USD 497 Elementary School Vision Task Force Report

11/30/2010

Draft for Discussion

Physical Condition Committee Report:

Project Summary

Our individual background to this assessment exercise on the part of USD 497 likely started for all of us with visits to our children's schools in individual neighborhoods -- over the course of many days and for many years --and for some of us this included visits to more than one elementary school in the course of matriculation. To accomplish the work required to fulfill the charge assigned to the task force's subcommittee on Physical Condition, we completed condensed tours of all 15 Lawrence schools over the course of a couple weeks; each tour consisting of a few hours at each stop. Visits with principles were consistently informative. Seeing classes in session and the diversity of kids and programs is a great way to understand the overall education initiative carried out successfully in the USD 497 district. For all of us involved in this effort concerns related to equity, parity and well placed public investments under pin this report with the goal of on-going and successful delivery of the educational mission.

For the task of planning for facility use there are a few basic requirements. A representative "to scale" floor plan for every facility and an updated space inventory including size of rooms and descriptions of how these spaces are currently used was something that was not initially available. In the course of the work on this report a comprehensive set of both have been created by Gould Evans Architects. Condition values of these buildings are a changeable element requiring a detailed, professional assessment. District staff has provided reports on roofing and insights into current capital investment lists. This Committee's work was more focused on subjective evaluation of buildings and building performance completed in the course of building visits, site tours and working sessions. Developing an accurate set of up-to-date small scale drawings and a professional assessment of individual buildings will need to be part of a detailed follow up and on-going effort by the USD 497 staff. This report provides a start.

Tours of the school buildings were completed by members of the committee and concerns and evidence ranging from roof leaks to parking problems were noted. The staff at Gould Evans Architects working as a consultant for USD 497 compiled both building and site plans and representative parking and traffic plans for each elementary school in the District. Along with the building details, the direction provided by John Wilkins, GEA principle, his contribution and that of his firm made much of this report possible.

Near term facilities management and long term planning is dependent on accurate information for the elementary schools included in this report, which total roughly 660,000 total square feet with a building replacement value of more than $150 million. Based on age and condition the current value of many of these buildings is well below replacement value, but all are largely serviceable.

When the assessment turns to allocation of square footage and preferred classroom qualities like adequate daylight and support space of acceptable quantity and condition for the entire operation of an elementary schools – teaching, administration, professional educational support and operational staff -- only a few of the 15 Lawrence elementary schools individually meet standards this committee would find representing a best case for the buildings in the district. There are instances of high quality spaces but also a significant number of deficiencies in allocation of space, original and current building systems' operation, resulting quality of space and overall building condition. And the notable exceptions are not limited to the most recent investments in new construction or to the conditions of the oldest buildings in the district. These public resources are a very mixed composition of workable spaces based on age, condition, past maintenance and reinvestment and current useable instructional and support spaces. Again, equity in facilities from Kennedy to Cordley to Langston Hughes and at all points in this community is important for the delivery of education and is a concern for this committee. Consistent with this goal this report points to both current advantages and the need for significant reinvestment in many of these buildings.

The first section of this report addresses the comparative analysis of current useable space in the elementary schools.

Section A. Methods of Task Force and Consultant Evaluation: Current Space Utilization

This assessment includes floor plans for each facility, compilation of individual building space allocations and a comparative chart for the 15 elementary schools in the district. This assessment identifies specific items and general patterns of use including:

- Areas of individual rooms in net square feet that have been estimated from "to scale" drawings And total areas of buildings in gross square feet.
- Room types have been categorized by the type of use of the space.
- There was a focus on differentiating four types of spaces: Classrooms and instructional spaces; Space for Specials including Physical Education, Art and Music and academic support space for Libraries; Spaces for a range of ESL, Title, SPED, Gifted and supplemental programs across the district from programs for autism, to programs for the hearing and visually impaired or for children with behavioral difficulties and other special needs; the fourth type of space was non-instructional support space including cafeteria/multipurpose rooms, serving and warming kitchens.
- In many cases multi-purpose spaces like gyms support everything from school assemblies and performances, to PE, to breakfast and lunch programs and community use for a wide variety of meetings, activities and recreation.
- In cases noted, some schools have both Library spaces and separate computer rooms. And it was possible that mixed use of computer carts for laptops and a separate room for computer lab may be the current model. Wireless network was available in schools throughout the district.

Building Assessment: By building, by space type and current allocation of useable areas

Part 1: The GEA chart, Space Comparisons by School, summarizes allocation of space by school and provides a comparison to JEFCO 480 (a report assessing standards for elementary schools buildings in Colorado) and a previous study by DLR (circa year 2000) which assessed the required changes in the USD 497 elementary schools should a standard for 3 sections schools be adopted. The chart also provides a comparison to Lawrence school median or average valusde for all schools and for individual space listings for each school and provides comparative findings relative to allocation of spaces for the district's 2, 2+ and 3 sections schools.

Portables of any vintage (some perhaps older than some of the professional staff at some of the schools?) are counted in this inventory of usable square feet. Regarding portables it is the general opinion of this committee that all should be eliminated entirely and this step alone will require a serious look at reinvestment at multiple schools. Along with being a compromise in equitable instructional and support space, an entire generation of portables still in use is evidence of a lack of effective capital planning which this current process needs to remedy.

Part 2: Development of a mean value, and notable examples of the highest quality space in the district for most of the different types of activities/spaces and early ideas about what might go into a "model" school. This assessment will be provided by details offered in Space Comparisons by School chart.

Part 3: An assessment of the current districts classroom models and specific examples of configurations from existing schools. These details are provided on the attached chart and important to understand when the question turns to effective instructional spaces depicted in scenarios A, B and C. It is evident that, regardless of era of construction, not all classrooms are created equal.

See Attachment A: Chart of Space Comparison by School

A Graphic Depiction and Summary Description

Presentation boards compiled by Gould Evans provide a one page per school overview of the most notable qualities and most significant deficiencies. Floor plans and site plans for each building are provided. The key details regarding date of original construction and additions, total building area, total site area, current school enrollment and the 5 year average and typical classroom areas are all incorporated. Portables are also inventoried where they exist in the district.

This information helps quantify overall school capacity in terms of classroom count and helps to convey the match of the building to the operational model for the school. Two story solutions, traditional double loaded corridors and several generations of "pod" floor plans which are facilities with clustered classrooms by grade level are all part of the mix of buildings and spaces. The physical resources of the District include some nearly 100 year old spaces currently in use in Lawrence.

See Attachment B, one sheet per school, for this information.*Concerns related to Equity and a Lack of Parity:*

In addition to the lack of parity based on age and upkeep that exists among and within individual schools, other facility related concerns include (but are not limited to): available quality of lighting, thermal comfort, indoor air quality, degree of personal space control, availability of electrical outlets, availability of storage space, square footage per classroom, space for part time vs. full time staff, quantity and quality of space available for specials/full and part time support staff, quantity and quality of general support spaces (library, gymnasium, cafeteria, etc.), availability of space for ½ day vs. full day kindergarten, and sinks in classrooms.

Such a lack of equity can result in community, parent, teacher/staff and student discontent. In addition, it typically translates into a higher Operations & Maintenance cost related to equipment upkeep and replacement, general facility maintenance, and the associated man-hours. More on O&M is included below.

Generally we are referenced common facility attributes as "Elements that work" including building envelope(roof, walls and windows), MEP systems, good quality daylighting, adequate classroom size, support spaces, etc. that are required to provide a high quality physical environment for teaching and learning. This does not mean that each school must be a carbon copy of each other; there are often multiple solutions to provide optimal or near optimal environments. That being said, observations in the course of this subcommittee's work have discovered a large degree of variability in the quality of the physical environment across the schools (and even within the same school) is disruptive within a school, across the district and within the community as a whole. This variability makes everyone's job – from teaching, to administration, to building management -- more difficult.

While this task force committee did not encounter open hostility related to a lack of parity during the site visits, subtle indications of this were encountered via body language and the occasional comment here or there. Examples referenced to Deerfield or Hillcrest raise concerns like "why is this school so dimly lit, dull almost dirty", referring to generally older, worn interior finishes. Within each school, teachers generally seemed aware of whose classrooms had the most space, or the best windows, or control over their own temperature, etc.

Part of addressing equity is knowing what the District has in the form of detailed records related to facility utilization and current building condition and capabilities. Concerns related to both equity in fixed assets and regarding overall support for programs among the parents and the community in general was made very apparent last spring during the uproar that led to the formation of this task force. A better inventory of building capacity, current condition and projected needs for repair and reinvestment, along with prudent staged improvements, will work to remedy many of these concerns.

A School-by-School Tour and Summary

This next section includes an account of the tours recorded by task force members as a summary of details and insights for each facility. It is a more comprehensive review and inventories overall building performance referred to on the school-by-school presentation boards in Attachment B, but providing more detail and constructive insight by individual committee members. That narrative follows.

LAWRENCE ELEMENTARY SCHOOL FACILITY VISION TASK FORCE

Report on Committee tours, Summary of Physical Conditions, Capacity and Building Match to Mission

Members: Tom Waechter (chair), Steve Glass, Julie Hack, Marcel Harmon, Greg Hough and Jeff Morrison

Mission: The Board of Education of Lawrence Public Schools created an elementary facility task force to recommend a community vision and plan for the school district's elementary facilities that reflect the varied community and educational values and how to best reflect those values given the restraints of current and anticipated district resources.

Recommendations are sought for improvements to facilities to better meet the current programming needs. The charge specifically states that the "task force should . . . suggest areas other than facilities for future review that it believes warrant possible change."

For this subcommittee of the task force, the charge states "the board asks the task force to . . . update and review the current physical condition of existing facilities."

Related matters for this subcommittee includes the need to "develop factors to be considered before constructing an additional elementary facility to meet the educational programming when such construction is warranted; and develop a recommended elementary facility for future new construction intended to replace an existing facility or facilities."

