$ 64,452
TOTAL				\$ 52,975	\$ -	\$ 64,452	\$ -	\$ -		\$ 64,452
WOODVIEW PLANNING TOTALS				\$ 4,087,031	\$ 3,168,265	\$ 1,683,252	\$ 105,687	\$ 49,080		\$ 5,006,284
Escalated Subtotal										
ANNUAL DISTRICT MAINTENANCE ITEMS										
Flooring Improvements				\$ 11,772	\$ 24,976	\$ 41,337	\$ 80,680			
Ceiling Upgrades				\$ 23,545	\$ 49,952	\$ 82,674	\$ 161,359			
Casework Replacement - Classrooms, Offices				\$ 23,545	\$ 49,952	\$ 82,674	\$ 161,359			
Subtotal - 10 years without escalation				\$ 588,613	\$ 124,880	\$ 206,684	\$ 403,398	\$ -		\$ 734,962
Escalated Subtotal										
				Scope Estimate	1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending Only)		
WOODVIEW ANNUAL PLANNING TOTALS PLUS MAINTENANCE ITEMS				\$ 4,675,643	\$ 3,293,145	\$ 1,889,936	\$ 509,085	\$ 49,080		\$ 5,741,246
Escalated Total										



Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

10 Year Facility Assessment Report

Frederick School		AREA (SF)		YEAR BUILT				SURVEY DATE		
595 Frederick Rd, Grayslake, IL 60030		108,000		1999				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
SITework										
Main Drive and Front Lot: Class D Patches, 2"				\$ 211,901		\$ 257,809				\$ 257,809
Main Drive and Front Lot: Sidewalk Removal and Replacement				\$ 167,755	\$ 181,443					\$ 181,443
Main Drive and Front Lot: Paint Pavement Marking - Lump Sum				\$ 1,177	\$ 1,273					\$ 1,273
School Parent Front Lot: Class D Patches, 4"				\$ 70,634		\$ 85,936				\$ 85,936
School Parent Front Lot: Paint Pavement Marking - Lump Sum				\$ 1,177		\$ 1,432				\$ 1,432
Loading Dock: Class D Patches, 6"				\$ 58,273		\$ 70,898				\$ 70,898
Rear Path Lot: Class D Patches, 4"				\$ 75,342		\$ 91,666				\$ 91,666
Bus Drop Off Lot: Paint Pavement Marking - Lump Sum				\$ 1,177	\$ 1,273					\$ 1,273
TOTAL				\$ 587,435	\$ 183,990	\$ 507,741	\$ -	\$ -		\$ 691,731

BUILDING EXTERIOR ENVELOPE										
Monitor window sealant to replace in next 2-5 years - east and west sides in worse condition than other locations				\$ 41,438		\$ 50,416				\$ 50,416
Monitor expansion joint sealant to replace in next 2-5 years				\$ 9,182		\$ 11,172				\$ 11,172
Replace rusting threshold/ repair base of hollow metal frame at Door 6 and Door 9				\$ 5,886		\$ 7,161				\$ 7,161
Replace sealant at Door 3 and Door 4 and paint doors				\$ 2,119		\$ 2,578				\$ 2,578
Clean efflorescence from brick at trash enclosure				\$ 1,766			\$ 2,614			\$ 2,614
Tuckpoint hairline cracks/ mortar spalls at precast sills				\$ 2,943	\$ 3,183					\$ 3,183
Broken splash block and soil wahed out				\$ 294		\$ 358				\$ 358
Replace sealant at EIFS				\$ 942		\$ 1,146				\$ 1,146
TOTAL				\$ 64,571	\$ 3,183	\$ 72,831	\$ 2,614	\$ -		\$ 78,628

ROOF										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -



Community Consolidated School District 46

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Educational Adequacy Study

10 Year Facility Assessment Report

Frederick School		AREA (SF)		YEAR BUILT				SURVEY DATE		
595 Frederick Rd, Grayslake, IL 60030		108,000		1999				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
INTERIOR WORK & ADA										
1999 Original Building First Floor										
										\$ -
Replace VCT at areas of cracked tiles in corridors, open areas, and art rooms -repair cracked concrete slab				\$ 23,545		\$ 28,645				\$ 28,645
Sink casework not front approach ADA compliant (5)				\$ 12,361	\$ 13,370					\$ 13,370
Investigate cause of wet ACT near high windows at open areas - TBD				\$ 1,766	\$ 1,910					\$ 1,910
Carpet in classrooms in fair condition; large gap in border at LRC carpet - allowance for ongoing replacement per classroom pod - \$64,000				\$ 75,342	\$ 81,490					\$ 81,490
Investigate cleaning ductwork - moderate amount of ACT in classrooms had "black dust" covering areas around diffusers - TBD				TBD						\$ -
Investigate cause of wet ACT at Toilet 113 - TBD				\$ 1,177	\$ 1,273					\$ 1,273
Allowance to replace wet ACT - \$7,500				\$ 8,829	\$ 9,550					\$ 9,550
Stair railings are missing guards				\$ 29,431	\$ 31,832					\$ 31,832
Repair base of rusting HM frames at 549, 553, 555, and 556				\$ 7,652	\$ 8,276					\$ 8,276
Doors, frames and walls at vestibule into music suite are all very worn				\$ 5,298		\$ 7,842				\$ 7,842
Replace expansion joint sealant at gym				\$ 3,767		\$ 5,576				\$ 5,576
Patch gyp bd wing walls at operable wall locations				\$ 8,829	\$ 9,550					\$ 9,550
Chipped floor tiles at toilet partition attachments				\$ 1,766		\$ 2,614				\$ 2,614
Tuckpoint block crack at classroom 209				\$ 1,766		\$ 2,614				\$ 2,614



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10 Year Facility Assessment Report

Frederick School		AREA (SF)		YEAR BUILT				SURVEY DATE		
595 Frederick Rd, Grayslake, IL 60030		108,000		1999				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
1999 Original Building Second Floor										
Replace VCT at areas of cracked tiles in corridors, open areas, and Room 410 - cost above Repair concrete slab at expansion joints				\$ 23,545		\$ 28,645				\$ 28,645
Sink casework not front approach ADA compliant (2)				\$ 4,944	\$ 5,348					\$ 5,348
Investigate cause of wet ACT near high windows at Corridors and in Room 301, and Room 312 - TBD				\$ 11,772	\$ 12,733					\$ 12,733
Carpet in classrooms in fair condition - 4 rooms				\$ 30,608	\$ 33,105					\$ 33,105
Investigate cleaning ductwork - moderate amount of ACT in classrooms had "black dust" covering areas around diffusers				TBD						\$ -
Fix cracked tiles at toilet rooms 314 and 315				\$ 1,766			\$ 2,614			\$ 2,614
Operable wall finish is peeling between rooms 405 and 406				\$ 2,943	\$ 3,183		\$ 4,356			\$ 7,540
Tuckpoint at cracked block at Room 408, Room 409, Room 601 and Room 606				\$ 5,886			\$ 8,713			\$ 8,713
TOTAL				\$ 262,992	\$ 211,620	\$ 57,291	\$ 34,329	\$ -		\$ 303,240

LIFE SAFETY										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -

MECHANICAL & PLUMBING										
1999 Original Building First Floor										
Staff toilet does not have ADA trap wrap (1 loc.)				\$ 383	\$ 414					\$ 414
TOTAL				\$ 383	\$ 414	\$ -	\$ -	\$ -		\$ 414

ELECTRICAL										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -



Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

10 Year Facility Assessment Report

Frederick School		AREA (SF)	YEAR BUILT				SURVEY DATE			
595 Frederick Rd, Grayslake, IL 60030		108,000	1999				August 1, 2021			
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
COMMISSIONING										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -

FREDERICK ANNUAL PLANNING TOTALS	\$ 915,381	\$ 399,207	\$ 637,863	\$ 36,943	\$ -	\$ 1,074,013
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Escalated Subtotal

ANNUAL DISTRICT MAINTENANCE ITEMS						
Flooring Improvements	\$ 47,089	\$ 99,904	\$ 165,347	\$ 322,719		
Ceiling Upgrades	\$ 35,317	\$ 74,928	\$ 124,010	\$ 242,039		
Casework Replacement - Classrooms, Offices	\$ 23,545	\$ 49,952	\$ 82,674	\$ 161,359		
Subtotal - 10 years without escalation	\$ 1,059,503	\$ 224,784	\$ 372,031	\$ 726,117		\$ 1,322,932

Escalated Subtotal

	Scope Estimate	1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending Only)	
FREDERICK ANNUAL PLANNING TOTALS PLUS MAINTENANCE ITEMS	\$ 1,974,883	\$ 623,991	\$ 1,009,894	\$ 763,060	\$ -	\$ 2,396,945

Escalated Total



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Grayslake Middle School		AREA (SF)		YEAR BUILT				SURVEY DATE		
440 Barron Blvd, Grayslake, IL 60030		121,494		1956, 1969, 1991, 1995, 1996				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
SITework										
Front Lot: Class D Patches, 2"				\$ 200,128		\$ 243,487				\$ 243,487
Front Lot: Paint Pavement Marking - Lump Sum				\$ 1,177	\$ 1,273					\$ 1,273
Rear Lot: Class D Patches, 6"				\$ 233,091		\$ 283,590				\$ 283,590
Rear Lot: Paint Pavement Marking - Lump Sum				\$ 1,177		\$ 1,432				\$ 1,432
Severe washout at 4 locations at embankment adjacent to 1996 addition				\$ 23,545	\$ 25,466					\$ 25,466
TOTAL				\$ 459,118	\$ 26,739	\$ 528,509	\$ -	\$ -		\$ 555,248

BUILDING EXTERIOR ENVELOPE										
Replace window sealant				\$ 61,216		\$ 74,478				\$ 74,478
Replace expansion joint sealant				\$ 9,418		\$ 11,458				\$ 11,458
Front entrance pulls are oxidizing				\$ 1,177			\$ 1,743			\$ 1,743
Mortar spalling from bottom 4 courses along west side of 1969 Addition - investigate cause				\$ 7,652	\$ 8,276					\$ 8,276
Rusting lintels above window on south of 1956 Original Building				\$ 1,413	\$ 1,528					\$ 1,528
Chip in brick pier at Door 1				\$ 1,472	\$ 1,592					\$ 1,592
Spalling mortar at pier between windows on south of 1991 Addition				\$ 1,472	\$ 1,592					\$ 1,592
Asphalt staining (?) on lower brick 1995 Addition				\$ 3,532	\$ 3,820					\$ 3,820
Rust on sweep/sill at Door Door 12				\$ 589	\$ 637					\$ 637
Tuckpoint around window near Door 9				\$ 1,472	\$ 1,592					\$ 1,592
Mortar cracks at pillasters along north of 1996 North Addition - monitor entire façade for tuckpointing				\$ 12,008	\$ 12,988					\$ 12,988
Remove mulch from covering drip edge/ flashing				\$ 589		\$ 716				\$ 716
Crack at head of frame at Door 7				\$ 1,472	\$ 1,592					\$ 1,592
Foundation spall at north east corner of 1996 North Addition				\$ 883	\$ 955					\$ 955



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Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
Rusty lintel at (1) louver along north wall of 1969 Addition				\$ 589		\$ 716				\$ 716
Tuckpoint around louver near Door 4				\$ 1,472	\$ 1,592					\$ 1,592
Crack at head of window at southeast corner of 1996 East Addition				\$ 1,472	\$ 1,592					\$ 1,592
Missing trim on Art room window				\$ 589	\$ 637					\$ 637
Translucent window system delaminating at Door 15 and 16				\$ 17,658	\$ 19,099					\$ 19,099
TOTAL				\$ 126,140	\$ 57,489	\$ 87,369	\$ 1,743	\$ -		\$ 146,600

ROOF										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

INTERIOR WORK & ADA										
1991 Addition - Gym and toilets										
Gym 110-2 pair damaged doors, hinges and threshold - replace				\$ 23,545			\$ 34,852			\$ 34,852
Gym 110 - Bleacher showing wear. Missing seat numbers - add number plates. Long term repairs of bleachers				\$ 2,354	\$ 2,547					\$ 2,547
Gym 110 - Under-stage doors locks damaged - replace				\$ 8,829			\$ 13,069			\$ 13,069
Gym 110 - Emerg Exit door - damaged closers and mullion - replace				\$ 2,354	\$ 2,547					\$ 2,547
Gym 110 - Acoustic ceiling panels need extensive cleaning				\$ 5,886	\$ 6,366					\$ 6,366
Boys Toilet 115 - rusted ceiling grid and damaged heater panel				\$ 4,709			\$ 6,970			\$ 6,970
Water damaged soffit in Commons 104				\$ 5,886	\$ 6,366					\$ 6,366
Water damaged ceiling at main entrance vestibule				\$ 11,772	\$ 12,733					\$ 12,733



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Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
1995 Addition - MPR and Kitchen										
Kitchen - heavily damaged corners. Repair and install new corner guards				\$ -	\$ -					\$ -
Kitchen - Tile damage and concrete spalling at threshold between kitchen and receiving				\$ -						\$ -
MPR - chipped and severely discolored flooring				\$ -						\$ -
Replace ACT ceiling of MPR				\$ 11,772	\$ 12,733					\$ 12,733
1996 Addition - Art & Music rooms										
Band 309 - at corridor- VCT cracked and needs control joint				\$ 2,354						\$ -
Band 309 - entry door does not close properly - replace hardware				\$ 2,354		\$ 3,485				\$ 3,485
Art Room 302 - corridor- VCT cracked / needs control joint				\$ 2,354	\$ 2,547					\$ 2,547
Art Room 302 - water damaged ACT - investigate leak - repair area				\$ 2,354	\$ 2,547					\$ 2,547
Sink base cabinets worn and delaminating				\$ 9,418		\$ 11,458				\$ 11,458
Art Room 302 - VCT flooring joints seperatng - replace floor				\$ 23,545		\$ 28,645				\$ 28,645
1969 Addition - West - Classrooms double loaded corridor										
Boys Toilet 177 - radiator cover damaged and needs replacement				\$ 1,413		\$ 2,091				\$ 2,091
Science Lab 222 - VCT floor has large gaps - replace				\$ 9,418		\$ 11,458				\$ 11,458
Science Lab 222 - Wood casework chipped and damaged				\$ 47,089		\$ 57,291				\$ 57,291
Corridor - flooring cracked and gaps between tile - replace VCT floor				\$ 17,658		\$ 21,484				\$ 21,484
Carpeting through-out wing - needs replacement - (10) Classrooms -165 thru 174				\$ 70,634	\$ 76,397					\$ 76,397
Classroom 172 - casework de-laminating - replace				\$ 7,063		\$ 8,594				\$ 8,594
Classroom 171 - damged mobile folding divider wall - repair covering				\$ 1,766		\$ 2,148				\$ 2,148



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Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
Corridor - Control joint needs replacement				\$ 3,532		\$ 4,297				\$ 4,297



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Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
1996 Addition - North - Classrooms double loaded corridor										
Classroom 203 -base storage cabinets - doors and hardware damaged. - Repair or replace				\$ 11,772		\$ 14,323				\$ 14,323
Corridor - flooring cracked and gaps between tile - replace VCT floor at heavy areas				\$ 17,658		\$ 21,484				\$ 21,484
Corridor - replace lockers - rusted				\$ 141,267		\$ 171,873				\$ 171,873
Corridor to Courtyard - peeling marker board - remove or replace, Replace ACT ceiling where damaged				\$ 7,063	\$ 7,640					\$ 7,640
Carpeting through-out wing - needs deep cleaning or replacement - odors - (16) Classrooms -202 thru 214				\$ 113,014	\$ 122,236					\$ 122,236
Throughout most classrooms - Base storage cabinets doors and hardware are damaged.				\$ 141,267	\$ 152,794					\$ 152,794
Classroom 222 - replace VCT flooring - add moisture mitigation				\$ 5,886		\$ 7,161				\$ 7,161
Toilet 217, 216 - refinish or replace epoxy floor, repair ceramic wall tile gaps				\$ 7,063		\$ 10,455				\$ 10,455
Lounge 215 - replace or repair plastic laminate cabinets				\$ 11,772		\$ 14,323				\$ 14,323



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Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
1969 Addition - East - Classrooms with double loaded corridor										
Corridor - flooring cracked and gaps between tile - repair VCT floor				\$ 11,772		\$ 14,323				\$ 14,323
Carpeting through-out wing - needs deep cleaning - odors - \$10,000				\$ 11,772	\$ 12,733					\$ 12,733
Classroom 154 - replace lab tables				\$ 21,190			\$ 31,366			\$ 31,366
Classroom 155 - replace base cabinets doors damaged or falling off				\$ 11,772	\$ 12,733					\$ 12,733
Toilets 161, 159 - refinish/replace epoxy floor, repair ceramic wall tile				\$ 29,431			\$ 43,565			\$ 43,565
Carpeting through-out wing - needs deep cleaning or replacement - odors - (10) Classrooms -149 thru 158				\$ 52,975	\$ 57,298	\$ 64,452				\$ 121,750
Throughout most classrooms - Base storage cabinets doors and hardware are damaged. Sagging Ceiling Tiles . Repair or replace - (10) Classrooms - 149 thru 158- See annual list below				\$ 117,723	\$ 127,329	\$ 143,227				\$ 270,556
Exit door storefront system - replace 1" insulating glass where seals are broken. Repair closers				\$ 9,418			\$ 13,941			\$ 13,941