"'Improvements' include capital items such as replacement, remodeling and closure of facilities. 'Improvement' can also include non-capital items such as utilization of facilities for alternative programming." These definitions of the charge are not an exhaustive list, but characterize our overall approach.

It is recognized that our children are our most important and vulnerable asset. Providing Lawrence children with outstanding educational opportunities that are equal at each grade school, and providing a safe environment to do so, are top priorities of this school board, administration and this subcommittee. The best interests of the children served by the district are of foremost importance. This naturally includes providing our school children with an environment safe from harm in which to learn, and doing so in a manner that is socially responsible to our community generally, and our school children specifically.

Capital Outlay Priority List:

The school board and the district had already identified facilities that need upgrading, and identified a set amount of money for these upgrades. The district has an ongoing capital outlay plan. Remodeling projects can be funded through the capital outlay fund. Major remodels, additions or new construction would more likely be funded through a bond issue. This list was made available and used by this subcommittee. It was represented that this list was current as of August 2010. As part of a regular

process, principals, teachers, staff, facilities and operations personnel, the business department, and the superintendent all have input into this list.

It is not a static document and addresses major facility improvements only. Repairs and maintenance for district facilities or the acquisition of maintenance/custodial equipment is not included in this plan, though these are also funded out of capital outlay dollars. Prioritization uses the following criteria: 1) safety and security, 2) efficiency of facilities' operations, 3) educational effectiveness of facility, 4) effect on facility equity, and 5) estimated cost of improvement. While Criteria #1 appears to be applied, it doesn't seem there is a systematic application of criteria in a clear rank order. Given the conditions observed in buildings, both notable strengths and needs, and accounting for the roles of leadership and distinguished teachers and staff in the budget process it seems likely that politics may more often play a larger role than Criteria 2, 3, and 4.

It was also identified that the district had available approximately $4.5 million in Capital Outlay Funds, $2 million of which the School Board has determined shall be held in reserve, leaving approximately $2.5 million available for capital improvements. Recent School Board conversations regarding opportunities to extend bond debt without increasing the related mill levy is a newer piece of information and will need to be part of an extended conversation regarding how to fund near and longer term investments.

Site Visits:

This subcommittee physically visited and toured each of the 15 grade schools within USD 497. The principals at each respective grade school led the subcommittee on these tours and made every nook and cranny of each respective school available for inspection. The principals answered all questions and teachers and staff were available for questions and comments as well. It was an exceptional experience beginning w/ Deerfield thru to the final visit at Sunset Hill. Questions of teachers and staff were asked and answered with a majority of subcommittee members attending each visit.

While the subcommittee was able to learn a great deal from the site visits, substantially more information and insights would have been obtained from conducting surveys and more extensive interviews with and observations of the teachers, staff, and students in the appropriate contexts. The task force recommends that the district consider implementing such a process to further build on the recommendations made here.

John Wilkins of Gould Evans Architects was present at each visit/tour. Mr. Wilkins provided aerial photographs of each site and floor plans of each school. Consideration has been given to the impending movement of 6th graders to the middle schools beginning at the 2010-2011 school year. The immediate and obvious impact of moving the 6th graders to the newly created middle schools is that there will be fewer students in all of the elementary schools. This move will relieve some pressure in some schools, provide permanent space for activities still in portables, and provide space for expansion of programs.

For purposes of site tours, Mr. Wilkins broke the fifteen grade schools into four groups, as follows:

Group A - Schools built before 1940, which have similar characteristics, including multiple stories. These schools are Woodlawn, Cordley, Pinckney and New York.

Group B - Schools built in 1950s, which have similar characteristics, including large windows, single story structures with flat roofsand durable materials. These schools are Sunset Hills, Hillcrest, Schwegler, Wakarusa Valley and Kennedy.

Group C - Schools built in the late 1960s, which have, to one degree or another ,"open classrooms." Those schools are Deerfield and Broken Arrow.

Group D - Schools built in 1980s and 1990s. Those schools are Prairie Park, Sunflower, Quail Run and Langston Hughes.

The subcommittee notes that at every one of the grade schools visited, principals, teachers and staff have made efforts to efficiently use the space and facility -- including portables -- to the best of their abilities to ensure that quality education is made available to every student that they serve. The subcommittee commends the principals, teachers and staff of USD 497 for these efforts.

Physical Condition Assessment

Prior to the summary observations of each individual school, the following section provides an overview of the task force's assessments with respect to the following most significant facility elements:

- Daylighting,
- Thermal comfort,
- Indoor air quality,
- Personal space control,
- Water conservation via automatic flush valves,
- Observations and recommended steps related to Operations and Maintenance (integrated later in the document)

A working definition and relative application of each of these concerns to the elementary schools in the district is included.

Daylighting:

Good quality daylighting has been shown to have a positive impact on student test scores in reading and math. The Heschong Mahone Group's 1999 study[1] and its subsequent follow up, very large and robust

[1] Heschong Mahone Group. 1999. *Daylighting in Schools: An Investigation into the Relationship Between Daylight and Human Performance*. Report submitted to Pacific Gas and Electric. http://www.h-m-g.com.

studies, discovered that compared to little or no daylighting, classrooms with large amounts of daylighting increased the rate of student learning by 20% in math and 26% in reading.

However, within the district there is a range in the quantity and quality of daylight available in the elementary schools. Deerfield and Broken Arrow (with the exception of the newer classrooms), provide minimal natural day light. For a second group Woodlawn, Pinckney (less in the newer classrooms), New York, Wakarusa (less in the newer classrooms), Kennedy, Quail Run, Langston Hughes, Schwegler, Hillcrest (less in the newer classrooms), Cordley, Prairie Park (though this school's classrooms don't have as much window area as in some of the other schools), Sunflower, and Sunset Hill all provide an average to significant quality of daylighting. Though even in the larger single story buildings there are regularly occupied interior rooms/spaces with little or no daylighting, the spaces with limited daylighting are typically not regular classrooms.

Comparisons of Deerfield or Broken Arrow to other schools such as Woodlawn or Langston Hughes in the following evaluations demonstrate the deficit of day light that the teachers, staff, and students at Deerfield and Broken Arrow have to overcome. Again, this is an issue of parity.

All teacher/staff comments regarding daylight expressed either a large degree of satisfaction with the daylighting they do have or wished they could have more windows or skylights. Nobody stated that they have too much daylight (though it's likely some education or reminding is needed on how to use the blinds to maximize good quality daylight and minimize direct glare / heat gain). Though teachers in the older classrooms with glazing across an entire wall(s) stated they could use some more wall space, and did often tack things to the blinds. However, most did this in a way that they could still open/close the blinds. To further ensure high quality daylighting, all clerestory/high windows (non view glass) should be upgraded to a translucent insulating window material or motorized blinds added. Light shelves to reflect direct light may also be needed where they do not currently exist.

Some classroom lighting is currently circuited and switched to take advantage of manual daylight harvesting, while others are not – it varies a lot among the schools as well as within individual schools. Occasionally we observed a teacher conducting their class with their lights off, or at least some of their lights off in those classrooms with good quality daylighting available. To make this the norm instead of the exception, the district should make all rooms with daylighting capable of manual daylight harvesting and implement an education program among the teachers. Even better would be to retrofit these spaces with automatic daylight harvesting capabilities where natural light offsets the use of artificial light. In addition to the energy savings and increased lamp/ballast life obtained (assuming the correct ballasts are used), the additional space control provided to the teachers/staff would be of benefit in and of itself (see discussion below on Personal Space Control).

Thermal Comfort:

Thermal comfort/discomfort has an impact on teacher/staff/student performance and health, but unfortunately there appears to be a wide range of thermal comfort in all of the schools. There is a significant literature available on the impacts of temperature and humidity on occupant comfort and

productivity, though it is primarily from studies in office buildings. For example, discomfort represented by non-optimal temperature ranges (approximately 68 degrees F – 72 degrees F) has been shown to decrease occupant performance / productivity on either side of the optimal temperature range by up to 9%.[2],[3] However, much less research has been done on this in a classroom setting. Though Glen Earthman[4], in a summary of previous research, reported an optimum temperature range of 67 degrees F – 73 degrees F at 50% RH in a classroom setting. It is also important to remember that these findings are integrated with current HVAC design standards. As pointed out in a report by the Committee to Review and Assess the Health and Productivity Benefits of Green Schools[5] (pp. 65-66), it is important to remember the following three points:

1. "ASHRAE Standard 55-2004 and the ISO 7730 Standard for "Moderate Thermal Environments" are based on experimental studies of adults, not children."

2. "New 'adaptive' models of thermal comfort have not been incorporated into current standards used for the design of mechanical ventilation systems for schools. The metabolic rates of students vary across a school day as they engage in recess or lunch and move between rooms."

3. "HVAC system design focuses almost exclusively on the thermal and humidity specifications as directed by building codes. Distribution of air diffusers is assumed to satisfy other requirements for air movement and prevention of thermal stratifications. Radiant heat gains and losses at a scale relevant to actual classroom utilization are not considered. Internal mixing, air velocities, and vertical temperature gradients are rarely explicit design considerations and are rarely assessed."

So in addition to a) the cuts that often occur in HVAC systems/controls during design and b) the subsequent room/space modifications that occur without associated HVAC modifications (or adequate associated modifications), the above reasons are typically why, on a consistent basis , thermal comfort is rarely achieved. Almost without exception based on our visits Lawrence's schools are no different in this case. Sufficient resources over the coming years should be devoted to rectifying this. Better understanding of energy use and the potential for energy savings should be anticipated.