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Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
1956 Original Building - Sm Gym, Lockers, Library, Science, Admin Office										
Water damaged ceiling/soffit at main office (further investigation required)				\$ 5,886	\$ 6,366					\$ 6,366
Small gym 120 entrance/exit doors worn and damaged				\$ 29,431		\$ 35,807				\$ 35,807
Severe cracks and holes in VCT at thresholds of classrooms 142 and 143				\$ -						\$ -
Science 141, 143 - lab tabletops damaged or severely tarnished, oak base cabinets damage. Replace in-kind or with mobile tables				\$ 94,178		\$ 114,582				\$ 114,582
Concrete slab moisture issues at threshold of classroom 146 and nearby corridor- requires further investigation				\$ -						\$ -
Replace all interior classroom doors & 10% of others				\$ 258,990			\$ 383,368			\$ 383,368
Carpeting stained - replace in-kind. Provide moisture barrier as needed				\$ 70,634		\$ 85,936				\$ 85,936
Room 181 - replace radiator cover				\$ 2,354						\$ -
Teachers Lounge 7 - replace the severely cracking VCT flooring				\$ 11,772		\$ 14,323				\$ 14,323
Fire doors in corridor near lobby - closers not functioning properly - need replacement. Remove roll-out carpet to prevent snagging and replace with walk-off carpeting. Repair cracked floor tiles				\$ 17,658	\$ 19,099					\$ 19,099
Boys Locker Rooms 20 - damaged ceiling tiles, floor,, wall plumbing, door hardware, door finishes. Locker need replacement. Provide benches				\$ 94,178			\$ 139,406			\$ 139,406
Girls Locker Room 118 - damaged floor areas need repair , lockers need replacement. Provide benches				\$ 58,861			\$ 87,129			\$ 87,129
TOTAL				\$ 1,644,819	\$ 643,010	\$ 847,190	\$ 769,698	\$ -		\$ 2,259,898



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Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
MECHANICAL & PLUMBING										
1956 Original Building Main Level										
Staff toilets do not have ADA trap wrap (2 loc.)				\$ 589	\$ 637					\$ 637
Exposed plumbing rough-in at removed fixture				\$ 1,766	\$ 1,910					\$ 1,910
No backflow preventer at laundry				\$ 589	\$ 637					\$ 637
1969 Addition Main Level										
Group toilets do not have ADA trap wrap (4 loc.)				\$ 1,177	\$ 1,273					\$ 1,273
TOTAL				\$ 4,120	\$ 4,457	\$ -	\$ -	\$ -		\$ 4,457
ELECTRICAL										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
COMMISSIONING										
Recommissioning Building				\$ 52,975		\$ 64,452				\$ 64,452
TOTAL				\$ 52,975	\$ -	\$ 64,452	\$ -	\$ -		\$ 64,452
GRAYSLAKE MS ANNUAL PLANNING TOTALS				\$ 2,287,172	\$ 731,694	\$ 1,527,520	\$ 771,440	\$ -		\$ 3,030,655
										Escalated Subtotal
ANNUAL DISTRICT MAINTENANCE ITEMS										
Flooring Improvements				\$ 58,861	\$ 124,880	\$ 206,684	\$ 403,398			
Ceiling Upgrades				\$ 23,545	\$ 49,952	\$ 82,674	\$ 161,359			
Casework Replacement - Classrooms, Offices				\$ 23,545	\$ 49,952	\$ 82,674	\$ 161,359			
Subtotal - All years without escalation				\$ 1,059,503	\$ 224,784	\$ 372,031	\$ 726,117	\$ -		\$ 1,322,932
										Escalated Subtotal
GMS PLANNING TOTALS PLUS MAINTENANCE				\$ 3,346,674	\$ 956,478	\$ 1,899,552	\$ 1,497,557	\$ -		\$ 4,353,587
										Escalated Total



Community Consolidated School District 46

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Educational Adequacy Study

10 Year Facility Assessment Report

Park Campus School		AREA (SF)		YEAR BUILT				SURVEY DATE		
400 W Townline Rd, Round Lake, IL 60073		184,000		2007				August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
SITWORK										
Front Parent Drop-Off: Class D Patches, 2"				\$ 16,481		\$ 20,052				\$ 20,052
Center Bus parking: Class D Patches, 6"				\$ 330,212		\$ 401,753				\$ 401,753
Center Bus parking: Curb removal and replacement				\$ 11,772	\$ 12,733					\$ 12,733
Center Bus Parking: Paint Pavement Marking - Lump Sum				\$ 1,177	\$ 1,273					\$ 1,273
East Parking: Class D Patches, 4"				\$ 254,281		\$ 309,371				\$ 309,371
East Parking: Paint Pavement Marking - Lump Sum				\$ 1,177		\$ 1,432				\$ 1,432
West Parking: Class D Patches, 4"				\$ 221,318		\$ 269,268				\$ 269,268
West Parking: Paint Pavement Marking - Lump Sum				\$ 1,177		\$ 1,432				\$ 1,432
Rear Fire Lane: Class D Patches, 6"				\$ 252,515		\$ 307,223				\$ 307,223
TOTAL				\$ 1,090,110	\$ 14,006	\$ 1,310,531	\$ -	\$ -		\$ 1,324,537

BUILDING EXTERIOR ENVELOPE										
Stoops and walks not level at north façade (2) - feather asphalt up to concrete stoop				\$ 2,060		\$ 3,050				\$ 3,050
Stoops and walks not level at east façade (2) northeast doors				\$ 2,060		\$ 3,050				\$ 3,050
Fill in gaps between sidewalk and building - mainly along south portion of east façade				\$ 883		\$ 1,307				\$ 1,307
Replace sealant at masonry control joints of trash enclosure				\$ 1,766		\$ 2,148				\$ 2,148
Astragal rusting and door propped open at receiving area				\$ 1,177		\$ 1,432				\$ 1,432
Replace sealant at louver south of gym				\$ 1,766		\$ 2,148				\$ 2,148
Tuckpoint at minor corner masonry cracks at north and south walls of classroom wings				\$ 1,766	\$ 1,910					\$ 1,910
Spalling brick at west wall of west gym entrance				\$ 1,766	\$ 1,910					\$ 1,910
Closure plates of windows/SF exposed, typ. - Allowance				\$ 14,715		\$ 21,782				\$ 21,782



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400 W Townline Rd, Round Lake, IL 60073		184,000	2007					August 1, 2021		
Description	Approx. Quantity	Units	Unit Cost	Scope Estimate	TIMELINE AND REPLACEMENT BUDGET Escalated				Photo #	TOTAL
					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
Sealant in good condition - carry allowance to reseal at isolated locations				\$ 2,354		\$ 2,865				\$ 2,865
Stoops and walks not level at west façade				\$ 2,060	\$ 2,228					\$ 2,228
Expansion joint filler failing in sidewalk throughout				\$ 1,766	\$ 1,910					\$ 1,910
Spalling concrete at base of columns at the main entrance and bus loading area				\$ 5,298	\$ 5,730					\$ 5,730
Gaskets shrinking in windows of main office				\$ 1,766	\$ 1,910					\$ 1,910
Cracked concrete sidewalk at bus loading area				\$ 11,772	\$ 12,733					\$ 12,733
Efflorescence on receiving area wall				\$ 1,766	\$ 1,910					\$ 1,910
Level change between curb ramp and sidewalk at southeast corner				\$ 2,354	\$ 2,547					\$ 2,547
Cracked concrete sidewalk at west entrance				\$ 11,772	\$ 12,733					\$ 12,733
TOTAL				\$ 68,868	\$ 45,520	\$ 8,594	\$ 29,188	\$ -		\$ 83,302

ROOF										
Replace roof in 10-15 years				\$ 4,010,217			\$ 5,936,101			\$ 5,936,101
Replace area of delamination in Spring 2021				\$ 88,292			\$ 130,694			\$ 130,694
TOTAL				\$ 4,098,509	\$ -	\$ -	\$ 6,066,794	\$ -		\$ 6,066,794

INTERIOR WORK & ADA										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -

LIFE SAFETY										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -



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					1-2 Years	3-5 Years	6-10 Years	11+ Years (Pending List - Not Complete Analysis)		
MECHANICAL & PLUMBING										
Water heater and pump control problems				\$ 35,317		\$ 42,968				\$ 42,968
IAQ Report Recommendations and Estimates by Trane Tech.*										\$ -
Upgrade Obsolete BAS				\$ 706,335		\$ 859,365				\$ 859,365
Add controls to exhaust system				\$ 147,153		\$ 179,034				\$ 179,034
Perform repairs & maintenance for identified exhaust fan issues				\$ 35,317	\$ 38,199					\$ 38,199
Install building static exhaust fans				\$ 105,950		\$ 128,905				\$ 128,905
Synexis DHP Technology				\$ 167,755		\$ 204,099				\$ 204,099
TOTAL				\$ 1,197,826	\$ 38,199	\$ 1,414,371	\$ -	\$ -		\$ 1,452,569
ELECTRICAL										
No Work - Previously Completed by District				\$ -						\$ -
TOTAL				\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
COMMISSIONING										
Recommissioning Building				\$ 52,975		\$ 64,452				\$ 64,452
TOTAL				\$ 52,975	\$ -	\$ 64,452	\$ -	\$ -		\$ 64,452
PARK CAMPUS PLANNING TOTALS				\$ 6,508,288	\$ 97,725	\$ 2,797,948	\$ 6,095,983	\$ -		\$ 8,991,655
										Escalated Subtotal
DISTRICT MAINTENANCE ITEMS										
Flooring Improvements				\$ 58,861	\$ 124,880	\$ 206,684	\$ 403,398			
Ceiling Upgrades				\$ 47,089	\$ 99,904	\$ 165,347	\$ 322,719			
Casework Replacement - Classrooms, Offices				\$ 35,317	\$ 74,928	\$ 124,010	\$ 242,039			
				\$ 1,412,670	\$ 299,712	\$ 496,041	\$ 968,156	\$ -		\$ 1,763,909
										Escalated Subtotal
PARK CAMPUS PLANNING TOTALS PLUS MAINTENANCE ITEMS				\$ 7,920,958	\$ 397,437	\$ 3,293,989	\$ 7,064,138	\$ -		\$ 10,755,564
										Escalated Total

CAPACITY VS. ENROLLMENT



OVERVIEW

Contrary to popular opinion, school buildings do not have a fixed capacity. In fact, they have a capacity based upon how an organization chooses to allocate use of space. As you allocate space for computer labs, special education or other support functions, this technically reduces the number of spaces (classrooms) available for capacity.

Typical practice for School Districts is to assign use of space in preparation for each upcoming school year. Therefore each year we can calculate capacity, and each year the capacity may change. This allocation of space dictates what spaces are available to provide capacity.

When a District studies capacity, it blends both the “design capacity” (what a building is theoretically designed to accommodate) as well as the current functional utilization (the factors that influence how a building is being utilized in any given year). It is an adaptable number that may change from year to year but will be able to demonstrate consistency as a District evaluates how to accommodate current and pending enrollments within the District facilities. Common subjective items considered include:

- District target class sizes by grade level
- Scheduling during the day (# of periods)
- Spaces currently utilized to accommodate Special Education or other dedicated programming
- # of instructors by department (limits the amount of spaces that need to be used)

Methodology

Facility Utilization and Capacity Assessment

Principal interviews were conducted at each building to review the existing utilization of the building and identify inadequacies and missing components needed to support educational and instructional goals. All rooms were identified based on function and building schedules were provided to understand utilization throughout the day. Facility diagrams were created in alignment with the Curriculum Initiatives and Delivery discussions to indicate the current utilization for the 2022-23 school year. From the Principal interviews, Wold was able to identify existing teaching stations, special education spaces, exploratory classrooms, administration, and building support spaces. The existing building capacity was calculated based on the facilities utilization and maximum students per teaching station. For grades 5-8, a utilization rate was applied to account for building scheduling.



Elementary Schools

Elementary Schools are relatively straightforward to determine capacity as students are assigned to a “homeroom” in most cases. If they are not within their homeroom, they are traveling as a class to a specialist area, so they can only be in one space at a time. This allows you to count the number of classrooms and multiply them by the appropriate classroom target size based on District criteria. For example:

- If a District target size for 3rd grade classroom is 25, **and**
- there are (10) 3rd grade classrooms, **then**
- $10 \times 25 = 250$ capacity for 3rd grade

This needs to be done for each grade level to find the total capacity. If the District class size is a range (for example, 23-25 at a grade) it may be represented as a range in the total, although the more common practice is to show it at the max target size for capacity. If a District has a hard cap on classroom size based on Teacher Contracts, this number strongly dictates how many sections of a grade will be needed. Another variable may be to look at how a District is being utilized that year vs. how it is designed. If an elementary is designed as a (5) section building (5 classrooms per grade) it would be more consistent to show it as 5 per grade than to reflect a ‘bubble’ or irregularity from year to year.

Secondary Schools

Secondary Schools need to accommodate for the fact that students are moving throughout the school day based on academic choice and need vs. grouped together by age. In these schools, the total number of teaching stations is determined and multiplied by the class target size as well as the number of periods per day the rooms are scheduled (the *Utilization Factor*). While this can be studied on a room-by-room basis, it is more common to use the average or specified periods during the day (typically 5 out of 6, or 6 out of 7). This allows for prep time to be considered in the totals. For example:

- If there are 45 Teaching Stations in the High School, **and**
- the District target size for 9th-12th Grade is 30 students, **and**
- If they schedule the High School at 5 out of 6 periods (83%), **then:**
- $45 \times 30 \times 85\% = 1,145$ Student Capacity

It is not uncommon to vary the Utilization Factor slightly to accommodate either more spaces being utilized full time (or less). However, after studying the conditions both room-by-room, and hour-by-hour for many schools, we have been able to determine that 85% is a fairly common utilization point when a building appears “full” to administrators, and 90% is when it feels overcrowded. This is largely due to the fact that some spaces are not as easily as accommodating as others. For example, a classroom space could be used for a wide number of subjects, but a gym or specialized lab is specifically designed for those functions and would not be an appropriate environment for other coursework.

Special Education Spaces

Typically, Special Education capacity totals are already accommodated within the methodology utilized for studying an entire building. If students spend 100% of their day within these rooms as opposed to utilizing them as a resource or supplementary space, additional considerations are given for how to account for that capacity.



Specific Impacts for CCSD46

Like all Districts, the Student Services department supports a wide variety of students with specialized needs. While many of these are able to use resource spaces where they receive assistance as needed, others with more specific needs may spend the duration of their day in one or more specialized areas. These are not unlike the “homeroom” concept for Elementary Capacity considerations. Where these occur, they have required limits as to how many students may be served given the space and instructors. These rooms are accounted for in the overall capacity, but at a number lower than a typical classroom.

- MILE Classrooms are limited to (10) students
- SEDOL spaces are limited to (10) students

At Early Childhood Special Education (ECSE) the District has a similar approach. For some rooms, the ECSE student capacity is limited to (10) per room based on Instructors and Funding. A larger goal for the District is to provide a Blended Classroom that is comprised of both ECSE and non ECSE students. These are counted as a capacity of (20) where they occur.

Another factor for CCSD is the Multilingual Program. The District is fortunate to serve a wide variety of learners including many English Language Learner (ELL) Students. An ELL student is one who primarily uses another language in addition to or other than English. As part of their curriculum, they are learning English alongside the core subjects similar to the rest of the students, but with instructors who can use that language. There are (2) types of spaces utilized for this.

- Bilingual Classrooms are counted the same capacity as other classrooms as this is where the primary instruction is occurring for the student.
 - In theory, these rooms could have the same number of students
 - However, if the enrollment of bilingual students at that school is lower than the rooms capacity, that rooms will have fewer students than the average classroom
 - For example, if there are only (12) ELL students enrolled at a K-4 School in 3rd grade, that classroom will only have 12 students as opposed to 20-25 in other 3rd grade classrooms
- Teacher Of Record (TOR) rooms are similar to Special Education resource rooms. A student receives additional support in these areas, but does not spend their primary instructional time there, so they are not included in the capacity of the school.

It should be noted that if the District moves towards a 2-Way multilingual approach (a blended room of both ELL and non-ELL students, the rooms will be far more likely to be utilized at the average capacity as it would not be limited use based on current enrollment.

EXAMPLE:

- At Meadowview, there are (91) Kindergarten Students this year: $91 \div 25$ students/room = (4) Classrooms
- However, (8) of these are Bilingual Students (dedicated classroom) **and**
- (6) are MILE Student (sharing a classroom with one 1st grade MILE student)
- Based on this, (1) Room is needed for Bilingual K, (1) is needed for MILE K, and the remaining 77 students are divided into (4) Classrooms of approximately 20 students each to meet District class size requirements for a total of (6) Kindergarten Classrooms instead of (4).

The following pages provide diagrams for how each school is calculated for capacity for the 2022-23 school year.



ENROLLMENT OVERVIEW

In order to determine the number of students the District will need to accommodate in the coming years, two different methods are utilized: External and Internal development of Enrollment Projections based on demographics and history.

In November 2022 the District worked with John Kasarda, Ph.D., a recognized leader in working with School Districts in understanding projections, to develop a 10-Year Demographic Trends and Enrollment Projections report. A copy of this report is available through the CCSD46 District Office. In addition to the report, the District also projects annually based on the current year's actual enrollments to monitor where trends may differ from the Kasarda report. By combining these two efforts, they can determine quite consistently where the student enrollment will be in the coming years and adjust as necessary.

An additional challenge to evaluating annual projections is the fact that students in the Multilingual program are not based on demographic trends, but rather on assessment to determine if they will be enrolled in the ELL programs. Through the Capacity Analysis interviews with the Principals as well as meetings with Department Leaders, it is clear that the demand for space is a challenge each year based on available spaces. The following pages utilize data from both the District and Kasarda report to show how the buildings are positioned to accommodate growth for the future. For the Kasarda data, this study utilized the projections from the Series B Enrollment Projections, which (per the report) are stated as *"assuming future fertility rates remain relatively stable (through 2027) and both turnover of existing housing units and future new residential development occur as anticipated through 2032–33"*.

SUMMARY

- In comparing actual enrollment to the Kasarda report, all buildings are tracking closely with the exception of Woodview.
 - This is positive as the projections show Woodview as being over capacity when in reality it is accommodating the students forecasted.
 - The District should continue to monitor Woodview annually to determine if any modifications are needed based on a change in enrollment.
- The District has adequate capacity to handle the projected student growth at all grade levels.
- The buildings are in alignment for Capacity with each other
 - The Capacity of the Buildings for Grades K-4 track in comparison to the Capacity at Grades 5-6 and 7-8, meaning there is almost identical Capacity at each grade level as students continue through the system, alleviating the need for a Capacity addition adjustment at buildings.
- The majority of spaces currently utilized for Bilingual, TOR, and Special Education are sized as standard classrooms because that is what is available, even if they are utilized by fewer students. This topic is considered as a component of the **Curriculum Initiatives and Delivery** section of this report and could be a consideration for right-sizing of space to gain greater flexibility and utilization within the buildings.









**NOTE: The Floor Plans
in this portion of the
Document have been
removed based on
District Security
Standards and Practices**

- TYPICAL TEACHING STATION
- ▲ SPECIAL EDUCATION CLASSROOM
- RESOURCE/INTERVENTION
- EXPLORATORY LEARNING SPACE
- ADMINISTRATIVE SPACE
- SUPPORT SPACE

<u>CAPACITY ASSESSMENT</u>	<u>CURRENT</u>
TEACHING STATIONS	19
STUDENTS PER TEACHING STATION	x25
STUDENT CAPACITY	475
SEDOL CLASSROOM	+10
STUDENT CAPACITY	485



**NOTE: The Floor Plans
in this portion of the
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District Security
Standards and Practices**

-  TYPICAL TEACHING STATION
-  SPECIAL EDUCATION CLASSROOM
-  RESOURCE/INTERVENTION
-  EXPLORATORY LEARNING SPACE
-  ADMINISTRATIVE SPACE
-  SUPPORT SPACE

<u>CAPACITY ASSESSMENT</u>	<u>CURRENT</u>
TEACHING STATIONS	18
STUDENTS PER TEACHING STATION	x25
STUDENT CAPACITY	450
MILE CLASSROOMS	3
STUDENTS CLASSROOM	+10
STUDENT CAPACITY	30
TOTAL STUDENT CAPACITY	480



NOTE: The Floor Plans in this portion of the Document have been removed based on District Security Standards and Practices

- TYPICAL TEACHING STATION
- EARLY CHILDHOOD
- RESOURCE / INTERVENTION
- EXPLORATORY LEARNING SPACE
- ADMINISTRATIVE SPACE
- SUPPORT SPACE

<u>CAPACITY ASSESSMENT</u>	<u>CURRENT</u>
K-4 TEACHING STATIONS	20
STUDENTS PER TEACHING STATION	x25
STUDENT CAPACITY	500
EC BLENDED TEACHING STATIONS	4
STUDENTS PER TEACHING STATION	x20
STUDENT CAPACITY	80
ECSE TEACHING STATIONS	5
STUDENTS PER TEACHING STATION	x10
STUDENT CAPACITY	50
OVERALL STUDENT CAPACITY	630









NOTE: The Floor Plans in this portion of the Document have been removed based on District Security Standards and Practices

- TYPICAL TEACHING STATION
- ▲ SPECIAL EDUCATION CLASSROOM
- RESOURCE/INTERVENTION
- EXPLORATORY LEARNING SPACE
- ADMINISTRATIVE SPACE
- SUPPORT SPACE

<u>CAPACITY ASSESSMENT</u>	<u>CURRENT</u>
TEACHING STATIONS	18
STUDENTS PER TEACHING STATION	x25
STUDENT CAPACITY	450



NOTE: The Floor Plans in this portion of the Document have been removed based on District Security Standards and Practices

-  TYPICAL TEACHING STATION
-  SPECIAL EDUCATION CLASSROOM
-  RESOURCE/INTERVENTION
-  EXPLORATORY LEARNING SPACE
-  ADMINISTRATIVE SPACE
-  SUPPORT SPACE

<u>CAPACITY ASSESSMENT</u>	<u>CURRENT</u>
TEACHING STATIONS	34
STUDENTS PER TEACHING STATION	30
UTILIZATION FACTOR	x85%
STUDENT CAPACITY	867









**NOTE: The Floor Plans
in this portion of the
Document have been
removed based on
District Security
Standards and Practices**

- TYPICAL TEACHING STATION
- ▲ SPECIAL EDUCATION CLASSROOM
- RESOURCE/INTERVENTION
- EXPLORATORY LEARNING SPACE
- ADMINISTRATIVE SPACE
- SUPPORT SPACE

<u>CAPACITY ASSESSMENT</u>	<u>CURRENT</u>
TEACHING STATIONS	33
STUDENTS PER TEACHING STATION	30
UTILIZATION FACTOR	x85%
STUDENT CAPACITY	841



NOTE: The Floor Plans in this portion of the Document have been removed based on District Security Standards and Practices

-  TYPICAL TEACHING STATION
-  SPECIAL EDUCATION CLASSROOM
-  RESOURCE/INTERVENTION
-  EXPLORATORY LEARNING SPACE
-  ADMINISTRATIVE SPACE
-  SUPPORT SPACE

<u>CAPACITY ASSESSMENT</u>	<u>CURRENT</u>
K-4 CLASSROOMS	18
STUDENTS PER TEACHING STATION	x25
K-4 STUDENT CAPACITY	450
5-6 CLASSROOMS	7
STUDENTS PER STATION	30
5-6 STUDENT CAPACITY	210
7-8 TEACHING STATIONS	10
STUDENTS PER STATION	30
UTILIZATION FACTOR	85%
7-8 STUDENT CAPACITY	255
OVERALL STUDENT CAPACITY	465



Series B Enrollment Projections

Kasarda Report, page 59

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K	388	360	355	361	364	367	363	368	366	369	371
1	358	409	381	376	382	385	388	384	389	387	390
2	362	369	420	392	387	393	394	397	393	398	396
3	409	365	372	423	395	390	396	397	400	396	401
4	386	417	373	380	431	403	396	402	403	406	402
5	367	392	423	379	386	437	408	401	407	408	411
6	426	380	405	436	392	399	449	420	413	419	420
7	399	437	391	416	447	403	409	459	430	423	429
8	432	407	445	399	424	455	411	417	467	438	431
K-4	1903	1920	1901	1932	1959	1938	1937	1948	1951	1956	1960
5-6	793	772	828	815	778	836	857	821	820	827	831
7-8	831	844	836	815	871	858	820	876	897	861	860
K-8	3527	3536	3565	3562	3608	3632	3614	3645	3668	3644	3651
Pre-K	150	164	162	164	166	167	165	168	167	168	169
Total	3677	3700	3727	3726	3774	3799	3779	3813	3835	3812	3820

K-4 Annual Change	0.89%	-0.99%	1.63%	1.40%	-1.07%	-0.05%	0.57%	0.15%	0.26%	0.20%
5-6 Annual Change	-2.65%	7.25%	-1.57%	-4.54%	7.46%	2.51%	-4.20%	-0.12%	0.85%	0.48%
7-8 Annual Change	1.56%	-0.95%	-2.51%	6.87%	-1.49%	-4.43%	6.83%	2.40%	-4.01%	-0.12%
K-8 Annual Change	0.26%	0.82%	-0.08%	1.29%	0.67%	-0.50%	0.86%	0.63%	-0.65%	0.19%

	10 Yr
K-4 Annual Change	3.00%
5-6 Annual Change	4.79%
7-8 Annual Change	3.49%
K-8 Annual Change	3.52%



DISTRICT COMPARISONS AND PROJECTIONS

K-4 Schools

Actual Enrollment and District Projections for 2023-24

District to continue monitoring actual to projected for Years 2024-2028

Avon Center

Grade	2022-23	Actual	2023-24	District	2024-25	2025-26	2026-27	2027-28
K	62	61	64	62	67	68	66	68
1	64	64	66	62	68	71	72	70
2	75	69	63	64	65	67	70	71
3	74	75	74	70	62	64	66	69
4	66	61	77	74	77	65	67	69
Total	341	330	344	332	339	335	341	347

Tracking

Meadowview

Grade	2022-23	Actual	2023-24	District	2024-25	2025-26	2026-27	2027-28
K	89	97	78	91	75	76	79	80
1	81	90	93	91	82	79	80	83
2	72	74	82	83	94	83	80	81
3	72	75	70	66	80	92	81	78
4	76	75	74	71	72	82	94	83
Total	390	411	397	402	403	412	414	405

Tracking

Prairieview

Grade	2022-23	Actual	2023-24	District	2024-25	2025-26	2026-27	2027-28
K	81	85	77	83	76	75	76	76
1	70	68	80	83	76	75	74	75
2	69	76	71	66	81	77	76	75
3	73	68	70	75	72	82	78	77
4	73	70	75	68	72	74	84	80
Total	366	367	373	375	377	383	388	383

Tracking

Woodview

Grade	2022-23	Actual	2023-24	District	2024-25	2025-26	2026-27	2027-28
K	98	87	89	87	89	85	84	87
1	78	69	107	87	98	98	94	93
2	80	72	82	69	111	102	102	98
3	109	93	82	71	84	113	104	104
4	98	88	111	92	84	86	115	106
Total	463	409	471	406	466	484	499	488

Lower Actual



DISTRICT COMPARISONS AND PROJECTIONS

5-8 Schools

Actual Enrollment and District Projections for 2023-24

District to continue monitoring actual to projected for Years 2024-2028

Park Campus

Grade	2022-23	Actual	2023-24	District	2024-25	2025-26	2026-27	2027-28
K	58	56	59	56	59	61	60	61
1	65	60	64	56	65	65	67	66
2	66	65	69	60	68	69	69	71
3	81	76	70	63	73	72	73	73
4	73	76	81	71	70	73	72	73
5	65	69	72	68	80	69	72	71
6	91	96	63	64	70	78	67	70
7	67	73	93	89	65	72	80	69
8	99	108	69	65	95	67	74	82
K-4	343	333	343	306	335	340	341	344
5-8	322	346	297	286	310	286	293	292
Total	665	679	640	592	645	626	634	636

Lower

Lower

Frederick

Grade	2022-23	Actual	2023-24	District	2024-25	2025-26	2026-27	2027-28
5	302	295	320	296	344	312	314	352
6	335	314	314	294	332	356	324	326
Total	637	609	634	590	676	668	638	678

Lower

Grayslake Middle School

Grade	2022-23	Actual	2023-24	District	2024-25	2025-26	2026-27	2027-28
7	332	318	343	308	322	340	364	332
8	333	306	339	318	350	329	347	371
Total	665	624	682	626	672	669	711	703

Lower



CAPACITY VS. ENROLLMENT

K-4 Capacity	Projections								
	Capacity	2022-23	Actual	2023-24	District	2024-25	2025-26	2026-27	2027-28
Avon Center	485	341	330	344	332	339	335	341	347
Meadowview	480	390	411	397	402	403	412	414	405
Prairieview	500	366	367	373	375	377	383	388	383
Woodview	450	463	409	471	406	466	484	499	488
Park Campus	450	343	333	343	306	335	340	341	344

K-4 Capacity is based on current use of the building, and can vary year to year based on room assignment. Theoretically, each elementary would be able to accommodate (4) sections of grades K-4 depending on programming.

5-8 Capacity	Projections								
	Capacity	2022-23	Actual	2023-24	District	2024-25	2025-26	2026-27	2027-28
Park Campus	465	322	346	297	286	310	286	293	292
Frederick	865	637	609	634	590	676	668	638	678
Grayslake MS	840	665	624	682	626	672	669	711	703

5-8 Capacity is determined based on total number of teaching stations (less support, resource and intervention) x Student Capacity per Station x Utilization Factor to accommodate for prep times. This Utilization Factor averages 85% for most secondary school schedules.

District Capacity	Projections								
	Capacity	22-23	Actual	23-24	District	24-25	25-26	26-27	27-28
K-4	1,465	1,903	1,839	1,920	1,853	1,901	1,932	1,959	1,938
5-6	1,075	793	774	772	722	828	1,959	778	836
7-8	1,095	831	805	844	780	836	815	871	858
	3,635	3,527	3,418	3,536	3,355	3,565	4,706	3,608	3,632

SUMMARY

District has adequate Capacity to accommodate Enrollment Projections

Continue to monitor Woodview annually based on Kasarda Projections vs. Actual

**SAFETY &
SECURITY**



OVERVIEW

The safety of all Students, Staff, and Visitors to a school facility is of critical importance. Up until the 21st Century, most buildings were not designed with security as a primary driver in the design, favoring instead plans that placed administration further into the core of the buildings, or around an easily accessible environment for parents and visitors. Security design is now commonplace in almost all new school buildings, and significant effort has been made by most Districts to accommodate basic principals at a minimum.

The audit provided within this report is intended to give a wide array of potential options in (6) Categories:

- Entry Sequence
- Building Perimeter
- Site Perimeter
- Interior Circulation
- Classrooms
- Hardware

While the audit intentionally provides extreme options for consideration, it is not intended to suggest these are standards. They are based on designs ranging from typical schools through detention facilities to provide a basis for consideration. Each District and community need to prioritize the balance between security and the educational environment to provide the best spaces possible while maintaining overall safety.

Due to the sensitive nature of a Security Analysis, a full copy of the audit is not included in this report and is available only to District Administration. The comments and overview are intended to provide context for what was studied as well as any overview of recommendations.

Secure Access

CCSD46 has already implemented a significant amount of measures to create secure environments. No visitors can access a building during school hours without access from staff within the offices, including computerized sign-in equipment.



Site Traffic

There has been a major increase in parent and visitor traffic at Districts throughout the US over the past 20 years, which is placing strain on not only older vehicular site designs but also those designed over the last decade on best practices at the time. This trend is likely a result of two factors:

- A Generational shift towards Gen X and Millennial Parents choosing to drive their students to school based on bus times, inconvenience, work patterns, etc.
- Post-Pandemic, a reluctance to send students to schools on buses

The result of this trend has created excessive demand on sites primarily during pick-up after school when all vehicles arrive at the same time, and long queue lines of cars that can stretch beyond the sites back onto the roadways. Separation of bus and car traffic is a basic component of most safe school designs, but as the new car traffic has increased many Districts have converted all traffic patterns on site to address cars at the expense of maintaining this separation. This has occurred at all but (2) CCSD46 sites (Avon and Prairieview maintain this separation). Unfortunately, the only solution for reducing the impact is for more on site drive lanes resulting in loss of green space, increased storm water management, and micro-climate impact.

Additional Traffic Issues

- Frederick has relocated buses to the former staff lot on the northeast side of the building, but the buses arrive side-by-side in three rows requiring students to both find their bus in a different location each day, as well as pass between buses.
- Grayslake Middle School has vehicles approaching the site the opposite direction from traffic to accommodate high vehicle demand

CONSIDERATION

All sites should be reviewed based on modifications to traffic patterns to determine:

1. Were the modifications successful, and if so, what should be maintained?
2. Potential vehicular options around the perimeter of sites to maximize on-site queue space if possible and minimize loss of usable green space near buildings
3. Opportunities to reestablish separation of bus and car traffic at each site
4. Provide greater clarity of pedestrian and bicycle safe paths to schools from adjoining areas and neighborhoods.