Indoor Air Quality: Given the complexity of this topic,more details will need to be generated following an additional consultation with district staff. But there are basic concerns regarding the amount of

[2] Seppänen, O., W. J. Fisk, and Q. H. Lei. 2006. *Effect of Temperature on Task Performance in Office Environment*. Publication No. LBNL-60946. Lawrence Berkeley National Laboratory , Berkeley, CA.
[3] Wargocki, P. and O. Seppänen, editors. 2006. *Indoor Climate and Productivity in Offices, Guidebook No. 6*. Rehva (Federation of European Heating and Air-Conditioning Associations), Brussels, Belgium.
[4] Earthman, G. I. 2002. School Facility Conditions and Student Academic Achievement. Los Angeles, CA: UCLA's Institute for Democracy, Education, & Access (IDEA).
[5] National Research Council. 2006. *Green Schools: Attributes for Health and Learning*. Committee to Review and Assess the Health and Productivity Benefits of Green Schools, National Research Council of the National Academies. The National Academies Press, Washington, D.C. http://www.nap.edu/catalog/11756.html.

outside air, the appropriate recirculation of interior air, and number of air changes required to keep space healthy given the wide ranging age, type and condition of this equipment.

Personal Space Control:

Numerous studies have demonstrated that people like to have control over their immediate environment, and that if they perceive a lack of control (some degree of powerlessness) it negatively impacts their performance and satisfaction. Greg Kats and his fellow authors[6], summarizing previous research, reported that increased tenant environmental control in an office setting had been found to provide average measured workforce productivity gains of 7.1% with lighting control, 1.8% with ventilation control, and 1.2% with thermal control.

However, the level of control that teachers and staff currently have with respect to their own temperature, lighting, indoor air quality, acoustics, etc., greatly varies among the schools and within individual schools. The operable windows in the classroom are definitely a plus in this regard I and could likely benefit indoor air quality). Providing limited temperature adjustability in *all* classrooms, along with recircuiting/upgrading the classroom lighting to be able to provide multiple levels of lighting would also benefit personal control.

Water Management and Automatic Flush Valves:

The presence of automatic flush valves varies significantly among the schools and within individual schools and given the need for more effective water conservation these should be part of a district upgrade. Previous research and case studies have shown that for younger school children (typically kindergartners through some 2nd graders), the use of automatic flush valves on toilets can result in untimely flushing and/or multiple flushing events as a result of improper selection of or adjustment of the sensors on the flush valves (which is made more difficult as a result of the students' smaller bodies).[7] In addition to the wasted water, this can result in a very real fear of using the toilet for a certain percentage of the younger students. This can have a negative impact on student performance, as well as turn into a hygiene problem. This issue was not focused on by the task force, but is something that the district should look into.

Summary of Observations during Site Visits:

For a detailed set of notes from the site visits to each school, see Attachment C .

1. Deerfield:

[6] Kats, G., L. Alevantis, A. Berman, E. Mills, and J. Perlman. 2003. *The Costs and Financial Benefits of Green Building: A Report to California's Sustainable Building Task Force.*

[7] Harmon, M. J. and R. D. Leonard. 2007. *A Post Occupancy Evaluation of the Edward Gonzales Elementary School, Albuquerque Public School District, Albuquerque, NM*. Prepared for The New Mexico Public School Facility Authority, by Human Inquiry. Professional report in possession of client.

The subcommittee toured Deerfield on September 8, 2010. Joni Appleman, principal, led the tour.

Deerfield is located at 101 Lawrence Avenue, Lawrence, KS. 66049-1846. According to the district's website, Deerfield was "built in 1968 and [is] located on 9.46 acres in northwestern Lawrence in what was then a meadow, Deerfield Elementary School serves 510 students in grades K-6. The school's name is said to have come from the frequent sightings of deer in the vicinity." We were informed that there was an addition to the school in 1987. It is noted that the district's website attributes 530 students to Deerfield, as of August 29, 2010. A portable serves gifted students on one side, and 3rd-4th grade SPED on the other side. ESL students were transferred to Cordley.

Capital Outlay Priority List: The district has acknowledged the following items for Deerfield, and at this priority level:

	Item Cost	Priority Level
Install smoke detectors	$10K	1
Renovation of restrooms across from cafeteria	$40K	1
Tie in rest of bldg to EMS	$30K	2
Replace countertops throughout	$50K	3
New cubbies 5th grade	$25K	3
New cafeteria floor	$25K	4

The tour: Ample land/playground area is immediately noticeable in this neighborhood setting. There is obviously ample room for expansion in the future. Deerfield Park is nearby, creating a very pretty setting for this school.

This school reportedly lacks smoke detectors, a safety issue, a low-cost fix, and should be remedied immediately.

There appears to be minimal parking and/or traffic issues with Deerfield. The parking lot has 44 parking spaces, and there is room for expansion in the future.

Upon entry into the school, poor air quality and air flow are immediately noticeable. This continues throughout the tour. HVAC controls appear to be poorly designed and/or were not adequately modified during subsequent additions/remodels. The school was built with minimal windows and has a dark interior as a result. This is exacerbated by dark-colored walls in classrooms. This could be significantly improved with the installation of skylights (though the district would have to investigate the feasibility), shared by pods and by walls being painted light colors. The principal noted that on stormy days, it is necessary to use lanterns/flashlights in the hallways of the original portion of the school when the power is out, as the emergency lighting is less than optimal and may not meet code requirements or

IESNA recommendations. This could be partially remedied with the installation of strategically located skylights, which would also solve other issues (though the district would have to investigate the feasibility). The flat roof reportedly suffers from recurring leaks, and the installation of skylights in an existing roof would have to be carefully implemented to prevent this problem from being further compounded.

This school is built on the "open classroom" model. Classrooms are very full. Only shelves separate three sections each of first grade through sixth grade classes. The two kindergarten classrooms are divided by an accordion divider to eliminate distractions. An AV projection system is present in every room. Additionally, it is reported that teachers and staff "struggle to find space for testing" and storage is reportedly inadequate throughout Deerfield.

A first grade teacher reported that teachers collaborate among themselves to avoid distractions among students in the three classrooms within a pod. The three third grade classes were observed watching a movie together. As with Broken Arrow, if one stands in the common area of each pod, multiple lessons are overheard equally well simultaneously. This was particularly noticeable in the second grade pod. The principal noted that she initially worried about the noise levels associated with each pod serving three classrooms, but that students appear to adapt to the configuration and associated noise.

Summary comments:

Deerfield Elementary

<u>Elements that work:</u>

Principal generally thought that building adapts well to changing conditions year to year, including the needs of itinerate personnel/activities.

The site allows for multiple areas of playground and the nearby park is a sizeable resource for the neighborhood

On-site parking is adequate

Covered walkway from drive to front entrance

Designed with grade level "pods" and some ability to change the degree of enclosure for each section, some teachers appear to take advantage of this and most students are able to adapt

The support areas in the vicinity of each pod were well used although adequate storage in the pods was a concern

Centrally located Administration offices, Library, Art, Music, and Cafeteria with a full service kitchen and a large Gymnasium w/ stage collectively served as a core of activities around which the classrooms are placed

There are individual rooms provided for a range of programs; SPED, ISA/Math are located in overflow classrooms

Creative solutions include the use of luminous sky ceiling inserts in some of the 2x4 fluorescent fixtures to mimic skylights

Generally plenty of wall space available for posters, wallboards, etc.

Key Deficiencies:

Classroom enrollments appeared to be larger than average and pose a problem in more open classrooms just given the potential for disruption

Deerfield is currently a 3 section school with half day kindergarten but uses some largers rooms for Title program– in order to do this with the current amount of facility space, some storage and custodian areas have been converted to other rooms/offices serving supporting functions (or existing spaces have been subdivided, i.e. the art room). If this were to go to full day kindergarten, then some of the space gains from the 6th grade move would be eliminated, limiting the potential for converting some of these rooms back to storage and/or custodial use

Poor IAQ , air movement/ventilation, and temperature appear to be a problem at Deerfield

HVAC zones and thermostat locations in the main office/administration area do not match current room configuration; thermostat in one room will control heating/cooling in another room. This creates thermal comfort issues.

The school has very few windows and the lack of daylight is a concern. Classrooms generally have (2) very narrow windows, letting in little daylight and providing very limited views of the exterior

Lighting in classrooms may be inadequate. Apparently there is still some T12 fluorescent lighting in the older half of the building; this should be retrofitted to at least T8, if not T5 ASAP.

One portable is still in use for Occupational Therapy and SPED and space is needed for office for Psychologist and Counselors. The availability of the 6th grade classrooms may allow these programs to relocate.

The emergency lighting in the original part of the school is currently inadequate per the comments from the principal and staff; as described it may not be in code compliance or meet IESNA recommendations

Interior finishes generally show their age, except where repaired, replaced or repainted.

Electrical system generally in need of upgrading (majority is original to building). Breakers trip occasionally, especially in office/administration area

2. Woodlawn:

The subcommittee visited and toured Woodlawn on September 8, 2010. Jeanne Fridell, principal, led the tour. Woodlawn is located at 508 Elm Street, Lawrence, KS. 66044-5401. According to the district's website, Woodlawn is "located on 5.1 acres of land in North Lawrence, has a long history and can trace its roots back to the earliest settlements in the area. Originally named Fifth Ward School, in 1890 its teachers petitioned to have the name changed to Woodlawn because the building was surrounded by a wooded lawn of elm, birch and walnut trees. The original building burned to the ground in 1923, and a new school, also named Woodlawn, was built in 1924. Currently, Woodlawn serves 216 students in grades K-6, including a full-day kindergarten program." It is noted that the district's website attributes 243 students to Woodlawn, as of August 29, 2010. The principal noted that the school serves 32 students with various disabilities.

Capital Outlay Priority List: The district has acknowledged the following items at Woodlawn, and at this priority level:

	Item Cost	Priority Level
Install smoke detectors	$10K	1
New cabinets/sinks annex area	$40K	3
Refinish all doors original bldg.	$30K	4

The tour: Woodlawn is the farthest northeast school serving the district. Given the geography of the area Woodlawn serves, it would seem impracticable and not cost-effective to bus students from the boundary edges to an alternative school. This is a nice lot with much playground area and room to grow, if necessary. Inexplicably, a permanent sign which indicates the end of a school zone is present on the street to eastbound traffic, immediately in front of the school. This is, at best, confusing and should be remedied. Traffic on the north side of the school is problematic at the beginning and end of the school days, as parents jockey for parking spaces, let off and pick up students.