**CURRICULUM
INITIATIVES &
DELIVERY**



Overview

The objective of the Curriculum Initiatives and Delivery analysis is to understand how well the buildings are able to respond to the current and forecasted needs of students, staff, administrators, and community members within the context of the curriculum delivery and goals. It is intended to provide insight into the schools' ability to adapt to current and future teaching methodologies, technologies, and systems. It identifies areas of deficiency so as to allow the District to prioritize potential improvements for better curriculum support. The school buildings are surveyed along with building leadership in order to assess educational alignment or ability of each campus to support the programming goals of the District and Strategic Plan.

Methodology

Simultaneous to the information being gathered regarding building utilization to determine Capacity, the Principal interviews also served as a way to identify inadequacies and missing components needed to support educational and instructional goals. The buildings and sites were both surveyed and assessed by Wold to gain firsthand understanding of the identified limitations. This provided a preliminary understanding of future development needs at each facility. The identified inadequacies and challenges that each building faces are described in the meeting minutes from each Principal Interviews located in Appendix A. Further discussion occurred in follow-up meetings with each school's Building Leadership Team and documented in meeting minutes also located in Appendix A.

General information was collected regarding each building and site to create a baseline for comparison to "best practice" planning standards for site size, building size, and current areas per student. Each teaching space was reviewed to analyze working sizes and functionality for the intended purpose. The included charts provide a diagnostic tool to understand where facilities and site may prove deficient when compared to today's guidelines and offer comparative information to identify inequities between schools relative to building enrollment. Observations are included to highlight where potential shortcomings exist which may prompt focus in a long-range facility improvement plan.

For CCSD 46, (4) Primary Focuses guided much of the discussion regarding intentionality of the Learning Environments:

- Strategic Vision around future initiatives for Teaching & Learning
- Student Services and specific needs for Special Education students
- The integration of the Multilingual program and appropriately sized spaces
- Opportunities for facilities throughout the District to be better aligned with each other and current Educational Design Models



Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

Curriculum Initiatives and Delivery



Room Size SF and Quantities

Space	Typical	Avon (K-4)	#	Meadowview (K-4)	#	Prairieview (K-4)	#	Woodview (K-4)	#	Park Campus (K-8)	#	Frederick (5-6)	#	Grayslake Middle School (7-8)	#
Kindergarten	900-1200			1,150	2	1,400	2	1,285	4	1,125	3				
	800-900	840	4	900	3	1,285	2								
Classrooms 1		750	2											700	2
Classrooms 2	800-900	790	4	860	4	865	16			(K-4) 860	15			825	29
Classrooms 3		850	9	900	10			900	16	(5-8) 860	16	875	28		
EC Classroom	800-900					865	9								
Gym 1	6000-8000	3,750	1	3,000	1	6,075	1	6,000	1	6,235	1	8,600	1	8,175	1
Gym 2										6,235	1			5,880	1
Music (incl. Stor.)	1000-1500	830	1	1,010	1	1,200	1	1,050		1,285	1	1,330	1	1,470	1
Band	1200-1500									2,195	1	1,740	1	3,600	1
												1,030	1		
Art (incl. Stor.)	1000-1500	920	1	1,280	1	1,595	1	885	1	1,485	2	1,365	1	1,900	1
Science 1										1,315	4	825	4	1,500	1
Science 2	1000-1200													1,185	1
Science 3														800	1
Comp / Tech / LRC Lab	1000-1200	885	1	1,140	1	1,320	1	675	1	1,150	1	Falcon Room		1,415	1
LRC Media Center		2,440		3,035		4,260		1,850		5,125		2,000		4,430	
Language TOR		1,530	2	1,800	2	1,380	2	1,800	2	2,370	4	1,750	2	1,650	2
SpEd (Class / Resource)		2,415	3	4,500	5	2,595	3	905	1	5,950	8	6,125	7	5,455	6
SpEd (Intrv / Support)		3,885		1,100		2,800		1,240		6,420		6,370		3,300	4
Stage		1,230		500		700		(now Music)		1,750		700		1,715	
Outdoor Learning				Yes		Yes		Yes		Yes					
Cafeteria / MPR		2,700		2,900		4,150		2,700		3,800	2	3,690		5,385	
	12-15 sf/Stud.	27.84	5	30.21	5	41.50	5	30.00	5	32.69	4	17.06	4	25.64	4
Staff Lounge / Work		650		760		875		685		1,120		785		830	
Admin. (incl. Nurse)		1,160		1,780		4,175		1,685		4,345		2,865		1,825	
Kitchen		335		635		975		335		1,735		655		3,200	

Total SF	73,320	66,166	106,529	56,861	184,000	108,000	121,494
SF / Student (Enrollment)	215	195	220	166	234	335	183
SF / Student (Capacity)	151	138	164	126	201	125	145

Resources:

School IL Report Card: <https://www.illinoisreportcard.com/District.aspx?source=schoolsindistrict&Districtid=34049046004>



SPACE COMPARISON

One of the first steps in the analysis is an objective review of the primary teaching and support spaces in all of the buildings to provide both a comparison to guidelines and best practices for size, but also a comparison to each other to determine if consistency exists in both sizes as well as quantities for programming. This is preliminary to any discussions on functionality. If an area falls below guidelines or in comparison to other buildings in the District, it is identified in Red. If an area is significantly larger than guidelines or in comparison to other buildings in the District, it is identified in Green.

Even if a space is identified it is not necessarily an issue. In many cases when discussing these rooms with instructors or administrators it may function as needed and not be an area of concern. It may not be feasible to correct these size discrepancies either based on building construction or other limitations. The intent is to identify areas that may become a focus based on goals or future options development as the conversation continues.

FINDINGS

Classrooms

The foundational building block of most schools is the classroom itself. It is the homeroom for elementary students, an all-purpose space for multiple subjects at upper grades, and the teaching forum for many staff. CCSD 46 is in a very fortunate position in that the majority of classroom spaces fall within best practices of 800-900 sf with only a few minor discrepancies. There are some differences between Kindergarten rooms primarily at Avon and Meadowview. While most in the District are between 1,200-1,400 sf, all of the rooms at Avon are a typical classroom size at 840 sf, and 3 of the 5 at Meadowview are 900 sf. This is not uncommon as Districts have been moving to All-Day K as opposed to the Half-day sections that were very common. In this shift, the only available rooms were often typical classroom areas, and it was better to have the programming option than not provide it at all. The District may consider if consistency is an important factor.

As common part of the discussion on classroom size included the utilization of standard size classrooms for Bilingual and Special Education functions where fewer students utilized the room than the Capacity Factors based on either enrollment or requirements of programming. Like All-Day K, this is more a factor of available space than intent. If the only spaces available are full size classrooms, then that is what is used. An option to address this specifically may be to provide different size classrooms within the building. For example, (2) 900 sf classrooms could be divided into (3) 600 sf rooms creating a more appropriate environment for scheduling fewer than 15 students at a time.



Specialist Areas

The more common result in comparing spaces were inconsistencies in specialist areas within the buildings.

- Music Rooms
 - Avon's was considerably smaller than the rest, and in a general-purpose room with no storage for instruments or other materials
 - Woodview has had to take over the stage for Music, making it the only building without a stage currently
 - Frederick has (3) separate music classrooms based on demand. One is a former art room space with poor acoustics. Often times they spill out onto the stage area for overflow.
 - The music rooms at Grayslake Middle School are appropriately designed, but some of the sections are significantly larger than the rooms were intended for making them quite crowded.
- Art Rooms
 - As 2 of the older buildings, the Art Rooms at Avon and Woodview are smaller than the other K-4 buildings.
- Gyms
 - At roughly 3,000 sf, both Avon and Meadowview have gyms that are half the size or less of the other buildings.
 - A standard basketball court is the guiding size for most gyms based on practices and the need for adequate space for activities during Phy Ed. Typically this is approximately 6,500 sf.
 - Additionally, many of the conversations for gym space revolved around having more of a secondary space for activities, if possible, as opposed to another basketball court (such as fitness, cardio or weights)
 - The need for more gym space is an issue for the Park District based on scheduling (see Activities and Community Use)
- Science Labs
 - Frederick has (4) labs that are approximately 825 sf each, which is about 2/3 of the recommended size.
 - While the school does use Science Classrooms for the lecture component, the size of the lab for experiments may be limited based on student safety if too crowded.
- Computer Labs
 - Despite the inconsistency in sizes, the larger issue for Computer Labs in the discussion was the fact that most are no longer used for this function.
 - At the time they were built they were necessary rooms with considerable amounts of power and data infrastructure supplying them. At this time, the 'towers' that served the purpose supplying power are in the way.
 - Schools have been trying to find ways of adapting the spaces to new functions, often as the preliminary spaces for STEM programming.



General

- **Outdoor Learning Spaces**
 - Some of the schools have highly specialized areas for outdoor learning while other have none
 - The variety of spaces is of note – there are no guidelines defining what constitutes a valid space
 - This is an area of focus for the District

- **Kitchens**
 - The majority of Kitchens in the District are undersized for serving
 - The serving space built with the 2007 multi-purpose additions are Avon and Woodview are only 335 sf each, which requires much of the serving equipment to be set up in the dining space itself.
 - The kitchens are Frederick and Meadowview have similar challenges at only 665 sf.

- Throughout discussions, Park and Prairieview were identified as the ‘benchmark’ schools in terms of appropriately sized spaces and functionality.



Consolidated Community School District 46
Grayslake, IL
Educational Adequacy Study
Curriculum Initiatives and Delivery



CURRENT SPACE CHALLENGES

General Classrooms

- Built-in lockers/cubbies limit capacity in some (24 or less)
- Power/Data towers exist in many – need to be removed
- Consistency on display boards and writing surfaces
- Flexible furniture would greatly improve functionality
- Flexible Learning Spaces are highly utilized where they exist





Consolidated Community School District 46
Grayslake, IL
Educational Adequacy Study
Curriculum Initiatives and Delivery

CURRENT SPACE CHALLENGES

Specialist / Lab Functionality

- Where Music and Art are located in non-original spaces, they lack amenities appropriate to function (storage, etc.)
- GMS Band Room challenged for (110) students
- In addition to the undersized gyms, there is a need for different PE spaces (weights, cardio, etc.)
- Computer Labs are obsolete
- No dedicated / designed STEM Spaces

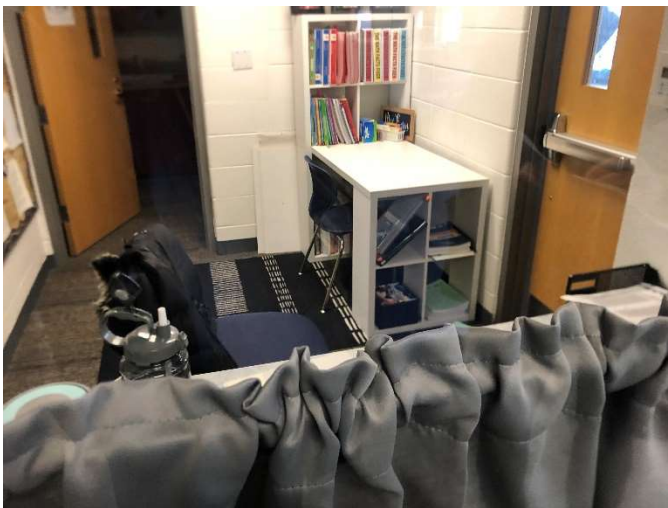




CURRENT SPACE CHALLENGES

Special Education Areas

- Spaces at Park and Prairieview identified as District Standard
- Sensory & Therapy space in short supply
- Many spaces using furniture to sub-divide larger rooms to meet function
- Conversion to smaller learning environments needed
- Many of the rooms utilized were not designed for the specific functions, equipment and needs of the students





(POTENTIAL) FUTURE DISTRICT INITIATIVES

One of the true measures of an educational space is the ability to adapt to future needs without substantial challenges. The spaces need to be highly functional with being too specific to one program or too generic that they won't work for something else. In conversations with Teaching and Learning, the concept of what the District may be considering for future offerings was discussed to determine what current spaces may work well for possibilities or what types of spaces may need to be considered through either renovation or even additions. Five potential areas for consideration were identified:

- STE(A)M / Maker Labs
- 2-Way Dual Language
- World Language
- Outdoor Learning Areas
- Newcomer Area to assist non-English Speakers who are new to American Schools

In looking at the buildings we reviewed how each of these spaces may be accommodated either through existing areas or potentially where renovations would need to occur. Whenever possible, if these are evolutions of another area that may require updates, modernization or renovation it is ideal. These are areas we refer to as Learning Space Opportunities, where there is the possibility of creating spaces that are comparable to what is being designed for new buildings based on educational pedagogy. There are three areas we have identified as potential we would recommend the District consider:

- Obsolete Computer Labs
- Media Centers
- Flexible Learning Environments
- Flexible Furnishings

In comparing the two lists, there is some great overlap between functions. STE(A)M Labs are ideal re-uses of former computer labs based on a number of features including power, data, location and size of rooms. In discussing the potential delivery of both the 2-Way Dual Language and World Language initiatives it is likely that it would take place in a classroom setting, but these are greatly enhanced by adjacent flex areas as well as media centers to foster small group and independent work as well. STE(A)M Labs and Media spaces have great synergies as well. The District already has great examples of both Flexible Learning Environments and Outdoor Learning Areas at some of the buildings – a portion of our recommendation is to utilize the District Standards for these established areas in developing the rest of the schools to a similar level. For the Newcomer Center, it is probably still too early to determine what the space to accommodate it will need to be. In the short term, the District will continue to explore whether such a center is needed in the school district, and if so, how it will function, before making decisions on size or location.

The following pages provide some considerations for the spaces noted, as well as examples of current district models for comparison.



STE(A)M / Maker Labs

- Science, Technology, Engineering, Art, Mathematics
- Hands-On Learning
- Flexible spaces that allow for a variety of activities / experiments
- Increased Power / Data
- Project Storage
- Flexible / Moveable Furniture
- Incorporation of Display / Presentation

Space / Design Considerations

- *Hard Surfaced Floors*
- *Connections to building systems for learning*
- *Before and after school use*
- *Variety of infrastructure (Power, Water, Pneumatics, Technology)*
- *High Visibility*

Converting existing / obsolete Computer Labs may be an ideal location for consideration

- Adaptable
- Many (previous) labs have rigid floor mounted power / data towers that need to be replaced
- Already using spaces “as-is”
- Additional Enhancements
 - Connection to Media Center
 - Connection to Outdoors
 - Connection to Art spaces





The Media Centers throughout the District would greatly benefit the Social aspects of the learning process with a redesign of function and layout to accommodate:

- Self-Guided Learning
- Greater incorporation of digital
- Variety of spaces to support all learning from 1:1 to Large Group Meeting Areas
- Presentation Space
- Collaborative Connections
 - Data Creation Zones
 - STE(A)M / Maker Labs
 - Aligned with the Design / Exploration process

Adaptable?

- **Current Media Spaces well located and easily adaptable**
 - Central to most classrooms
 - Preliminary conversions discussed
 - Removal of rigid defining / boundary half-walls would improve function
- **Avon Center, Woodview are smaller**
 - Renovations could improve functionality so this would not be an issue

Additional Enhancements

- Editing Studios
- Greater Variety of Furniture
- Movable Shelves





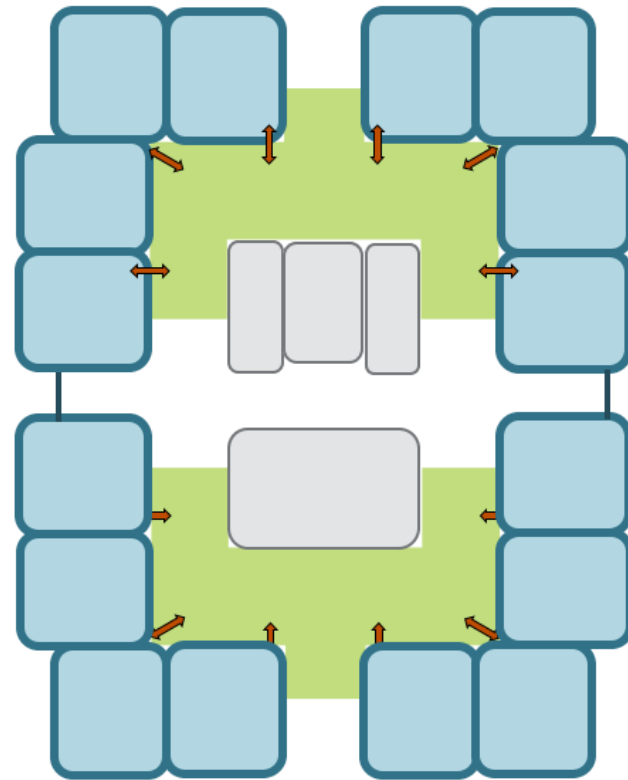
Flexible Learning Spaces

An area that would enhance all aspects of student learning would be an increase (or creation of) flexible learning spaces at all buildings. Currently, the District has (3) buildings that utilize this model:

- Park Campus
- Prairieview
- Meadowview

Typically, these areas are directly adjacent to groups of classrooms that work collaboratively together, and they represent the area outside the classroom. Common features include:

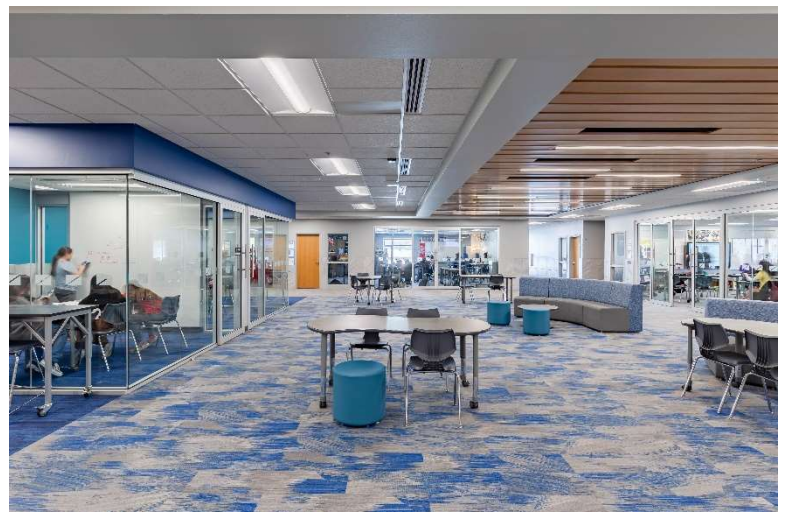
- Small & Large Group Areas
- Direct Pull-Out Instruction
- Conference Rooms
- Group Project Space
- Individual Study Areas



Conceptual Model

Contemporary Educational Design Approach

- Replaces underutilized corridor space (circulation only) with shared learning spaces
- Typically associated with groups of classrooms / grades
- Many variations at all grade levels
- Reflective of High School (and post-secondary) environments





Flexible Learning Spaces

Adaptable? Each of the buildings would likely be able to accommodate the creation of flexible areas with additions and renovations.

- **Avon Center**
 - Additions / Renovations
- **Woodview**
 - Difficult without changing capacity
 - Limited room for Additions
- **Frederick**
 - Additions / Renovations
- **GMS**
 - Additions / Renovations

Additional Enhancements

- Increased Visibility from Classrooms
- Greater physical connection between spaces
 - Operable Walls
 - Overhead Doors





Flexible Learning Spaces

**NOTE: The Floor
Plans in this
portion of the
Document have
been removed
based on District
Security Standards
and Practices**

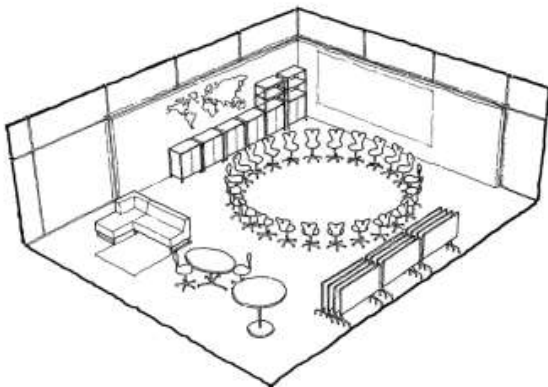


Flexible Furniture

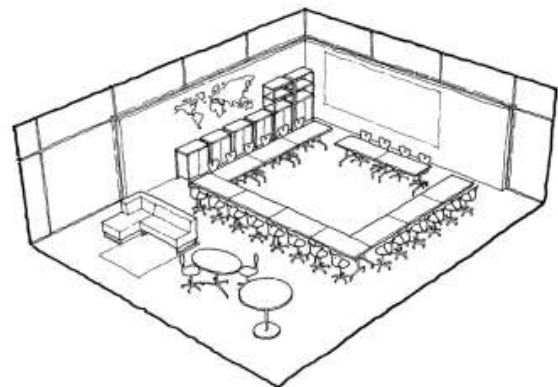
One of the most significant areas that educational spaces have been transformed over the past decade is not through architecture at all, but instead with the furnishings within the spaces. Historically, the criteria for educational furniture was based on 3 primary functions: Extreme durability, storage space for students, and the ability to be lined up in rows. As times have changed, so has the questions informing the criteria:

- What are the myriad of ways students learn?
- What are the different types of things we do in the classroom? Is it the same every day?
- How do ergonomics of the student factor in?
- Is there opportunity to connect to power, data, or other infrastructure?

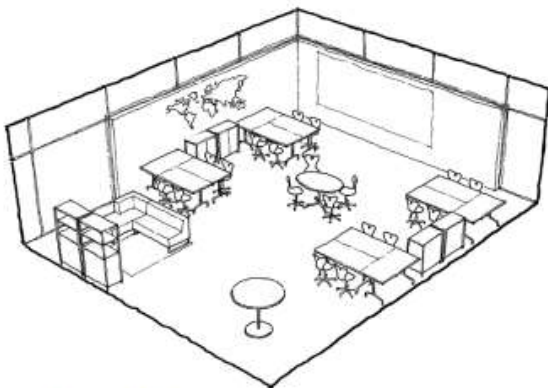
The furniture today is far more adaptable to the variety of needs in the classroom to transform the dynamic of learning. With the right “kit of parts” a classroom space can change from lesson to lesson to adapt to the learning style needed.



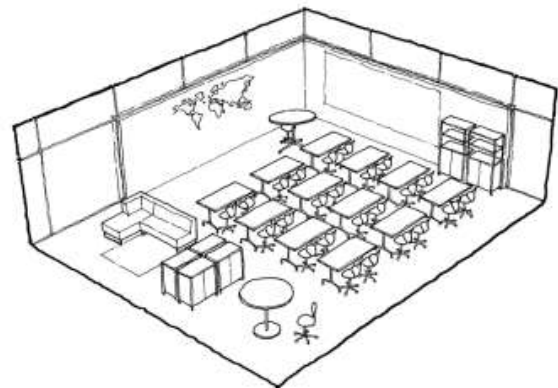
LARGE GROUP DISCUSSIONS AND PRESENTATIONS



SEMINAR DISCUSSIONS



STUDENT WORK STATIONS



TRADITIONAL LECTURES

From “The Flexible Classroom” by VS Furniture



Flexible Furniture

As the District has been purchasing new, replacement furniture over the past few years, it has been selecting styles that align with this approach accordingly. This approach, however, will take a significant amount of time to fully implement for consistency District-wide.

CONSIDERATION:

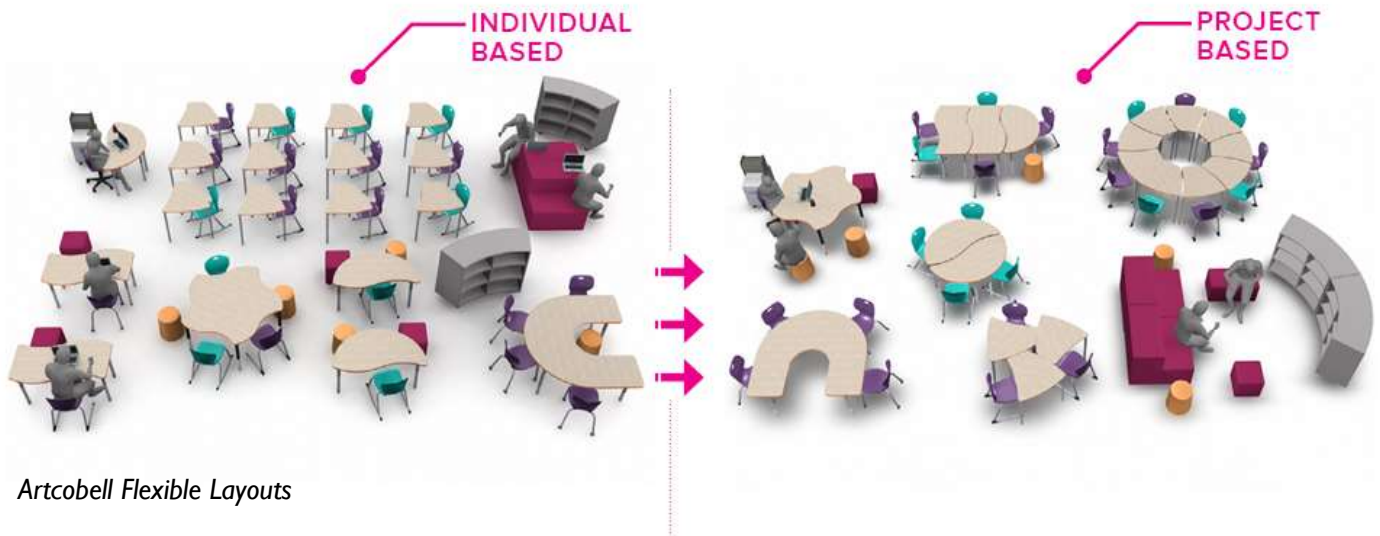
1. Options for a capital investment to replace all classroom furniture with flexible variations
2. For any capital project based on an initiative (for example, Media Center Updates) budget replacement of FF&E as part of the Total Project Cost



Recent District Purchases



HON Model Classroom









Artcobell Flexible Layouts



Outdoor Learning Spaces

The District has been developing engaging Outdoor Learning Environments at (3) of the K-4 sites that provide students and the community with a chance to connect at a different level than is possible indoors. These spaces incorporate a wide array of features based on the sites as well as specific programming.

Outdoor Learning Features							
Gathering Area for Class		w/ Tables	w/ Tables	w/ Tables	X	w/ Tables	
Covered / Shaded			Roof	Trellis			
Paved / Solid "Floor"		Pavers	Concrete	Natural			
Planting Beds			By Grade	X			
Instructional Signage		Biology					
Connection to Trails	Millennium	Lex. Woods				X	X
Adjacent to Wetland or Habitat	Woods, Wetland	Wetland	Wetland			Mill Creek	Central Park
Water Management Feature				Cistern			
Storage Shed		Small		X			
Tools for Student Use		X		X			
"Teaching" Wall (Pin-Up, Writing)				Pin-Up			
Wildlife Homes		Bird Houses	Feeders				
Sculpture		X					
Sundial		X					
Solar Panels			Ground Field		Roof	Ground Field	Roof
Built in / Natural Seating		Low Wall			X		
Courtyard	3-sided						X

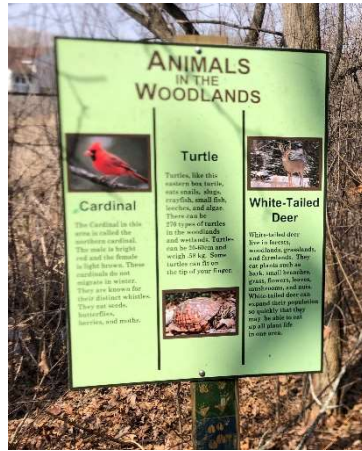
These represent an opportunity not only to advance the District’s initiatives for learning, but also provide consistency between the sites. We would recommend that this approach be continued at each of the other sites along with some additional considerations.

- Consider natural site features as well as proximity to areas supported by biosciences such as wetlands and other habitat areas
- Shade and/or roof covering can add protection while maintaining an open environment
- Develop ways of incorporating a teaching “wall” for notes, pin-up, etc.
- Provide storage for larger tools and equipment
- Consider the route to and from the area – especially upon returning into the building to make sure it isn’t a maintenance problem



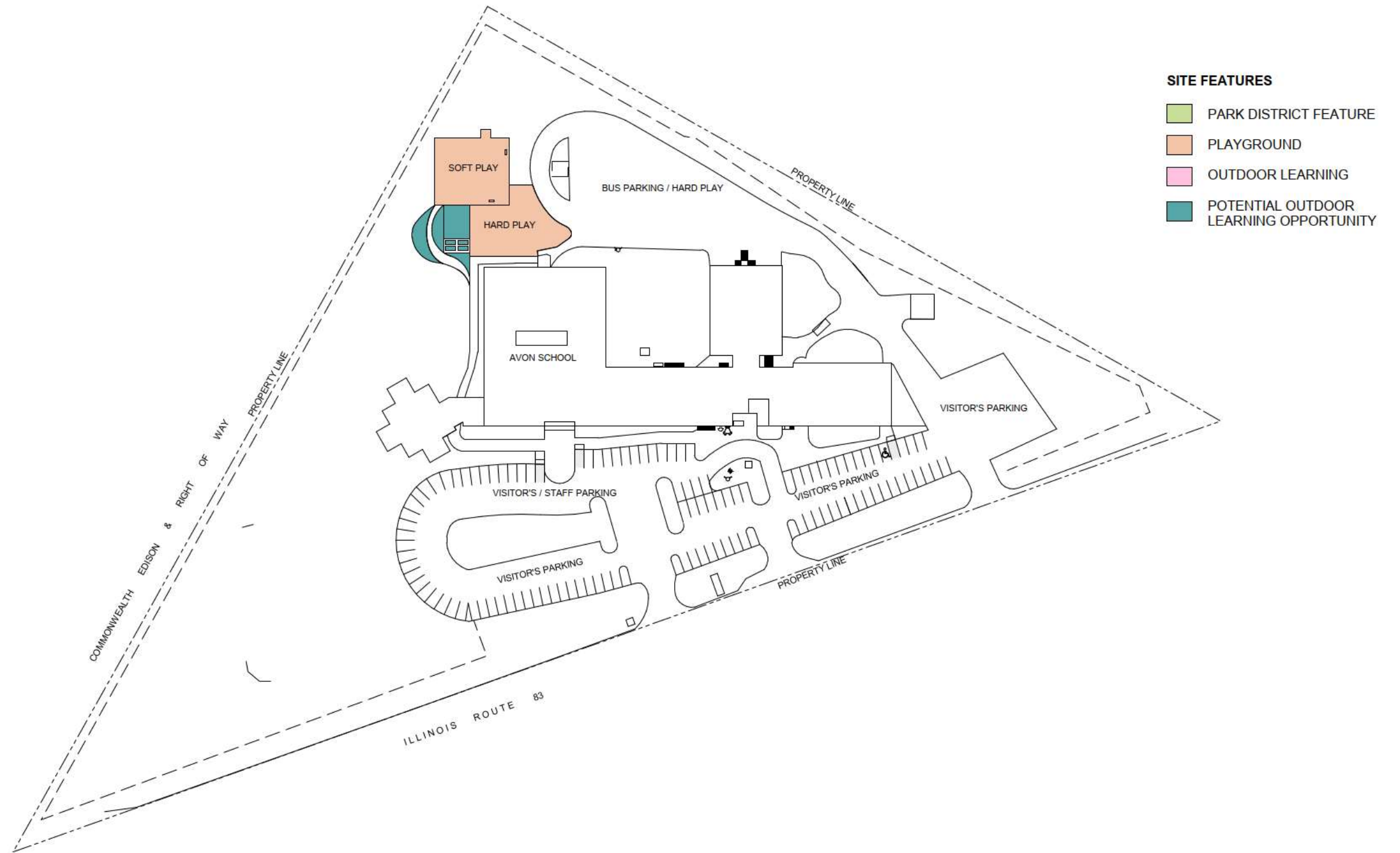
Outdoor Learning Spaces

Examples of features from Woodview, Prairieview and Meadowview





Outdoor Learning Spaces



- SITE FEATURES**
- PARK DISTRICT FEATURE
 - PLAYGROUND
 - OUTDOOR LEARNING
 - POTENTIAL OUTDOOR LEARNING OPPORTUNITY

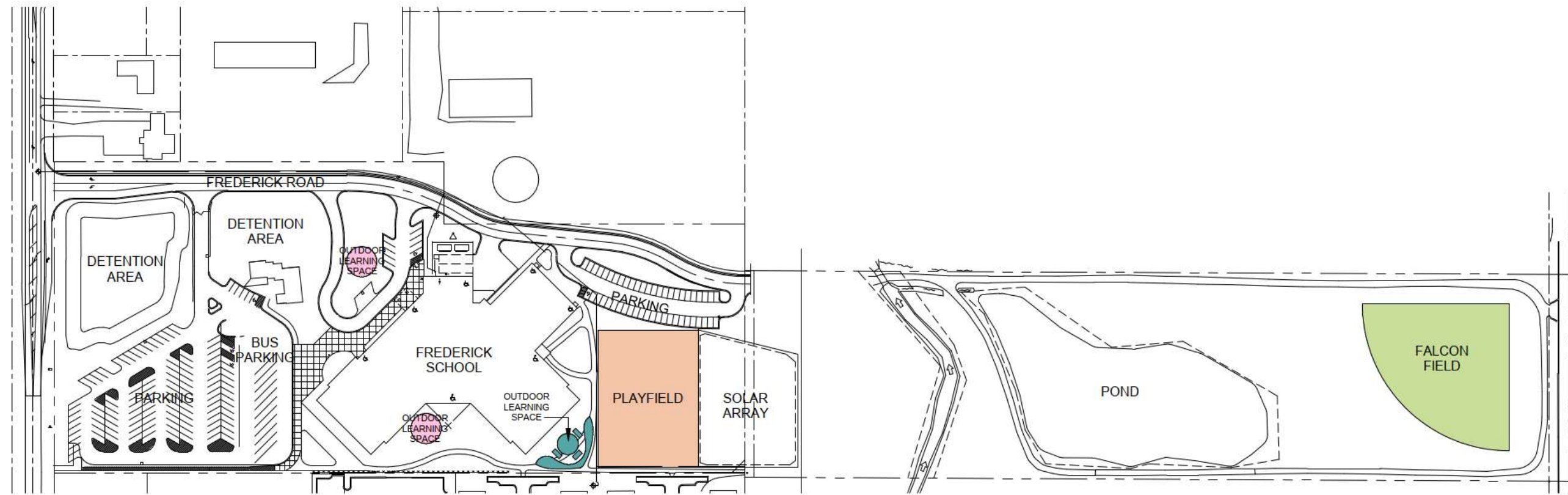
1 SITE PLAN AVON
1" = 100'-0"
0 75' 150'