Woodlawn is one of eight Title schools in the district. In 2010 Woodlawn received a *National Blue Ribbon School Award*. Additionally, the Confidence in Kansas Public Education Task Force awarded Woodlawn its *Challenge Award* for inspiring high student achievement among populations with high ethnic and economic diversity. The school has a full-time instructional coach, which the principal lauds.

One is impressed with the exterior presentation of this school. Large windows, a peaked roof, and a well kept brick facade are impressive. The principal described this as a "happy building" and it showed. This is a bright, cheery atmosphere, with sunlight coming through the many windows at this school, an environment conducive to learning. Windows open, allowing for fresh air into the classrooms. There are no noticeable air quality or air flow issues.

The principal noted that the school could handle another 40 students and a total student population of just under 300. Our visit supports this. AV is present in all classrooms, every classroom has computer capability and there are no reported electrical issues. The library has high quality woodwork and is well-lit.

Woodlawn is currently a 2 section school – in order to do this with the current amount of facility space, several storage and custodian areas have been converted to other rooms/offices serving supporting functions (i.e., reading rooms located in converted closets/storage spaces). This is a common condition across the district, even in some of the newer schools. When 6th grade moves, Music could move from the portable (enabling the removal of the portable) to the main building, give custodians back some of their space, and/or give some of the support programs better quarters.

A new gymnasium was added in the 1990s which serves the school well. The old gymnasium now serves as a multipurpose room, as the cafeteria and houses after-school programs. Meals are catered in from Lawrence High School, as there is no stove or oven in the kitchen, only warmers. This school is not ADA compliant, in spite of having a lift/chair. The lift/chair is reportedly "temperamental," and is not fully operable at all times.

The school has been directed not to locate classes or programs that serve disabled students or teachers/staff on the school's second level. The lift/chair should be repaired or replaced in the near term and options explored, such as adding an elevator, to make the school fully ADA compliant. The school reportedly does not have smoke detectors, which should be installed without undue delay. This is a comparatively inexpensive fix and the socially responsible thing to do.

The school does have some thermal comfort and HVAC control issues, especially on the second floor and some of the south side classrooms in the newer addition . After touring the school, the most prominent of the limited complaints seemed to be temperature/thermal comfort. The newer additions have central air and the older building has a combination of central air and perimeter units. When asked what was the one thing about the building they would change or fix first, the custodian and Principal stated that roof leaks would be the primary thing that they would address. But neither felt there were any major or multiple recurring problems/complaints.

Summary Comments:

Woodlawn Elementary

<u>Elements that work:</u>

Well established site supporting elementary education north of the Kansas River

Great daylighting throughout the facility and a large potential for additional utility savings from adding daylight harvesting capabilities. Many of the spaces could have been using their blinds better to maximize daylight penetration, minimize heat gain/loss, and expose/control view access. This comment is applicable to all of the elementary schools that have an average to large degree of daylight available.

Generally two levels of lighting control are provided in the classrooms, which means that the potential for manual daylight harvesting exists. The suspended fluorescent fixtures where present provide superior lighting quality than the 2x4 prismatic troffers.

Larger classrooms in the 1960 addition

Both multipurpose room and larger gymnasium spaces

Title programs and full day kindergarten accommodated (though many support areas occupy former converted closets/storage rooms).

Most of the mechanical system equipment and electrical system are relatively newer

Operable windows and ceiling fans

Newer library

Key Deficiencies:

Street side access on Elm (north) is difficult

Upper story of original building is not ADA accessible; lift chair is inadequate

On average, 4th – 6th grade classrooms are smaller than district average

Administrative space somewhat removed from later additions

Portable is used for Music program (program to be relocated with 6th grade move)

In many of the closets/storage spaces converted to other uses, there are power panels or control panels of various kinds. While they are locked, this is not the safest situation. These rooms also have no windows into adjacent spaces or the exterior

Location of library at one end of the school requires a large travel distance for some of the students on the 2nd level of the original building.

3. Pinckney:

The subcommittee visited and toured Pinckney on September 22, 2010. Lesa Frantz, principal, led the tour. This grade school is located at 810 West 6 Street.

According to the district's website, Pinckney "bears the name of Charles Coatesworth Pinckney, a Revolutionary War hero who helped write the U.S. Constitution and was a two-time Federalist Party presidential candidate from South Carolina. Pinckney's original eight-room building was erected in 1872 at a cost of $6,000. Located on 2.7 acres of land in Old West Lawrence, the present building, constructed

in 1931, remains one of the earliest school sites in Lawrence. Pinckney serves 264 students in grades K-6, including a full-day kindergarten program."

The district's website attributes 272 students to Pinckney, as of August 29, 2010. A new addition to the school in 2000 includes the two sixth grade classrooms.

Capital Outlay Priority List: The district has acknowledged the following items as requiring fixing at Pinckney, and at this priority level:

	Item Cost	Priority Level
Install smoke detectors	$10K	1
Renovate restrooms	$100K	1
Upgrade plumbing	$250K	2

The tour: There are no air quality or air flow problems evident. There is plenty of daylight, the roof is apparently in good shape, there are no water leak issues that we were made aware of and, although older, the school is well kept. There is a good quality conference area sitting eight at the table, and the nurse's area is functional and in good shape. The principal indicated that the school served 270 students and that this was a "comfortable" number. There are no portables and no reported vandalism issues at the school. However, the playground to the west has an occasional transient pass through. The PTO is reportedly active and many parents are engaged with the social events at the school.

The playground area is more than adequate, with a large area to the west of the school in addition to a small area in front (south side). The school has a newer elevator that is currently used by one student daily. Arrangements have been made to remove this student from the second floor in the event of an incident which renders the elevator inoperable. This is a two-story school that does not have smoke detectors. This issue should be remedied immediately.

Lunch is served in the gymnasium in three blocks, between 11:15 a.m. and 12:30 p.m. The gym no longer uses the stage. The kitchen is small and houses only warmers, freezers and coolers, requiring meals to be shipped in from Lawrence High School. Kitchen staff commented that there was inadequate space and that they were "bumping butts," but that they made it work. Having no dish washer capacity, the meals are served on disposable plates with disposable silverware, a environmentally unsustainable solution.

The current first through fifth grade classrooms and art room appear incapable of accommodating more students, and storage space is an issue in general. The gym teacher commented that more than 18 students for 2nd through 6th and more than 22 students for K through 1st at a time were unmanageable in the gymnasium. The current kindergarten and sixth grade classrooms have ample room and could serve additional students.

Traffic issues on 6th Street on the south border of the school, and on the Mississippi Street on the eastern border of the school are readily apparent. The school is served by a tunnel under 6th Street to allow students walking to school to avoid crossing 6th Street. But Because of the high level of visual contrast between the tunnel interior and exterior, lights are needed to be on at each entrance into the tunnel during the day; additional lights may also be needed on the interior side at each tunnel entrance to minimize this visual contrast to IESNA recommended levels.

Summary Comments:

Pinckney Elementary

Elements that work:

Daylight throughout original construction and newer additions (though less in the newer classrooms) and a large potential for additional utility savings from adding daylight harvesting capabilities. Many of the spaces could have been using their blinds better to maximize daylight penetration, minimize heat gain/loss, and expose/control view access, though this comment is applicable to all of the elementary schools that have an average to large degree of daylight available.

Ceiling fans in all of the classrooms in the original portion of the building (though the two classrooms in the new addition don't have ceiling fans).

An elevator in this building makes the 1931 thru 2000 sections ADA compliant

Great combined Library and computer lab

6th grade classrooms are larger and will be readily convertible

Large rooms for full day kindergarten

Entire building reroofed in 2000

Except for the lower wood paneling which is in poor condition, the finishes in the original building appear to be in relatively good condition

Key Deficiencies:

Small site creates parking challenges; access via 6th street tunnel and parents' park off-site for drop-off and pick-up

Classrooms for grades 2-5 are smaller than average

Warming kitchen is small

Gymnasium and cafeteria functions served by same room.

Instrument storage is on the 2nd floor landing of the east stairwell (original building). Music room is on the first floor.

Inadequate number of outlets in the original building.

Playground: Southwest field is used, but when it rains can become too wet to use (drainage not adequate). Limited to blacktop and concrete when this happens and playground ends up being too crowded.

Generally, the lighting in the classrooms is not zoned to take advantage of manual daylight harvesting.

Classrooms in the original part of the building have had the ceilings dropped as part of a previous HVAC retrofit (15 years ago?) – limits some of the light entering, though the majority of the windows are still below the ceiling.

Newer addition and original building not in sync HVAC control/temperature-wise; at times one may be freezing and the other comfortable; other times vice versa.

4. New York:

The subcommittee visited and toured New York school on September 22, 2010. Nancy DeGarmo, principal, led the tour.

This grade school is located at 936 New York Street, Lawrence, KS. 66044-2795, near the Delaware Commons. According to the district's website, New York School was established in 1869, and "serves 142 students in grades K-6, including a full-day kindergarten program. Although the original building no longer exists, the original location remains the same.

Situated on 3.3 acres of land just a few blocks east of the city's downtown, the present school, built in 1937, shares the name of the street on which it is located." It is noted that the district's website attributes 200 students to New York, as of August 29, 2010. The principal informed the subcommittee that the school has 65 more students than 2009, and now serves 70% Title students. The BEST program serves six children from different schools. The principal notes that Title and SPED "drive everything else" at this facility.