Outdoor Learning Spaces

SITE FEATURES

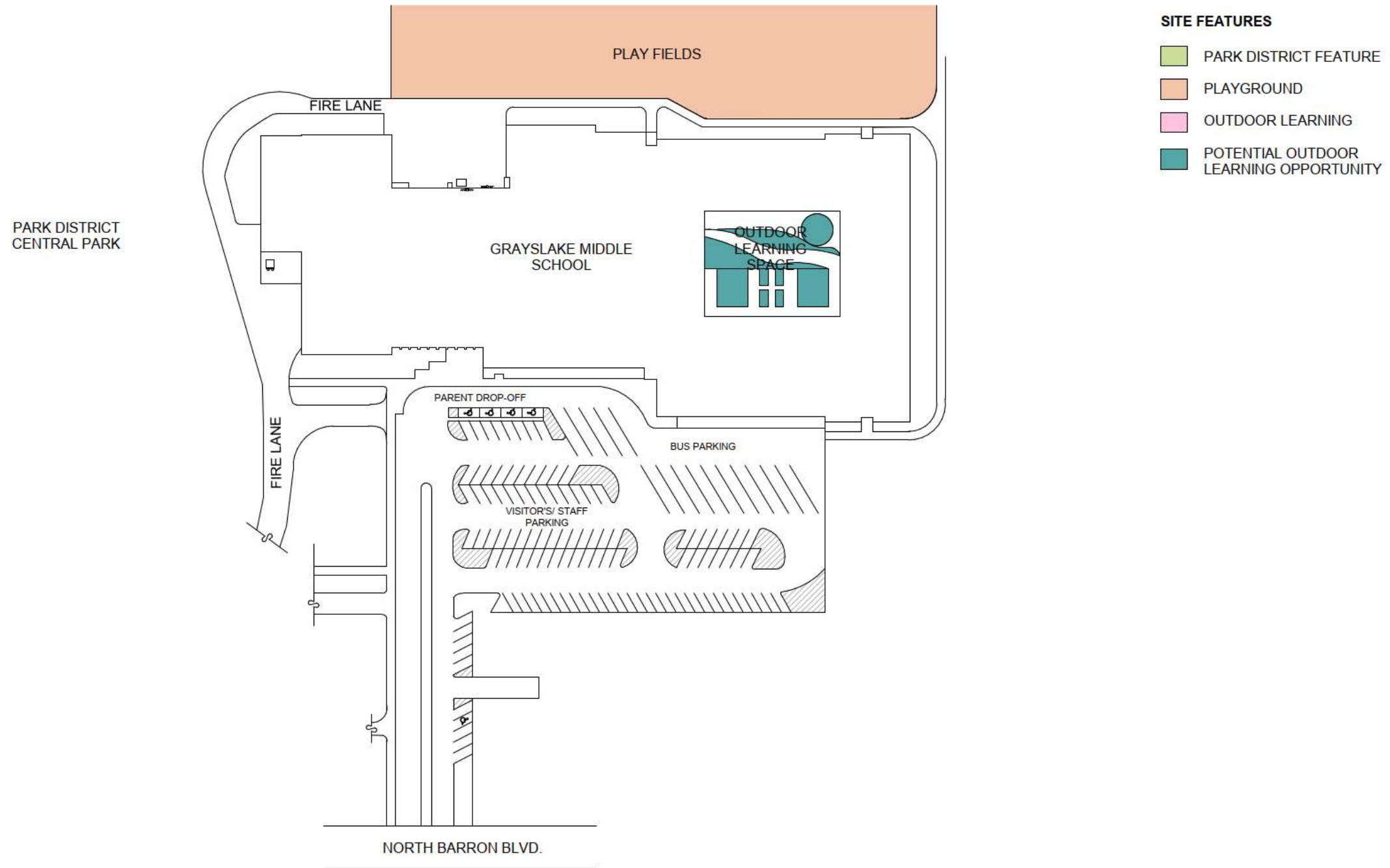
- PARK DISTRICT FEATURE
- PLAYGROUND
- OUTDOOR LEARNING
- POTENTIAL OUTDOOR LEARNING OPPORTUNITY



1 SITE PLAN FREDERICK
1" = 160'-0"
0 120' 240'

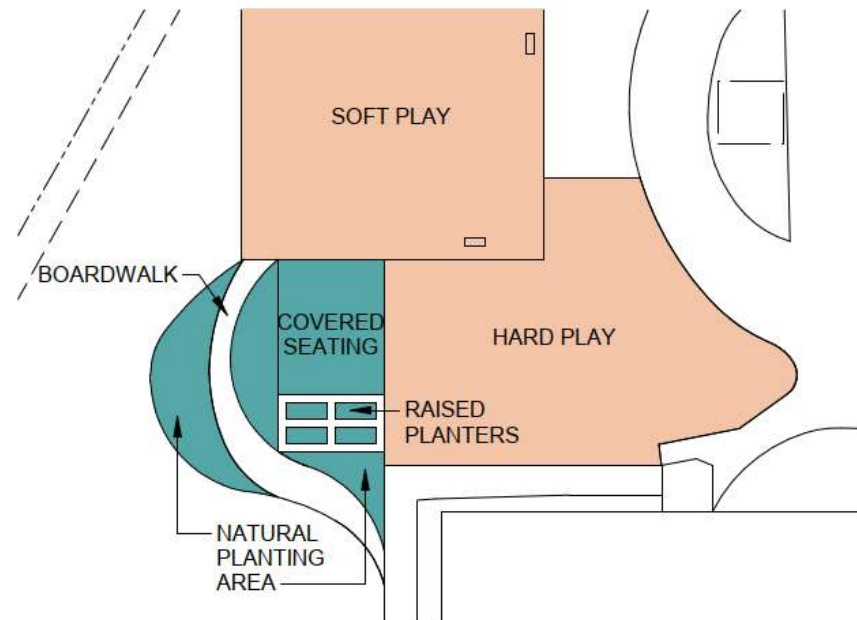


Outdoor Learning Spaces

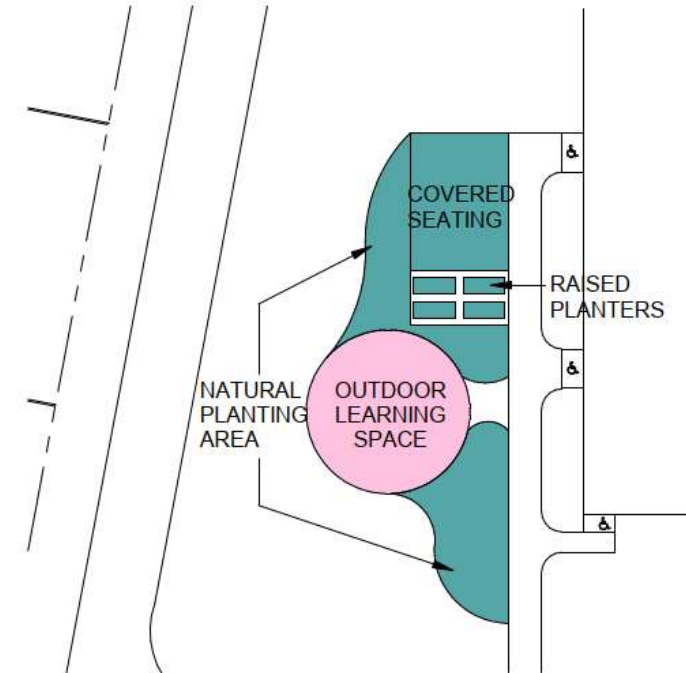


1 SITE PLAN- GRAYSLAKE MIDDLE SCHOOL
1" = 100'-0"
0 75' 150'

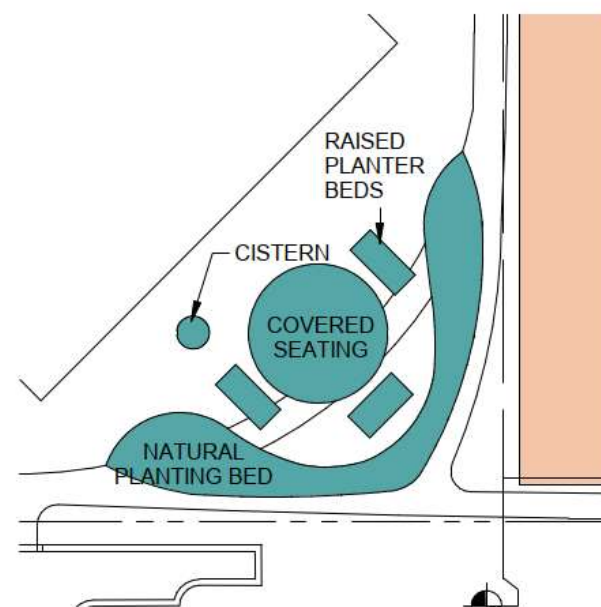
Outdoor Learning Spaces



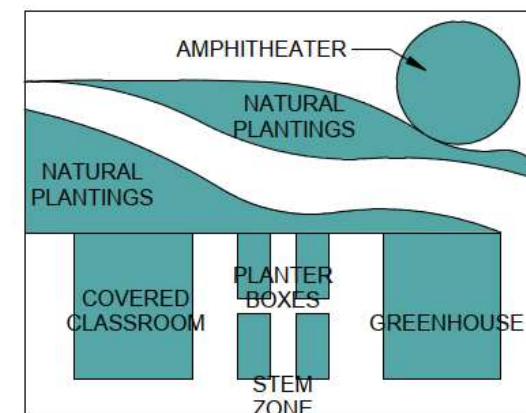
1 AVON- OUTDOOR CLASSROOM
 1" = 40'-0"
 0 30' 60'



2 PARK CAMPUS- OUTDOOR CLASSROOM
 1" = 40'-0"
 0 30' 60'



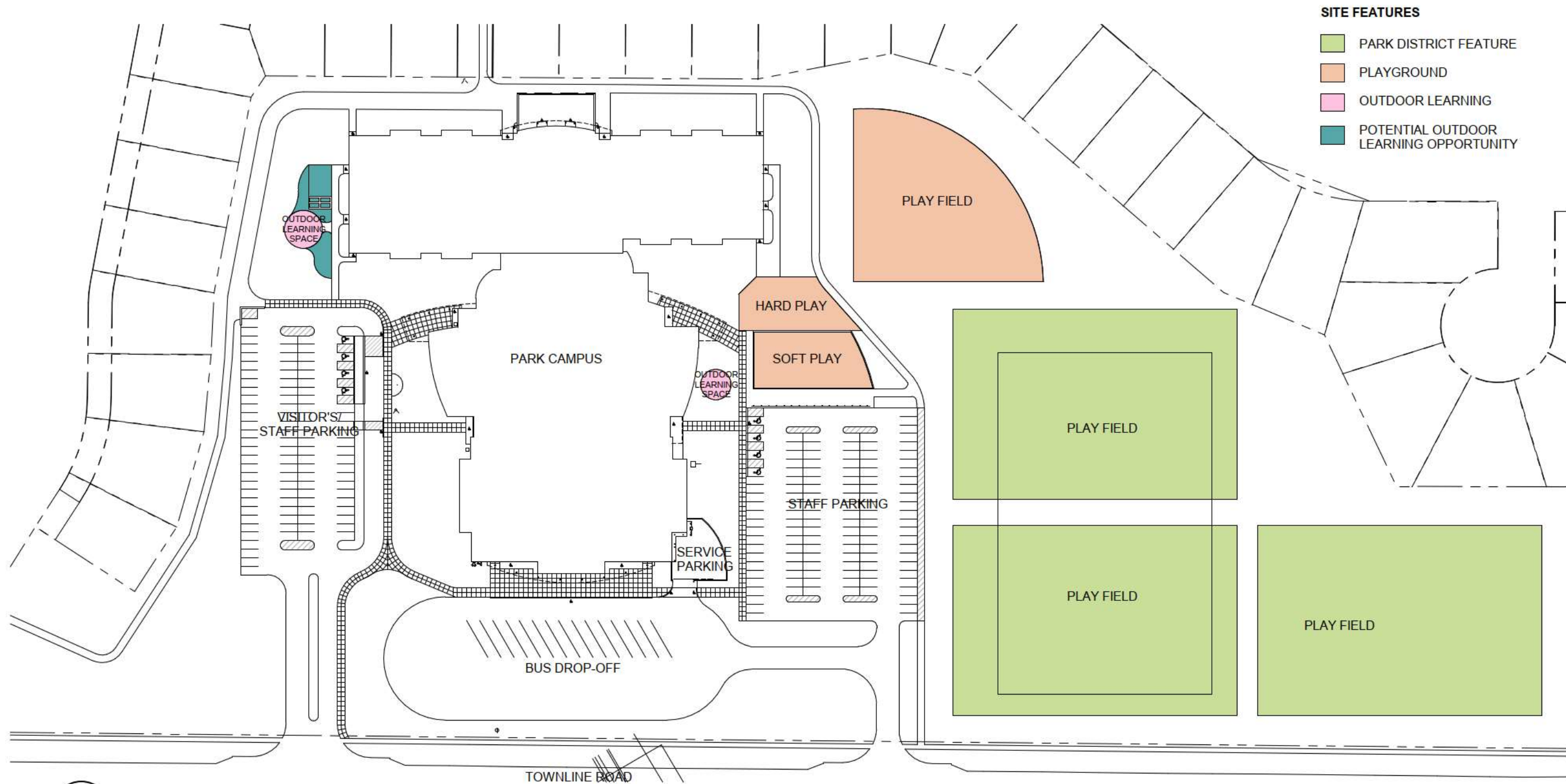
3 FREDERICK- OUTDOOR CLASSROOM
 1" = 40'-0"
 0 30' 60'



4 GRAYSLAKE MIDDLE SCHOOL- OUTDOOR CLASSROOM
 1" = 40'-0"
 0 30' 60'



Outdoor Learning Spaces



- SITE FEATURES**
- PARK DISTRICT FEATURE
 - PLAYGROUND
 - OUTDOOR LEARNING
 - POTENTIAL OUTDOOR LEARNING OPPORTUNITY

1 SITE PLAN PARK CAMPUS
1" = 100'-0"
0 75' 150'

ACTIVITIES & COMMUNITY USE



Overview

School Facilities tend to be widely used beyond the school day by a wide margin of the community, but this activity tends to be focused in a couple of areas. For some, the use is in attending performances. For others, it may be Community Education classes. Youth groups tend to use larger spaces such as cafeterias, media centers, and other spaces to accommodate their groups. The most challenging of all the spaces used, however, is typically the gym spaces. These are very popular and involve significant scheduling to accommodate.

CCSD 46 is no different in this regard. In order to determine what potential issues there may be, Wold discussed scheduling at each building with the Principals during the building walk-throughs as well as District Administration. A meeting was held with the Park District to review their use of the facilities as well to understand their challenges, as well as review the schedule for use. There is adequate space to accommodate regular classroom and space use at the buildings according to all parties. The only interior item noted was the difficulty of scheduling gym space.