Capital Outlay Priority List: The district has acknowledged the following items at New York, and at this priority level:

	Item Cost	Priority Level
Renovate restrooms	$100K	1
Reconfigure/expand north access/parking	$200K	2

Storage area	$30K	2

The tour: The principal described the area served by this school as consisting of many smaller houses, housing an increasing number of well-educated small families looking for a fixer upper, and lots of college aged students. It was noted that these structures would house small families that would have to move to large properties as their respective families grew. Many of these homes were described as presently being rental properties.The principal also commented that the district cannot bus to this school, as the streets are simply too limited and there is not adequate area to enter/exit busses. Adequate parking is also an issue here.

The building is a bright facility with daylight entering through generally large windows, and the walls are painted light colors to take full advantage of the natural light. However, upon arrival, the building is noticeably warm and stuffy. No leaks are reported with windows or with the roof. The principal has the ability to "see and hear it all" at this school from a single vantage point, by exiting her office into the hallway adjacent to all the classrooms. Entry into the school requires passage immediately past the glass enclosed offices area (though the principal did state that she would like to have better access control from the main office). The school is fully ADA compliant.

Electrical outlets are described as "an issue" (they do not have enough, nor are they in the right locations). Art and Music are served by a portable, which may be discontinued in future years due to 6th grade moving to middle schools (though the principal indicated that this would make the school pretty "tight". Storage throughout is problematic.

The gymnasium was added in 1998; it is in good condition and serves as a lunchroom and auditorium. The principal notes that the school serves the community as a voting center, flu shot location, and serves the East Lawrence Community Center and East Lawrence Neighborhood Group. The "walkability" to and from the school by students is evident, as is its close location to downtown Lawrence. The principal notes that classes of students take full advantage of this by taking regularly scheduled walking tours of downtown Lawrence and points nearby.

Additionally, the school has a separate kitchen area with washer/dryer. The principal noted that families in the community that cannot afford these appliances are able to use them at the school.

What was the original gymnasium is now used as the library with adequate space and lighting. The computer lab, located at the mezzanine level of the library, has wireless capabilities and is in good condition (though it did seem stuffy at the time of our visit). The school kitchen is functional, with heaters and freezers to handle the food which is shipped in from Lawrence High School each day.

Summary Comments:

New York Elementary

<u>Elements that work:</u>

Sizeable windows and significant daylighting throughout and a large potential for additional utility savings from adding daylight harvesting capabilities. Many of the spaces could have been using their blinds better to maximize daylight penetration, minimize heat gain/loss, and expose/control view access, though this comment is applicable to all of the elementary schools that have an average to large degree of daylight available.

Ceiling fans

Classroom wall space for materials, projects (though they make use of the blinds to pin up items as well).

Every classroom has a sink

Library is larger, well designed, and located centrally w/ separate computer lab

Only disposable material used for serving food is the use of sporks for breakfast.

Cafeteria/Gymnasium access provides for community use

Zoned mechanical systems under pitched roof – protects equipment and occupied spaces

Good location for administrative offices, ability to "see and hear it all"

Serves as a neighborhood resource including access to a range of services, laundry and meeting space

School is on the walking tour for Historic Lawrence

<u>Key Deficiencies:</u>

On-site parking is a huge problem; not enough for teachers/staff; no real visitor parking; bus access to the site is difficult to manage

Current site configuration w/ one portable is awkward

Support services, Social Worker, Gifted, BEST in minimal space

Smaller K thru 4th grade rooms

Generally, the lighting in the classrooms is not zoned to take advantage of manual daylight harvesting

HVAC in interior converted offices is poor (poor thermal comfort and IAQ); thermal comfort problematic throughout facility at various times of the year/day. Staff/teachers have jackets on hand if they're too cold; they tell kids and parents to do the same.

Portions of electrical system need to be updated

Inadequate # of outlets in older portion of facility

Art and Music in north annex (aka. portable on a foundation)

Warming kitchen is small

Gymnasium and Cafeteria functions combined into a single room

Available classrooms will benefit from having 6th grade room next year

5. Wakarusa Valley:

The subcommittee visited and toured Wakarusa Valley School on September 23, 2010. Brian McCaffrey, part-time principal (shared with Broken Arrow), led the tour. Mr. McCaffrey was appointed to serve Wakarusa for the 2010-2011 school year. The previous principal's contract was not renewed, due to budget cuts instituted for this school year.

Wakarusa Valley School is located at 1104 East 1000 Road, Lawrence, KS and is the only remaining USD 497 school located outside the city limits of Lawrence, Douglas County, Kansas. According to the district's website, Wakarusa Valley School was "built in 1960 on ten acres of land located outside Lawrence's city limits in the valley south of the Wakarusa River for which the school was named.

Wakarusa Valley Elementary School services 186 students in grades K-6. According to John Holloway's 1868 History of Kansas, the name Wakarusa comes from an Indian legend which tells of a maiden who began to cross the river on horseback, and as she continued, the water became increasingly deeper until her body was half immersed. At that point she exclaimed, 'Wakarusa!' (hip deep). She apparently crossed safely, but as a result of this event, the river became known by the indigenous people as the Wakarusa." It is one of two schools within USD 497, including Broken Arrow, that honor the rich Native American heritage of Douglas County. It is noted that the district's website attributes 194 students to Wakarusa Valley, as of August 29, 2010.

Capital Outlay Priority List: The district has acknowledged the following items at Wakarusa Valley, and at this priority level:

	Item Cost	Priority Level
Install smoke detectors	$10K	1
Lagoon update	$300K	5

The tour: Wakarusa Valley is the farthest southwest school serving the district. The geographic area served by this school includes the towns of Clinton and Stull. The area served by Wakarusa Valley is easily the largest geographic area in USD 497. Given the geography of the area Wakarusa Valley serves, it would seem impracticable and not cost effective to bus students from the boundary edges to an alternative school. There are no obvious traffic issues or parking concerns.

This is a bright, cheery atmosphere, with daylight entering through the many windows at this school, conducive to learning. There are no noticeable air quality or air flow issues. The janitor reports that the only issues are an occasional roof leak, which the district addresses as they come up. There are no present leak issues with roof, windows or otherwise that we were made aware of. The original building is served by individual HVAC units mounted on the exterior walls of the rooms they serve (providing individual temperature control to those classrooms). The newer addition is served by a central air system. The kindergarten teacher reports difficulty with the individual HVAC unit serving her classroom, blowing air into one area, making it difficult to position children within the classroom away from the direct airflow. No maintenance issues with the individual room mounted HVAC units were reported, but due to their respective ages they will all need maintenance and likelyreplacement in the near future. Playground space is substantial, and an additional swing set is planned for installation during fall 2010.

This school reportedly lacks smoke detectors, a recurring issue in this district, which should be immediately remedied.

While upgrading the lagoon is noted as a level 5 priority, there are no past or present issues with the lagoon noted.

The kitchen is fully accessorized and has a complete and operable dish washer. It is impressive. Meals are served in the previous gymnasium, which accommodates the students with ease. A stage separates the previous gymnasium with a new gymnasium, and the stage opens on to each side to serve both areas equally well. This set-up allows for meals to be served simultaneously with presentations occurring on the other side of the stage.

Wakarusa Valley School serves the community in many ways in addition to educating students. They are as follows: (1) Lawrence Parks and Recreation (LPRD) basketball practice for every grade; (2) open gym basketball for youth; (3) Kaw Valley Soccer Association soccer practice, every grade; (4) LPRD T-ball practice, every grade; (5) LPRD softball practice, every grade; (6) Brownies; (7) Girl Scouts; (8) Cub Scouts; (9) Webelos; (10) Chess Club; (11) Science Club; (12) Clinton Eagles 4-H; (13) *GOOGOLS* After School Program; (14) Family Fun Night; (15) Ice Cream Socials; (16) Choral Concerts; (17) Band Concerts; (18) Community garden; (19) Wakarusa Valley Budget Committee; (20) family picnics, as Wakarusa Valley school serves as the community playground; (21) Water District No. 5 holds their stockholders meeting and Election, and the water district council has frequent meetings there; (22) community soccer teams have "who-ever-wants-to-come" soccer games once or twice a week, similar to a bunch of neighborhood kids getting together to play soccer, but since the community doesn't have traditional neighborhoods, they meet at Wakarusa Valley school; (23) family reunions, including one former superintendent, have family reunions at Wakarusa Valley school ; (24) the German Baptist community has church services at least once a year and uses the building whenever they have gatherings that their facilities will not accommodate; (25) the Wakarusa township volunteer fire department visits and brings new firefighters to tour Wakarusa Valley school and conduct brief training on an as-needed basis throughout the school year; (26) Wakarusa Valley school is used as a rest stop for a large bike rally in June of each year; (27) Wakarusa Valley school is the closest recycling station for many of the families

served by Wakarusa Valley school; (28) Wakarusa Valley school serves the elementary and pre-K children as the community playground, and many meet to play on the playground all the time.

Summary Comments:

Wakarusa Valley Elementary

Elements that work:

Since 1959 serving areas of Lawrence/Douglas county south and west of the Wakarusa River, Clinton Lake and the South Lawrence by-pass

Daylight is adequate in the original construction and later classroom additions in 1994 and a large potential exists for additional utility savings from adding daylight harvesting capabilities. Many of the spaces could have been using their blinds better to maximize daylight penetration, minimize heat gain/loss, and expose/control view access, though this comment is applicable to all of the elementary schools that have an average to large degree of daylight available.

Classrooms in the original building are zoned to provide some manual daylight harvesting capabilities, though this is not the case for the classrooms in the newer addition.

Large classrooms for grades 4 thru 6

6th grade move will allow space for full day kindergarten or alternatives to the use of a portable

Multipurpose room for cafeteria with full service kitchen

Gymnasium (w/ stage) added in 1995 in total is the largest in the District

Serves as a rural community center for a wide range of activities

Corridor finishes are in relatively good shape for their age, though the ceiling tiles are showing their age – many are dirty/dingy, bowed, dinged, etc.

Key Deficiencies:

Through wall conditioning units in the original construction are difficult to maintain

Floor-to-ceiling height in the original construction is a limitation to retrofit of internally ducted heating/cooling systems

Building is served by a lagoon of adequate size, but updates (or connection to new sewer service) need to be anticipated

Rooftop units that were visible are showing their age, as are the exterior wall mounted HVAC units.

Several locations where the HVAC system is fairly noisy (this is primarily a problem for the individual wall mounted HVAC units).

Portable is in poor condition

6. Broken Arrow:

The subcommittee visited and toured Broken Arrow on September 23, 2010. Brian McCaffrey, principal, led the tour.

Broken Arrow is located at 2704 Louisiana Street, Lawrence, KS. According to the district's website, Broken Arrow was "built in 1968, [and] sits on eight acres of land adjacent to South Junior High School and Broken Arrow Park in south central Lawrence. The United States Bureau of Indian Affairs donated the land through the Haskell Institute (now Haskell Indian Nations University). The school's name, Broken Arrow, is considered a sign of peace and was suggested to honor the Native American background of the land. The school serves about 270 students in grades K-6."

This grade school sits adjacent to South Jr. High. A replacement facility for the original South Junior High, built in 1968 and open 1969-2007, opened its doors on August 20, 2007, on the same campus. South is located in south central Lawrence on 12 acres of land donated by the United States Bureau of Indian Affairs through the Haskell Institute (now Haskell Indian Nations University). The school serves approximately 600 students in grades seven through nine. It is noted that the district's website attributes 282 students to Broken Arrow, as of August 29, 2010. We were informed that upgrades to this school occurred in 1992 with an addition to the school, in 1996 with the addition of a new library, and in 2006 as described below.

Capital Outlay Priority List: The district has acknowledged no items as requiring fixing at Broken Arrow, apparently due to the recent renovation of this facility.

This recent renovation allowed the school to eliminate the use of portables, and resulted in a new office/reception area that includes a new principal's office, conference room and nurse's area. Also included is a new, large teacher's break room.

The tour: The school appears to suffer from no traffic or parking issues. The school sets back from the road far enough, and has an appropriate driveway that allows for busses and parents dropping off students to have little or no difficulty with on-coming traffic. At peak times, traffic flow issues onto Louisiana are apparent to anyone who has driven that way. A tunnel under Louisiana allows students to walk to and from school without having to navigate across this busy street. The original building has very few windows that open to allow fresh air or daylight into classrooms. HVAC issues were noted that will have to be addressed in the future. The school cafeteria is fully accessorized, serves both Broken Arrow and South Jr. High, and meals are prepared on site. Due to vandalism, the northwest playground, a very nice facility, is posted as closed during non-school hours. This school has an "open classroom" theme.

The school has two kindergarten classes, each for one-half day session. Two first grade and two second grade classes are present in one pod. The first and second grade classes are separated by a wall such that the pod is divided into two, one area housing two first grade classes and the other housing the two second grade classes. Short book shelves separate the two first grade classes from each other. The same is true of the two second grade classes.

The pod housing two third and two fourth grades is configured similarly. This author stood at the back of these half-pods to observe: the noise is readily apparent. One first grade teacher offered that the adjoining classes "do the same things at the same times" to avoid obvious noise distractions. When this is not possible, one teacher moves the class into a commons area or the library. A separate pod serves two fifth and two sixth grade classes. There are no walls dividing the four classrooms. This author purposely stood in the central area, which is the very back of each of the four classrooms, just a few feet from the back rows of each of the four classrooms. The noise is readily apparent. Indeed, a student sitting in the back row of any one of the four classes served by this pod can hear four (4) simultaneously given lessons equally well. The interior windowless spaces are shaped largely by cast concrete and block walls, much more institutional/utilitarian than inviting.

Summary Comments:

Broken Arrow

<u>Elements that work:</u>

Recent site improvements have addressed parking and access w/ separate lanes for buses and vehicles

This 2 section school has both a cafeteria and a suitable gym and a full service kitchen shared with South Junior High

The recent addition in 2008 provides outstanding Administration, Clinic, Teachers Lounge and Art space, and adaptable space for Title and Gifted programs

Recent renovations have replaced heating and cooling systems in the building

The new addition support spaces have adequate daylighting available, and the light fixtures have multi-levels of switching available, providing the potential for manual daylight harvesting

Because large sections of the building were built of concrete block and poured concrete, this building may provide the best emergency shelter of any in the District.

Butterfly garden adjacent to the library that the PTO maintains

<u>Key Deficiencies:</u>

The original portion of the building has very few windows and apparently none of them are operable; without daylighting or exterior views, these spaces were dreary. The exception are the 4th grade classrooms where some high perimeter windows have been added, and these teachers are absolutely thrilled that they have daylighting.

The interior finishes in the older part of the building are drab/dreary in general

Suitable room divisions in this “pod” design were marginal at best

An entirely open 5th and 6th grade pod at a minimum seems to limit enrollment to keep class size and conflict to a minimum. For larger class sizes this seemed to be a potentially disruptive environment.

Support program space in the center of the facility was awkward at best, but staff appeared to “make do”

Break-out space was available but not particularly conducive to work, with no windows and odd spaces that seemed to be a disproportionate mix of usable and unusable space.

Splitting the playground and locating areas off the non-public side of the building has produced opportunities for vandalism (though the gate to K-2 playground does not currently have a lock on it; latch is broken.

Poor thermal comfort in original part of the building (principal thought that most of the problems occurred during the transition seasons).

7. Kennedy:

The subcommittee visited and toured Kennedy on September 23, 2010. Cris Anderson, principal, led the tour. This is Ms. Anderson’s first year at Kennedy, having previously served the district at East Heights. Kennedy is located across the street from the Douglas County Fairgrounds, at 1605 Davis Road, Lawrence, KS.

According to the district’s website, Kennedy “originally open[ed] its doors in January 1961 as Southeast Elementary School, by April of the same year the Lawrence Board of Education unanimously voted to rename the "new" school Kennedy Elementary School to honor Miss Opal Jayne Kennedy. Miss Kennedy retired as principal of Hillcrest Elementary School in 1961 after 50 years of teaching the children of Lawrence and Douglas County. Kennedy school is located on 6.7 acres of land in eastern Lawrence near the Douglas County Fairgrounds. It serves 320 students in grades K-6, including a full-day kindergarten program. Beginning in 2010-11, Kennedy will serve as home to the district's Pre-K program, serving Lawrence three- and four-year-olds who are not currently receiving a community preschool experience.” It is noted that the district’s website attributes 266 students to Kennedy, as of August 29, 2010.

Capital Outlay Priority List: The district has acknowledged the following items as requiring fixing at Kennedy, and at this priority level:

	Item Cost	Priority Level
Install smoke detectors	$10K	1
Re-roof half bldg.	$300K	1
Redesign/construct additional parking front	$150K	2
Paint exterior	$25K	3
Install bldg. automation energy mgmt.	$50K	3

The tour: Upon approaching Kennedy, it is immediately apparent that the large playground sits considerably higher than the school. This has always been true. Not surprisingly, the principal notes drainage issues which the district has been and is still in the process of addressing. It would appear that water, ice and snow have drained off that hill towards the base of the school since its inception.

The principal quickly noted considerable water issues and persistent dampness with this school.

The school suffers from a noticeable musky odor. The principal reports that teachers previously utilized plug-in air fresheners in their rooms, but this had to be discontinued due to fire concerns and individual fragrance sensitivities. Floor air vents are noticeably discolored and appear moldy. One in a hallway has been removed, leaving an open hole. The appearance of some of these floor vent covers makes one suspect that they have been partially submerged at some point in time.

The principal and teachers pointed to multiple windows with leakage problems, some with water seeping behind the windows and behind book cases on the floors of classrooms. In one room, acoustic tiles on the walls are spongy. There is a noticeable odor in the restrooms. At one point during our tour, the principal stated that she did not want “hopelessness to take residency.” The district needs to develop a long term plan for monitoring the indoor air quality of this school and remediating any problems that are detected.

The principal noted that there were a mix of door knobs and door handles throughout the school, and that efforts were in the works to make this uniform. She described cabinets, cupboards and countertops as “atrocious.”

The district’s records show that this school does not have smoke detectors. This is a recurring deficiency in this district, but given the Early Childhood use of the building, should be addressed immediately.

The nice and considerable playground serves the community year around. As noted above, Kennedy serves as home to the district's Pre-K program, serving Lawrence three and four year olds who are not

currently receiving a community preschool experience. Kennedy also serves as a Douglas County Dental program provider. The gymnasium currently serves LPRD two nights weekly.

Summary Comments:

Kennedy Elementary

Elements that work:

Kennedy has some of the largest classrooms in the district, kindergarten rooms in particular appeared to be very functional and adaptable.

Daylight is generally available in the exterior spaces throughout, though the quantity of windows vary with the different additions/remodels made over the year. There is a large potential for additional utility savings from adding daylight harvesting capabilities. Many of the spaces could have been using their blinds better to maximize daylight penetration, minimize heat gain/loss, and expose/control view access, though this comment is applicable to all of the elementary schools that have an average to large degree of daylight available.

Operable windows

Kennedy was also one of the places where public clinics were being conducted on a "space available" basis – in this case a dental clinic was in session.

The principle at the school has done an extraordinary job of accommodating a range of program needs, Title programs, full day kindergarten and the District's entire Early Childhood program.

The preschool playground works well according to the principal.

Separate gymnasium and cafeteria

Key Deficiencies:

The site has some very significant challenges managing traffic at drop-off and pick-up, and currently requires carefully orchestrated method for staging cars and buses to and from the site.

The addition of the Early Childhood program has presented some very real challenges for use of space in the building and if this program is to stay more investments will be required.

Principal is not happy with the state of the finishes – drab, dirty, looking old and out of date, etc.

The building site and placement of the building have led to recurring problems with water infiltration.