Park District CCSD46 Facilities Use Schedule							
Buildings	Weekly Use - Day - Time						Notes
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Avon - Gym K-4, BB Games	Evening	Evening	Evening	Evening	Evening	Daytime	Bleachers 60-70 capacity - used Saturdays
Avon - Gym Practice	Evening				Evening		Practice only, 10-13, 2 coaches. HS field house overflow mens league, no VB. Community use practice only
Frederick - Gyms	Evening	Evening	Evening	Evening	Evening	Daytime	Travel leagues BB practice. Volleyball Practice. Full-size court with bleachers. Youth BB has security issue
GMS - Gyms	Evening	Evening	Evening	Evening	Evening	Daytime	VB at Large Gym, BB travel league at Large Gym; Bleachers at Sm and Large Gym;
GMS - Summer camp - MPR, 2 Gyms, fields	Daytime	Daytime	Daytime	Daytime	Daytime		Summer months
GMS - Classrooms - future use							Art room, Teacher Lounge, Health, Lockers - Future use discussed
Meadowview - Gyms - practice	Evening	Evening	Evening	Evening	Evening		Gym used 1st-3rd - Basket adjustable. Not full gym size. Divider wall stays shut
Park - Gyms	Evening	Evening	Evening	Evening	Evening	Daytime	Youth BB Practice 3 teams; Leagues; future VB; Sat. games; bleachers; hoop adjustable; K-8 after 6pm;
Prairieview - Gyms	Evening	Evening	Evening	Evening	Evening	Daytime	BB Practice 2nd, 3rd grade; no seating for 60 parents; BV youth classes 7-9 age;
Woodview - Gyms	Evening	Evening	Evening	Evening	Evening		BB Practice with 2 teams cross-court. Basket adjustable. Security issue at restrooms
Woodview - Summer Camp	Daytime	Daytime	Daytime	Daytime	Daytime		40-50 kids age 5-7 daily;
Woodview - Sites - Summer Camp Playgrounds	Daytime	Daytime	Daytime	Daytime	Daytime		

Based on the schedule, the gyms in every building are used to support a wide variety of functions every night of the week with one notable exception. Avon Center School is only used as a practice space, and even then, with only minimal people. As reviewed in the Curriculum Initiatives section, both Meadowview and Avon Center have gyms that are a fraction of the other schools at approximately 3,000 sf each. However, Meadowview is still widely scheduled even for practices as opposed to Avon. This is in part due to the fact that while Meadowview can keep the operable wall closed and the interior is a fairly common rectangle, while Avon Center has a stage as well as staircases in the corners that make even practicing difficult.



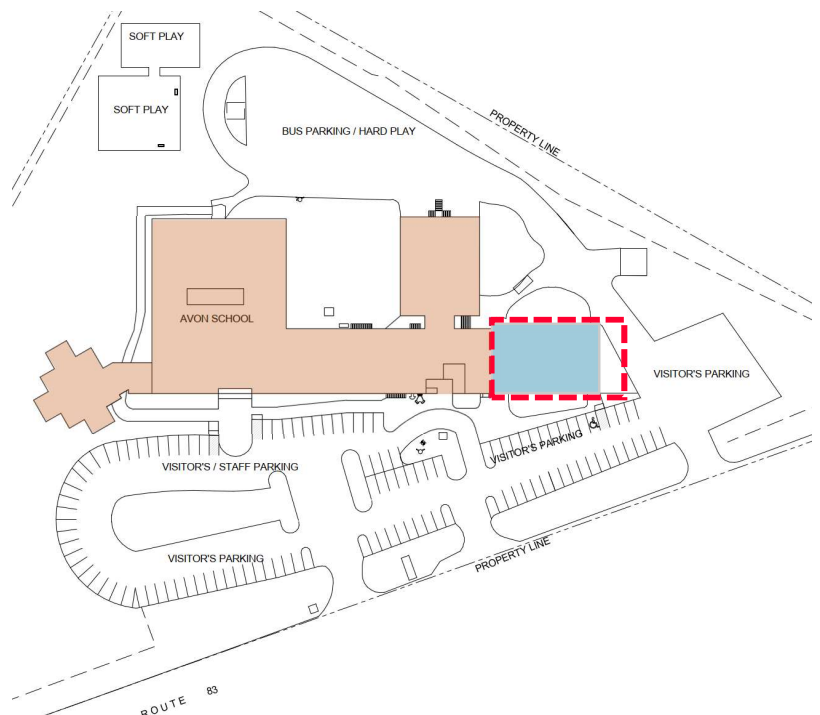
Potential Gym Expansion

Both Avon Center and Meadowview were studied to determine if additional gym space was feasible. While it does provide limited options, there are ways to consider this if needed.

Avon Center

In order to provide a full basketball court, a single gym of approximately 6,500 sf would be needed (65' x 100'). This is not much larger than the outside dimension of the existing gym due to the fact that the space also contains a stage and stairs. If this were demolished, a new gym could be built in approximately the same location. Issues to consider would include:

- Loss of a stage
- Phasing during construction
- Minor reworking of some bus and service drive areas

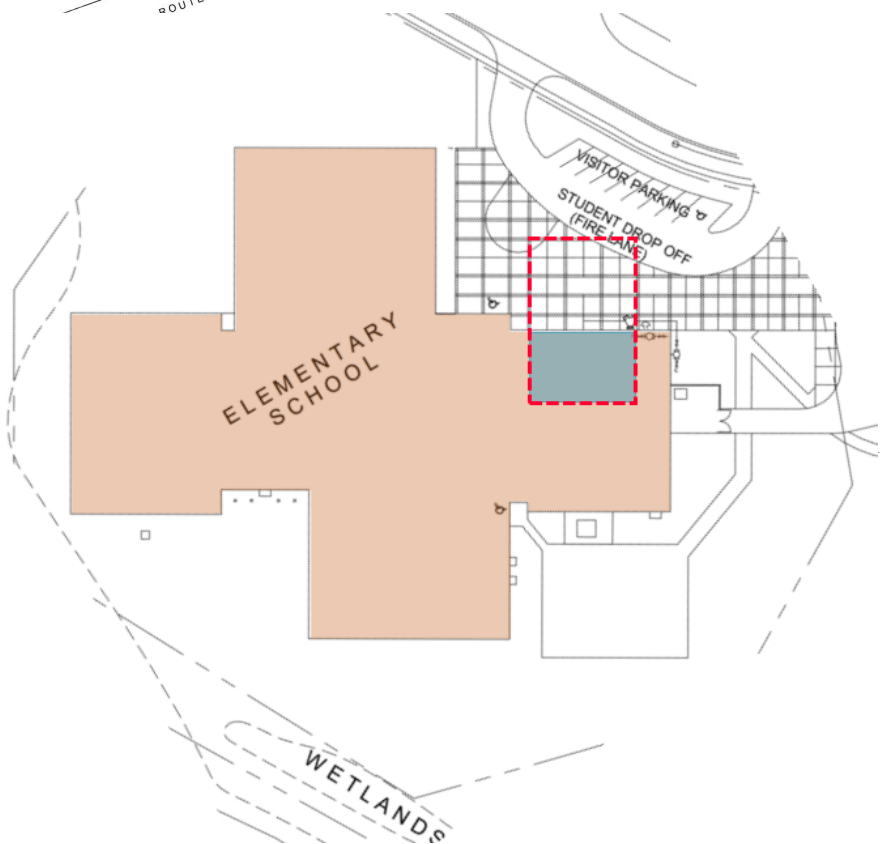


Meadowview

The placement of a gym is much more challenging at Meadowview for multiple reasons. There is no potential location around the perimeter of the school where a gym would make sense, and the only option would be to expand the existing gym. However, with the size of the expansion it would extend all the way into the parking lot and obscure the entry.

The only consideration for this would be to combine it with other needs for the school including:

- Relocating the office to the main entry
- Creating expanded bus and visitor lanes on site
- Renovating the previous office space for expanded programming





COURT CAPACITY

- (USABLE) DIMENSIONS (66' 4" x 49')
- [WITH MULTIPURPOSE] (89' x 66' 4")
- NOT A FULL SIZE COURT (60' 4" x 39')
- ADJUSTABLE HEIGHT BACKBOARDS

SEATING

- NO BLEACHER SEATING

NOTE: The Floor Plans in this portion of the Document have been removed based on District Standards and Security Practices



COURT CAPACITY

- (USABLE) DIMENSIONS (96' 4" x 62' 10")
- 1 FULL SIZE COURT
- ADJUSTABLE HEIGHT BACKBOARDS

SEATING

- NO BLEACHER SEATING

NOTE: The Floor Plans in this portion of the Document have been removed based on District Standards and Security Practices



COURT CAPACITY

- 96' X 62' (USABLE) DIMENSION
- NOT A FULL SIZE COURT (84' x 54' 8")
- ADJUSTABLE HEIGHT BACKBOARDS

SEATING

- NO BLEACHER SEATING

NOTE: The Floor Plans in this portion of the Document have been removed based on District Standards and Security Practices



COURT CAPACITY

- (USABLE) DIMENSIONS 100' X 82'
- 1 FULL GAME COURT
- STRIPING FOR TWO PRACTICE COURTS
- OPERABLE WALL

SEATING

- BLEACHER SEATING (APX CAPACITY) 430

NOTE: The Floor Plans in this portion of the Document have been removed based on District Standards and Security Practices



MAIN GYM COURT CAPACITY

- (USABLE) DIMENSIONS (103' x 74')
- 1 FULL GAME COURT
- STRIPING FOR TWO PRACTICE COURTS
- DIVIDER CURTAIN

SEATING

- BLEACHER SEATING (APX CAPACITY) 452

NOTE: The Floor Plans in this portion of the Document have been removed based on District Standards and Security Practices



PRACTICE GYM COURT CAPACITY

- (USABLE) DIMENSIONS (83' 6" x 66')
- 1 FULL COURT
- DIVIDER CURTAIN

SEATING

- BLEACHER SEATING (APX CAPACITY) 370

NOTE: The Floor Plans in this portion of the Document have been removed based on District Standards and Security Practices



COURT CAPACITY

- (USABLE) DIMENSIONS 100' x 115'
- 1 FULL GAME COURT
- STRIPING FOR TWO FULL PRACTICE COURTS
- OPERABLE WALL AND DIVIDER CURTAINS

SEATING

- BLEACHER SEATING (APX CAPACITY) 913

NOTE: The Floor Plans in this portion of the Document have been removed based on District Standards and Security Practices

ADDITIONAL CONSIDERATIONS



SUSTAINABLE INITIATIVES

As part of the Educational Adequacy Assessment, a sustainability audit was conducted as a tool to measure and compare district facilities progress toward sustainability practices. Within the audit, Wold has made initial recommendations and considerations for potential next steps to consider. This audit matrix can serve as an initial approach to chart progress, aggregate multiple initiatives across the district, and be a communication tool to the community on the district's sustainability practices. The assessment metric contains categories based upon the national US Department of Green Ribbon Schools program. The U.S. Department of Education Green Ribbon School is a framework of criteria, not a benchmark, to document in time your school's efforts to reduce environmental impact and costs, improve student and staff health and wellness, and provide environmental and sustainability education.

The 3 Pillars of the program are within the following goals:

Pillar 1: Reduced Environmental Impact and Costs

- Reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power;
- Improved water quality, efficiency, and conservation;
- Reduced solid and hazardous waste production through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste; and
- Expanded use of alternative transportation, through active promotion of locally-available, energy-efficient and renewable energy options and implementation of alternative transportation supportive projects and policies.

Pillar 2: Improved Health and Wellness

- High standards of [Whole School Whole Community, Whole Child health](#), including health, nutrition, and outdoor physical education; health, counseling, and psychological services for both students and staff; family community involvement; and
- An [integrated school environmental health program](#) that considers occupant health and safety in all design, construction, renovation, operations, and maintenance of facilities and grounds.

Pillar 3: Effective Environmental and Sustainability Education

- Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems;
- Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy; and
- Development of civic engagement knowledge and skills and students' application of such knowledge and skills to address sustainability and environmental issues in their community.



When considering possible criteria or standards for assessment, Wold chose the Green Ribbon approach specifically for a number of reasons:

- The assessment builds upon the work already demonstrated for Meadowview Elementary's Green Ribbon Award nomination in 2019 and their corresponding documents. The approach has a history within your district.
- The three pillars allowed the assessment to incorporate district-wide initiatives, as well as school and community's site-specific initiatives.
- It is extensively focused on Educational goals as opposed to building criteria only.
- It is focused on not only measurable goals but also wellness initiatives and behavioral adjustments.








The methodology uses a comparison matrix within three pillars and becomes a centralized objective way to organize initiatives in district and show community progress being made. The documents establish criteria which we can show measurable progress and comparing schools' sites. The goal being to have the ability to create consistency and bring facilities into alignment with CCSD46 strategic plan and Board policies for sustainability and be a communication tool to chart progress.

SUMMARY








While this report can provide a preliminary overview of how the District might begin to consider building a comprehensive approach to Sustainable practices it is a highly collaborative approach and one that requires extensive District insight before implementation.

A more specific Benchmark alternative such as LEED could be provided as a checklist for what could qualify during Options development if established as a policy by the Board. Similarly, if the District wanted to pursue a more significant reductive approach to Net-Zero carbon facilities, Wold could facilitate the discussion regarding approach and budget during the Options development phase.










							
Category and Initiative	Avon (K-4)	Frederick (5-6)	Grayslake Middle School (7-8)	Meadowview (K-4)	Park Campus (K-8)	Prairieview (K-4)	Woodview (K-4)
Pillar I: Reduce Environmental Impact and Costs							
B. WATER REDUCTION							
Can you demonstrate a reduction in your school's total water consumption from an initial baseline or describe your best practices to limit water usage? For example, calculate your change in water usage (in gallons per occupant) over a specified period of time, or a reduction in water used for irrigation.	Not yet- RCC - Resource Conservation Committee - how can we cut back and save money, Paper, water (June 2024 date to come up with numbers where at now then reduce) 2018 mandate to reduce resources. Looking at ways to cut solid waste						
<i>Next Steps: Consider ways to reduce and track water consumption like water sensors on plumbing fixtures.</i>							
<i>Next Step: Consider water-efficient landscaping and landscaping as instructional use.</i>				50% of Meadowview property is dedicated to educational use. Wooded area behind the school that we use for a variety of educational purposes throughout the year.		Some natural grasas plantings	
Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces.	not currently	Storm drainage across field into stream	Wild prairie flowers and swale drains near woodland grove of trees	some raingardens and runoff into wetland	not currently	Run-off into adjacent wetland	Cisterns to hold roof rainwater










Category and Initiative							
Pillar I: Reduce Environmental Impact and Costs							
C. RECYCLING AND RESOURCE REDUCTION							
Do you have a Recycling Initiative. Yes, we divert waste including, trash, kitchen waste, paper, and landscape waste.	<p>We have a district wide Resource Conservation. Committee focused on reducing waste, conserving, and improving energy efficiency. Seeking recycled content in materials like paper. Reduced use of paper and plastic bags in district. The Committee for the first time on January 30th, 2023 and they will: Identify methods for assessing current solid waste production ; Identify potential methods for reducing solid waste production; Assess current paper usage. The Committee is scheduled to next meet on April 17th, 2023</p>						
Does district have plan to reduce garbage bags	<p>Garbage Bags changing use and type: Changes made to the size of bags. Thinner bags means less waste. Bags are cheaper, which is a double win. See Gateway Liners products. Consider source reduction versus recycling bags</p>						
Any unique actions or ideas at each school?				<p>We have reduced the size of our large garbage bin. Our recycling bin is now larger than our garbage bin.</p>			
<i>Next Steps: reducing contaminants</i>	<p>Green cleaning solutions produced on-site to comply with green-cleaning status in near future. We will seek to reduce contaminant in recycling bins. We will seek to recycle RIGHT per Waste Management. In future producing cosmetic soap on-site to reduce plastic and freight.</p>						
<i>Next Steps: Continuation of these initiatives. Future initiatives - Hand Hygiene Program (producing hand soap on site - reduction in landfill use).</i>							










							
Category and Initiative	Avon (K-4)	Frederick (5-6)	Grayslake Middle School (7-8)	Meadowview (K-4)	Park Campus (K-8)	Prairieview (K-4)	Woodview (K-4)
Do you have a Composting Initiative? Yes, we have Data driven decision making. We Collaborate with Arbor Management. For 2022-23 school year, we are focusing on food waste at GMS and Park Campus			Minor composting and kitchen at GMS		Minor composting and kitchen at Park Campus		
Next Steps: Consider Implemented composting at other campuses	Consider Composting	Consider Composting	Arbor collects data each day in spreadsheet. Composting began on January 11th, 2023 at Park Campus and GMS: 34 LBs of waste = Park Campus (average 1 LB per day); 91 LBs of waste = GMS (average 2.75 LBs per day)	Consider Composting	Arbor collects data each day in spreadsheet. Composting began on January 11th, 2023 at Park Campus and GMS: 34 LBs of waste = Park Campus (average 1 LB per day); 91 LBs of waste = GMS (average 2.75 LBs per day)	Consider Composting	Consider Composting
Do you acquire and use post-consumer recycled materials? Yes	We use school and office's paper with content is post-consumer material						
List the types and estimated quantities of chemicals (e.g., laboratory materials, cleaning products, pesticides) managed at your school, and how they are stored, disposed of, and minimized:							
Describe how your school purchases environmentally preferable products for use by students and staff:							