The original building footprint appears to have been served by a central air system that partially distributes air under the floor slab and leads to additional concerns regarding the quality of indoor air delivered by these units (some of this underfloor distribution system still appears to be used).

Currently functioning as a two section school, the cafeteria w/ full service kitchen was dated (original construction 1966) and some on the tour noted a damp, musty odor in this area of the building.

The exterior of the building adjacent to the interior courtyards appeared to have roof gutter and roof edge failures to the point where brick was discolored and mortar was damaged by water infiltration.

The newer sections of the building also had areas of concern regarding water infiltration to the point where interior wall sections were identified by building staff as water damaged. Rooms smelled musty.

Areas in corridors, near restrooms and water fountains smelled musty and previous attempts to dry carpets in these areas were not always successful.

The building is on the District's list of buildings requiring a reroof, in particular the 1986 and 1988 wings, which is where many of the damp areas were noted on our tour.

In the course of replacing windows in Kennedy and at other points in recent years district staff have been concerned with the exterior walls and interior conditions and have had experiences with mold in wall cavities in areas that stayed consistently wet.

Testing related to assessing the conditions for mold in the building was requested by the members of the task force. Interpretation of results from these preliminary tests will require responses by District staff and administration.

Portions of the electrical system likely are near their end of life and in need of replacement.

Inadequate number of electrical outlets throughout.

8. Quail Run:

The subcommittee visited and toured Quail Run on September 27, 2010. Debbie Tann, principal, led the tour. Quail Run is located at 1130 Inverness Drive, Lawrence, KS.

According to the district's website, Quail Run was built in 1987 on 15 wooded acres of land in western Lawrence, and serves 420 students in grades K-6. Faculty members who arrived early to the school recall often seeing deer and other wildlife on the grounds. The school's name came from the subdivision which surrounds it." It is noted that the district's website attributes 475 students to Quail Run, as of August 29, 2010.

Capital Outlay Priority List: The district has acknowledged the following items at Quail Run, and at this priority level:

	Item Cost	Priority Level
Replace cabinet doors throughout bldg.	$60K	3

The tour: Upon arrival, no traffic flow or parking issues are evident. This is a bright structure, full of sunlight, with great windows and no air quality or air flow issues noticed. The only exception is the art room, which could be well-served with a skylight. The windows open to allow fresh air into classrooms, although no screens are on the windows, allowing bugs in at times.

The principal informed us that very few students walk to this school, and that the majority of students are driven to school by parents. We visited on a bright, sunshiny day, and only seven (7) students' bicycles were parked outside the school.

Many parents and grandparents are active as volunteers, assisting teachers at this school. A colony of bees had taken up residence in a tree outside the building recently, and the principal indicated that steps were being taken to remove them. Having had some experience with a similar situation at home, one of the subcommittee members provided contact information for a bee removal service.

The principal noted that this school was built on a ground water spring. Not surprisingly, significant settling occurred in a short time after occupancy, and continues today, as evidenced by floors cracking and dropping, and the associated roof leaks as the structure shifts. We were informed that the district has adequately addressed these issues as they have arisen. The principal also noted temperature control issues in the building, but that they are not unmanageable. The cubby holes used by students to store backpacks and jackets are unusually small and do not meet the needs. Accordion-type walls separate classrooms, which were designed to be removable. However, due to the settling of the school and the actual weight of the accordion wall panels, this is not feasible, so it is not done.

The kitchen is fully accessorized and food is prepared on site each day for both breakfast and lunch. The kitchen supervisor indicated that previous ventilation problems with the dish washer (Dec. '09) have been remedied. The school serves as an autism cluster school and has served those students in a portable. The principal indicated that those students would be moved into the main building in Oct. 2010. With 6th grade moving out of the school into middle schools the for all future school years, the additional space shall adequately serve the needs of the students. The school also serves two visually impaired students and has a braille machine that serves the district and elsewhere. We observed one visually impaired student navigating the hallways without difficulty.

The principal's comments as we were leaving were that the school had "not kept up," referring to carpeting and interior paint issues. with these exceptions. Given the relative youth of this school building, the issues associated with settling , structural issues have been dealt with by the district as they have arisen since the school was built,

Summary Comments:

Quail Run

<u>Elements that work:</u>

Great site, adequate parking for a school that is largely accessed by parents driving to school

Classrooms K-6 are right at the District mean across the board

Cafeteria, gym and most support areas appear to be adequate

Library is the largest in the district; building also has a separate computer lab.

Key Deficiencies:

Building foundations and floor slabs continue to settle; floor sections have been repaired/replaced

Moveable partitions between rooms are rarely moved

Views of the facility hallways from the Administrative office are difficult

Autism program in a portable will likely be moved to one of the three rooms made available with the 6th grade move

Minor roof leaks and overall interior conditions which need updating were concerns

9. Langston Hughes:

The subcommittee visited and toured Langston Hughes on September 27, 2010. Jackie Mickel, principal, led the tour. Ms. Mickel was, by far, the most candid principal we encountered, and is to be commended. Langston Hughes school is located at 1101 George Williams Way, Lawrence, KS. According to the district's website, this school "opened in 2000 on a portion of 50 acres of land located west of Lawrence which was purchased by the Lawrence Board of Education in 1986. The school bears the name of Langston Hughes, one of our nation's most well known and prolific poets. Raised in Lawrence by his grandmother from the age of two, Hughes attended Pinckney, New York and Central schools before moving to Illinois at age thirteen. Much of Hughes' poetry is reflective of his experience as an AfricanAmerican child growing up in the Midwest.

Langston Hughes Elementary School serves 512 students in grades K-6." It is noted that the district's website attributes 520 students to this school, as of August 29, 2010.

Capital Outlay Priority List: The district has acknowledged the following items at Langston, and at this priority level:

	Item Cost	Priority Level
Improve traffic flow and parking	$150K	3

The tour: Traffic issues are readily apparent. This is the only significant issue that the principal raised during our tour. However, the librarian reported that the space is too bright to allow for movies to be

shown in the library. This could be easily, and without undue expense, cured with retractable shades over those windows. No roof or window leak issues were reported. Given the age of this structure, it would be surprising if many issues with the building were reported.

This is a bright structure, full of sunlight, with great windows and no air quality or air flow issues noticed. The school has a fully accessorized kitchen and meals are prepared on site. Meals are served in the multi-purpose room, which easily accommodates those dining. The art teacher described her space as heaven. The occupied classrooms, while full, have plenty of room to accommodate the students and teachers and achieve their goals. The school has great playground space, and a fully separate playground for the kindergarten classes. The principal noted many community uses for the school's gymnasium.

Summary Comments:

Langston Hughes

<u>Elements that work:</u>

Daylight is well used though out

Community use of the gymnasium which was partially funded by City of Lawrence Parks and Recreation is a great model to follow for distributed recreation space and capital budgeting.

A sizeable Library with computers and an adjacent TV production space for student produced programs delivered in the building is an interesting feature.

<u>Key Deficiencies:</u>

Classrooms for 1st thru 6th may have been sized based on goals to enroll 18 students as a District average at the time of design? The area available for teaching in these rooms, on average, is the smallest in the District, so enrollments of 22+ seem crowded.

Library design makes it difficult to darken that space for projection

Although the shared open space outside pods should support smaller class sessions, the computer labs in individual pods have too few seats for individual classes to use. As a result the commons space in the pods isn't particularly well used.

As part of a very large development site on a major roadway it is likely most parents will choose to drive leading to more trips and making vehicle access even more challenging; it follows that site design and traffic patterns for access to this building will need more attention.

10. Schwegler Elementary

The subcommittee visited and toured Schwegler on September 28, 2010. Jared Comfort, principal, led the tour. Schwegler is located at 2201 Ousdahl Road, Lawrence, KS. According to the district's website, Schmegler was built in 1957, and "is located in central Lawrence on 7.7 acres of land a few blocks south and west of The University of Kansas' main campus.

The school bears the name of Raymond A. Schwegler, former dean of KU's College of Education from 1907-1946. Schwegler serves 371 students in grades K-6, including a full-day kindergarten program." It is noted that the district's website attributes 402 students to Schwegler, as of August 29, 2010. We were informed that upgrades to the school occurred in 1960, 1964, 1966, 1984 and 1988.

Capital Outlay Priority List: The district has acknowledged the following items as requiring fixing at Schwegler, and at this priority level:

	Item Cost	Priority Level
Install smoke detectors	$10K	1
Replace countertops A & B	$50K	2
Relocate stats in C hallway tie in to EMS	$20K	3

The tour: Like Sunset Hills, Hillcrest, Wakarusa Valley and Kennedy, the school beams with sunlight through the many nice windows, and appears very conducive to learning. There are no air quality of air flow problems evident. No leaky windows are reported. The principal noted that roofers worked summer 2010 in preparation for the school year, and that there are no leakage problems.

The principal noted that Schwegler is a Title and ESL school, but not a cluster school. He also noted that this area, a few blocks south and west of The University of Kansas' main campus, has many rental properties housing students. The school has a nice library with good light, good space, lots of books and a full-time librarian. HVAC acts as white noise in the library. Acoustic tiles here would seem appropriate.

The cafeteria is ample and is what was once the gymnasium. Meals are prepared on site. Staff complain that freezers are on the verge of requiring replacement, and that the slicer is due for replacement, however all presently meet the school's needs. The lack of smoke detectors should be remedied immediately.

Summary comments:

Schwegler Elementary

<u>Elements that work:</u>

2+ section school w/ substantial and well done 1988 addition to an original, renovated 1957 building

Includes space for Title programs, Full Day Kindergarten and ESL

Adequate daylight through out

Largest classrooms on average K-6 for a renovation/addition project in the District; efficient built-in storage

Separate cafeteria (old gym) and full service kitchen; meals get made not just warmed

Adequate program space for ESL, Art, Music, Resource Room, Title Reading & Math

And the best Workroom /Teachers Lounge (w/ kitchen) in the District

Huge gym available for public access after hours; with impact mats behind the b-ball goals

Adequate off-street parking

Deficiencies:

Library is undersized.