Category and Initiative							
	Avon (K-4)	Frederick (5-6)	Grayslake Middle School (7-8)	Meadowview (K-4)	Park Campus (K-8)	Prairieview (K-4)	Woodview (K-4)
Pillar I: Reduce Environmental Impact and Costs							
D. Alternative Transportation							
Cuurently: What percentages of your students walk, bike, bus, or carpool to and from school?				40% of our students walk to school. 60% of our students are designated as bus riders.			
Describe the plans or strategies to increase the number of students walking and biking to school.							
19. Has your school implemented any of the following? Check all that apply. <input type="checkbox"/> Designated carpool parking stalls.							
<input type="checkbox"/> A well-publicized no idling policy that applies to all vehicles (including school buses).							
<input type="checkbox"/> Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.							
<input type="checkbox"/> Safe Pedestrian Routes to school or Safe Routes to School.							
Describe activities in your safe routes program:							
20. Describe how your school transportation is efficient and has reduced its environmental impact:							
21. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships:							










							
Category and Initiative	Avon (K-4)	Frederick (5-6)	Grayslake Middle School (7-8)	Meadowview (K-4)	Park Campus (K-8)	Prairieview (K-4)	Woodview (K-4)
Pillar 2: Improve Health and Wellness							
A. INDOOR AIR QUALITY							
Describe policies and practices in place to promote life safety.	See Wold's forthcoming 2023 Life Safety Survey						
Describe actions your school takes to prevent exposure to asthma triggers in and around the school, such as animals in the classroom, sanitation, or other airborne contaminants.	Trane IAQ Projects - Refer to Indoor Air Quality Assessments - August 2021 for recommendations						
Do you take actions your school takes to control and prevent leaks, moisture, condensation, and excess humidity? Yes	10-year Repair Maintenance plan developed by Wold Architects, Trane, and District to proactively repair and replace roofs and tuckpoint						
Has your school installed local exhaust systems for major airborne contaminant sources? Yes	Trane IAQ projects are ongoing and also set for Summer 2023						
Describe your school's preventive maintenance program for the building's ventilation system, including unit ventilators to ensure it is clean and operating properly:	Trane IAQ projects						
Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards, including any periodic measurements and record keeping:	Health Life Safety surveys being conducted Summer 2023. Trane's IAQ includes building HVAC BAS controls						
<i>Next Steps: Conducting regularly scheduled assessments of performance of HVAC, IAQ, and control systems.</i>							
Do you use Green cleaning policies, equipment, products and practices, and green cleaning certifications? Yes, In the process of implementing.	Yes, we are working on Green Cleaning with GSF and Pathosans for Electro-activated cleaning solutions produced on-site, made with water, salt and electrolysis. Reduces harsh concentrated chemicals. Food-safe sanitizers.						










Category and Initiative							
	Avon (K-4)	Frederick (5-6)	Grayslake Middle School (7-8)	Meadowview (K-4)	Park Campus (K-8)	Prairieview (K-4)	Woodview (K-4)
Pillar 2: Improve Health and Wellness							
B. OUTDOOR LEARNING							
<p>Describe your outdoor learning spaces and landscape features that engage students.</p>	<p>Pathway link to adjacent nature walk.</p>	<p>2 Picnic table zones on grass for gathering in a group session</p>	<p>No outdoor learning. Solar roof panels highly visible from drop-off and front doors.</p>	<p>Inviting circular gathering court with educational tools such as wather station, sun-dial, birdhouses, wood sculptures, nature trail with info signage; permeable pavement; seating.</p>	<p>Stone seating in a circle gathering area set within natrual plantings and grass landscape. A large area near east side of school with picnc tables.</p>	<p>Covered pavilion with picnic tables for a whole class to gather. Planter raised garden beds organized by grade level. Field look over a wetland with birds; Solar panels visible form the pavilion. Near front door are a grouping of small picnic tables for younger grades to gather under shade trees.</p>	<p>Shade trellis over picnic table patio large enough for whole class and includes pin-up board & natural plantings. At back of school are numerous planting beds, a rustic shed for gardening tools, multiple pinup boards & buddy benches, a rainwater cistern to gutter; cabinet with natural supplies for crafts.</p>










Category and Initiative							
	Avon (K-4)	Frederick (5-6)	Grayslake Middle School (7-8)	Meadowview (K-4)	Park Campus (K-8)	Prairieview (K-4)	Woodview (K-4)
What is district standard for outdoor fitness or play?	PE minimums: Elementary 3 days/week; 5th-8th at 5 days/week; 5th-8th have Health (Encore class) built into PE; Outdoor exposure: K-5 requires 30 minutes as 'unstructured play' and it is recommended outside. 30 minute recess built into daily.						
Describe students' outdoor learning experiences at multiple grade levels. How do they support curriculum content?				Meadowview's Outdoor Classroom			
Does your school employ the programs below to promote physical activity or outdoor activities?	Playgrounds only. Walking path to high school and nearby housing.	Bike racks; fitness equipment circuit along property line.	Bike racks. Walkable to library and pool, and many sports fields. Public soccer field to west and a designated nature walk.	We have a whole school weekly exercise program called Monday Morning Fitness. Our Movement and Learning Lab. Walkable to nearby neighborhood	Bike racks. Playgrounds	Playgrounds only	Bike racks. Walkable to nearby neighborhood and public parks.
<input type="checkbox"/> Participates in a Farm to School program or similar local food program.							
<input type="checkbox"/> Our school has an on-site garden.							
<input type="checkbox"/> Our cafeteria provides fresh meals daily with healthy choices for students.							
<input type="checkbox"/> At least 50% of our students' annual physical education takes place outdoors.							










Category and Initiative							
Category and Initiative	Avon (K-4)	Frederick (5-6)	Grayslake Middle School (7-8)	Meadowview (K-4)	Park Campus (K-8)	Prairieview (K-4)	Woodview (K-4)
<input type="checkbox"/> Health measures are integrated into assessments.							
Describe how outdoor exercise and recreation are promoted outside the classroom.	Trail to village Grayslake's 'green way system' which connects with Lake County trail. Encourages walking or biking.		Trail to village Grayslake's 'green way system' which connects with Lake County trail. Encourages walking or biking.	Trail to village Grayslake's 'green way system' which connects with Lake County trail. Encourages walking or biking., 'Sprouts Programming' enrichment programs for organic farming, music in nature, bees, nature journaling, and gardening.			
Describe efforts to improve nutrition and food service:				A variety of topics on dietary choices.			
<i>Next Steps: Consider feasibility of connections to outdoor learning spaces unique at each school. Potentially engage other outside organizations or parent groups to assist.</i>	Opportunity at wetland to east of school which ties into millenium trail	Consider connection to nature study at stream and wetlands to east					Possible raingarden elements to only specific areas to north and west.










Category and Initiative							
	Avon (K-4)	Frederick (5-6)	Grayslake Middle School (7-8)	Meadowview (K-4)	Park Campus (K-8)	Prairieview (K-4)	Woodview (K-4)
Pillar 3: Environmental Literacy Overview							
A. School Culture of Sustainability							
Do you have sustainability goals to your school or district? How is sustainability included in your mission to educate students? Yes	We have Board Policy 4:150 for Facility Management and Building Programs, and Standards for Green Cleaning						
Does administration play role in the culture of sustainability at your school? Yes	Board Policy 4:70 Resource Conservation: The Superintendent or designee shall manage a program of energy and resource conservation for the District						
What practices, working groups, or committees does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken.							
Does your school have a green team, garden club, or a community green committee on sustainability?	Not yet	Yes	Not yet	Yes - Woodland team and PTA enrichment activites	Not yet	Not yet	PTA involvement and enrichment activities during school day
Describe other ways your school integrates sustainability into daily habits and culture of the school's staff, volunteers, students and community (e.g., recycling days, no bottled water, murals, themed events, virtual backpacks, etc):							
Any other school practices, visions, projects, plans or information you want to include to showcase the environmental work your school has achieved?							










Category and Initiative							
	Avon (K-4)	Frederick (5-6)	Grayslake Middle School (7-8)	Meadowview (K-4)	Park Campus (K-8)	Prairieview (K-4)	Woodview (K-4)
Pillar 3: Environmental Literacy Overview							
B. Curriculum and Pedagogy							
Curriculum: Does your school have a written definition and requirement for environmental literacy? Is there an assessment required?	NGSS Science standards include topics of sustainability and natural world. See curricular maps for more detail						
8. Other school sustainability goals?							
9. How does your school use sustainability as a context for learning green technologies and/or career pathways?							
Describe how the school grounds are devoted to environmental education uses:	<p style="text-align: center;">Habitat Hero Project - students learned important part in taking care of the world around us and gives students hands-on knowledge of the impact that individuals can have on an ecosystem</p>						
<i>Next Steps: Consider how each school can gain a student green club or green volunteering project to increase awareness. Consider having a consistent use of outdoor learning spaces across all schools.</i>							










Category and Initiative							
Pillar 3: Environmental Literacy Overview							
B. Community Involvement							
Describe how your school promotes student and teacher engagement with the community and civic involvement outside the school?				Woodland Project: Teachers work collaboratively with the Lake County Forest Preserve and our nature based parent group The Meadowview Sprouts.			










Category and Initiative							
	Avon (K-4)	Frederick (5-6)	Grayslake Middle School (7-8)	Meadowview (K-4)	Park Campus (K-8)	Prairieview (K-4)	Woodview (K-4)
Describe any local partnerships to help your district with sustainability?			Park District has summer camp which utilizes outdoor spaces.	Woodland Day includes research, activities and lessons linked to the grade level's area of focus: Kindergarten- Birds, First Grade- Insects, Second - Plants and Trees, Third- Animals, Fourth- Animal Adaptations.		Park District has plans for Sportsmania and Champions programs in outside spaces	
Describe how your district shares environmental education or sustainability events with other community organizations?	A local group organizes a Community café which recently conducted a community workshop at Park Campus which focused on Outdoor Learning. See their meeting visual notes						



							
Category and Initiative	Avon (K-4)	Frederick (5-6)	Grayslake Middle School (7-8)	Meadowview (K-4)	Park Campus (K-8)	Prairieview (K-4)	Woodview (K-4)
Pillar 3: Environmental Literacy Overview							
D. Professional Development							
Is your required staff professional development for all teachers, is sustainability education or environmental education training included? If so, please describe what this entails.							
What workshops or professional development events have your teachers attended themed around environmental topics?							
Have your teachers or staff earned any certifications in environmental education? What kind have they earned?							
Have any of your teachers or staff received any awards related to environmental education?				Meadowview School was recently recognized as the 2018 Lake County Reaching Out and Building Bridges Award Winner for our partnership with the Lake County Forest Preserve			
Do any of your teachers or staff hold environmental education related volunteer positions or memberships?							



Category and Initiative	 Avon (K-4)	 Frederick (5-6)	 Grayslake Middle School (7-8)	 Meadowview (K-4)	 Park Campus (K-8)	 Prairieview (K-4)	 Woodview (K-4)
<input type="checkbox"/> Environmental Education Association of Illinois							
<input type="checkbox"/> North American Association of Environmental Education <input type="checkbox"/> Children and Nature Network							
<input type="checkbox"/> Northern Illinois Nature Preschool Association							
<input type="checkbox"/> Chicago Wilderness							
<input type="checkbox"/> Local environmental related clubs							
Has the district received any awards or recognitions?				Yes, 2019 Green Ribbon Award for Illinois - see for additional data			
<i>Next Steps: Encourage civic engagement of student and staff in their communities such as volunteering, public speaking, booths at fairs, and mulit-media.</i>							
<i>*Note: all next steps are pending feasibility and available funding</i>							



DISTRICT OFFICES

The district office building is a two-story structure with a number of additions that were added on to an original residential home. Structurally, the original home is a wood structure with stucco exterior and shingle roof. HVAC systems are not controllable centrally and are inadequate. Lightning is not at correct levels and irregular. Electrical access and technology access is limited. Exterior walls, doors, hardware, and windows are in need of life-cycle maintenance.

Functionally, the building is accessed by a ramp which is not handicap compliant and not a welcoming introduction visually to district. Access to the offices is through a small waiting vestibule. The vestibule is not ADA accessible. The reception desk does not have an adequate transaction window. The office support areas such as supply storage, mailboxes, toilet rooms, lunchroom, and general storage rooms are not adequate to support the function of the district office. The handicap accessibility throughout the building is non-compliant. Circulation and wayfinding go through tight work areas which disrupt staff. Offices doors are not lockable. The work environment is not conducive to a professional collaboration. There are no conference rooms whether they be large or small. The enclosed offices are below a planning standard in size flexibility. There is a need for more office space work areas, privacy, and support spaces to meet the staff workspace functional needs.





INFORMATION SERVICE CENTER

The ISC is the location of the ISC department to the east of the Grayslake Middle School parking lot. It is a previous residential home and a structure which was not adapted to the needs of the ISC department. The access to the building is via a wood ramp which is not compliant with ADA and is a fire hazard. The surrounding site is lower than the adjacent parking lot and sidewalks and prone to developing wet landscape and lawn drainage issues. Little improvements have been made to the patio or landscape areas. Landscape plantings are overgrown and need to be replaced. The site contains a garage with a non-functioning overhead door. The exterior of the building has vinyl and wood siding which is not weather tight completely around the building. Exterior windows are a mix of fixed and slider type. The exterior door is rusting. Framing around doors and windows is rotting and needs repair and painting. There are some security cameras around the perimeter. The interior of the building is original to the residential structure and needs improvement. Office finishes and irregular layout are not conducive to a professional work office environment. There is not enough electrical or data wiring to support needs of technology. Heating and cooling appear to be in functional capacity. The exterior staircase needs repair and is a fire exiting issue that needs to be resolved. Crawl space has had animals living under the structure and has since been sealed up to prevent future infestations.



Consideration

The best work environment for the District Administration would be one where all functions currently located in the District Office and ISC (with the exception of Operations and Management) be located in one space based on best office practices. This would include the ability for greater collaboration, conference areas that could be used by all, Board room that could also be used as developmental learning spaces for staff, and a more appropriate interface with the community. A space program defines the approximate size of this space to be between 9,000 – 10,000 square feet. There are no current spaces within the District that could accommodate a renovation of this size. The District may consider either a lease space where the design and construction could be incorporated into the lease cost, or construction of a stand-alone building depending on land acquisition and cost.



Operations and Maintenance

Currently the Operations and Management department is located in the upper level of the Frederick House, but the staff and team operate out of the metal storage and maintenance buildings behind GMS. While the buildings are appropriate for storage, they also serve as the primary meeting location for the department despite having no heat and dirt floors. Additionally, the limited finishes allow for minimal vehicle maintenance to occur.

Consideration

An addition of 2,500-3,000 SF of office and meeting space would provide a consolidated department as well as appropriate working conditions.





Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

Additional Considerations

DISTRICT OFFICE	Qty.	Unit SF	
Superintendent			
Supt. Office	1	240	240 SF
Support Staff	2	120	240 SF
Human Resources			
Director	2	120	240 SF
Support Staff	2	120	240 SF
Business Office			
Director	1	240	240 SF
Support Staff	3	120	360 SF
Front Office	1	60	60 SF
Teaching & Learning			
Directors	2	240	480 SF
Support Staff	1	120	120 SF
Support Staff	2	60	120 SF
Student Services			
Directors	1	240	240 SF
Office	1	200	200 SF
Support Staff	2	60	120 SF
Multi-Lingual			
Directors	1	240	240 SF
Office	1	200	200 SF
Support Staff	2	60	120 SF
Technology			
Office	1	200	200 SF
Support Staff	2	60	120 SF
Work Area	1	360	360 SF



Community Consolidated School District 46

Grayslake, IL

Educational Adequacy Study

Additional Considerations

DISTRICT OFFICE	Qty.	Unit SF	
Reception	1	400	400 SF
Board Room	1	800	800 SF
Conference Rooms	1	480	480
	2	320	640
Records	1	400	400
Work Room / Mail / Storage	1	300	300 SF
Toilets	4	60	240 SF
<hr/>			
Net Square Feet			7,400 SF
Net-To-Gross Factor		x	1.35
Total Square Feet			<hr/> 9,990 SF

OPERATIONS & MAINTENANCE	Qty.	Unit SF	
Director	1	200	240 SF
Support Staff	2	160	320 SF
Conference	1	600	600 SF
Storage / Records	1	400	400 SF
Restrooms	2	60	120 SF
Workroom	1	360	360 SF
<hr/>			
Net Square Feet			2040 SF
Net-To-Gross Factor		x	1.3
Total Square Feet			<hr/> 2,652 SF