11. Hillcrest:

The subcommittee visited and toured Hillcrest on September 28, 2010. Tammy Becker, principal, led the tour.

Hillcrest is located one block east of the corner of Iowa and Harvard, at 1045 Hilltop Drive, Lawrence, KS. . According to the district's website, the school sits atop a hill on 5.3 acres of land, and was built in 1953. It "is located in central Lawrence just west of The University of Kansas. Hillcrest shares its name with its neighborhood. It serves 464 students in grades K-6, including a full-day kindergarten program as a cluster site, Hillcrest provides English as a Second Language services to English Language Learners." It is noted that the district's website attributes 376 students to Hillcrest, as of August 29, 2010.

Capital Outlay Priority List: The district has acknowledged the following items as requiring fixing at Hillcrest, and at this priority level:

	Item Cost	Priority Level
Install smoke detectors	$10K	1
Plumbing upgrade	$200K	1
Masonry/foundation repair	$100K	2

Replace fencing around playground	$20K	2
Remodel clinic storage and rr access	$40K	3
Refinish classroom doors	$15K	4
Refinish cabinets throughout	$60K	5

The tour: The awesome playground is the first thing you notice about Hillcrest. Plenty of room and lots of equipment. Like Sunset Hills, Schwegler, Wakarusa Valley and Kennedy, the school beams with sunlight through the windows and appears very conducive to learning. There are no air quality of air flow problems evident. No leaky windows are noted.

Parking is an issue here, but the principal advises over one-half of the students attending the school are bussed in each day, requiring 14 busses. Larger busses utilize the east side of the school.

Approximately 60% of the student population are ESL students who are integrated into the general population of the school. Hillcrest is reported to have the highest transfer-in rate of any school in the district. It is reported that many families who send students to Hillcrest use the school nurse as their first choice of medical assistance.

The principal describes the neighborhood as turning over, and families with children are increasingly moving into the area.

ESL, IRR, Title, music and gifted programs are housed in portables. Some of this will move into the main school during the next academic year, as sixth graders move to middle schools, creating more space.

Roof leaks are reported and are dealt with as they arise. The kitchen is small, and meals are catered in from Free State High School daily.

The area housing administrative offices is small, creating a tight fit, and the teacher's break room is what used to be the stage in the gymnasium. Teachers report a need for more space, but that they make it work.

Hillcrest partners with thirty University of Kansas Practicum Students on a science teaching project. The principal notes that this can cause issues with finding space for them.

Summary Comments:

Hillcrest Elementary

<u>Elements that work:</u>

Natural daylight throughout the original construction and most additions

Classroom size for grades 1-6 above District mean

Title programs and full day kindergarten accommodated

Site supports large number of daily buses given the use as the Districts largest ESL site

A site that supports portables is adequate for expansion

The site also supports a broad range of neighborhood uses; it is in everyday use a park

Key Deficiencies:

Four portables on this site for a school of nearly 400 student is an operational challenge for the District's largest ESL cluster site

Title programs, Gifted programs and Music are also in portables

Building interiors need basic improvements – paint and updating of finishes

Gymnasium is one of the smaller in the District for the largest 2 section school; warming kitchen is the smallest

SPED addition(1987) for an era of centralized programs is marginally useful space today

Art space is significantly under sized

Many support positions are placed in retrofit areas

Portions of the building are in need of reroofing

12. Cordley:

The subcommittee visited and toured Cordley on September 28, 2010. Scott Cinnamon, principal, led the tour. Cordley is located at 1837 Vermont Street, Lawrence, KS. According to the district's website, Cordley was "constructed in 1915, [sic] opened its doors in 1916 and is the oldest elementary school building still in operation in Lawrence. It sits on 3.46 acres of land in central Lawrence just east of The University of Kansas campus. The school bears the name of Richard Cordley, D.D., an abolitionist minister at Plymouth Congregational Church for 38 years and a survivor of Quantrill's 1863 raid on Lawrence, who went on to help rebuild the town.

Cordley school serves 217 students in grades K-6 and offers a full-day kindergarten program. As a cluster site, Cordley provides English as a Second Language services to English Language Learners." It is noted

that the district's website attributes 291 students to Cordley, as of August 29, 2010. The principal noted that the school serves 76 ESL students.

Capital Outlay Priority List: The district has acknowledged the following items as requiring fixing at Cordley, and at this priority level:

	Item Cost	Priority Level
Install smoke detectors	$10K	1
New heat A/C original building	$800K	1
Renovate 3 floor restrooms	$100K	1
Replumb 1950 building	$200K	2
Elevator for 3 story section (not ADA compliant)	$???	2
Expand staff/visitor parking	$175K	3
Expand bus drop off Ky. Str.	$200K	3
New curtains improved lighting for stage	$15K	4
Refinish classroom doors	$30K	5

The tour: Traffic and parking issues are readily apparent. The principal noted that the school is landlocked by 19th Street to the south, and by Kentucky on the west, both of which are very busy streets. The school has prepared, and provides to each parent, substantial traffic directions and instructions for dropping off and picking up students, in an attempt to deal with these issues. However, the problems remain. The school nurse, who also serves Hillcrest, reports loving her space. It is substantial compared to other grade schools in this district. The librarian reported loving the windows in the school's library and, indeed, they are very nice. The kindergarten classrooms are larger than most that we visited and provide ideal space for the students and teachers.

The gymnasium, which also serves as the cafeteria, is smaller, meals are served in the gymnasium, approximately 140-200 lunches daily. The kitchen is small, has only heaters and freezers for food, and no dish washers. Thus, disposables are used to serve meals.

Playground space on the south is very limited. However, playground space to the north is substantial. An impressive shelter was erected in 2010 with private monies. It is available to the community, and sets on the east side of the north playground.

The principal notes heating and A/C issues. The 3rd, 4th, 5th and 6th grade classes are served by window A/C units. Those spaces have noticeably older floors and somewhat cramped spaces. There is visible cracking and paint peeling on the walls of the basement of the school. The principal reports no water leak issues at Cordley, although the building has some history of basement water infiltration and potential for mold. The restrooms on the third floor of the school are malodorous and small.

Due to the configuration of this school, it has an ADA contingency plan to move classes with disabled students to areas that are actually ADA compliant. Kindergarten and first grader students are required to stay on the ground floor of the school, but the building is not ADA compliant . The building lacks smoke detectors..

Summary Comments:

Cordley Elementary

Elements that work:

Site provides park open space in a fairly dense area of Lawrence

Significant daylight throughout (1916 section thru 1951 section), larger classrooms

Kindergarten space well configured

Larger gymnasium w/ stage

Larger Art and Music spaces w/ lots of daylight

Adequate space for most Title, SPED, Enrichment programs

Surplus of storage in the original 1916 building

Nurses' office has its own water closet, larger total allocation

Key Deficiencies:

Bus loading area on Kentucky is limited

19th Street frontage presents some challenges; access for pickup and drop-off is limited

Library is undersized

1916 original construction is served by window air conditioning for the 3rd, 4th, 5th and 6th grades(energy inefficient, noisy, and low thermal comfort effectiveness)

No ADA compliant restrooms in the 1916 building

Travel time from the 1916 building to areas for Specials should be addressed; will require reallocation os space

ESL program in the lower seem misplaced, is it adequately spaced? Same question for Social Worker and Counselor positions.

ADA compliance for the 1916 building will require an elevator and likely restroom addition

Electrical system needs to be updated

Gymnasium likely will need a new roof

Gymnasium and cafeteria functions combined into a single room

13. Prairie Park:

The subcommittee visited and toured this school on September 29, 2010. David Williams, principal, led the tour. This school is located at 2711 Kensington Road, Lawrence, KS.

According to the district's website, this school was "built in 1994, [and] replaced India and Kaw Valley schools. It sits on 15.4 acres of land on the southeast side of Lawrence near the nature preserve which includes several acres of natural prairie land. The school's name comes from the subdivision and park located around the school. Prairie Park school serves 381 students in grades K-6, including a full-day kindergarten program." It is noted that the district's website attributes 418 students to Prairie Park, as of August 29, 2010. We were informed that in 2000 there was an addition at this school.

Capital Outlay Priority List: The district has acknowledged the following items as requiring fixing at Prairie Park, and at this priority level:

	Item Cost	Priority Level
Replace old fire alarm system	$10K	1
Modify storm water drainage	$20K	2
Tie chiller loops together/install plant mgr. control	$150K	3

The tour: Prairie Park is the furthest southeast school serving the district. Immediately prior to classes commencing, it is apparent that there are traffic issues on the North and East sides of this school. The principal reports that this is also true when school lets out. Many students walk to school, and there is also visible evidence of many students bicycling to school, weather permitting.

This is a bright atmosphere, with sunlight coming through the many windows at this school, very inviting and conducive to learning. There are no noticeable air quality or air flow issues. The south section of the school (burgundy and blue sections) would be well-served with skylights centrally installed in the "pod" areas. This would greatly enhance sunlight into these areas, which is noticeably lacking, especially when compared to the north section (yellow and green sections) of the school. The principal reports numerous evening uses of the building's commons area by the community.

Meals, 350 lunches in 1.5 hours, are served in the commons area. The kitchen is fully accessorized and has an appropriate dish washer. However, meals are imported from LHS.

The classrooms being used appeared at a comfortable capacity, and the principal noted additional capacity that could allow the school to handle approximately 500 total students. There are no portables. The principal noted that growth in the area served by this school has not been as much as was previously projected, and that there are an increasing number of retirees in this area.

Any issues with the fire alarm system should be remedied immediately.

Summary Comments:

Prairie Park

Elements that work:

Building site has a relative density that encourages walking to school or riding a bike

Building has significant amounts of natural light

Later additions of the Kindergarten/Art pod and 1st, 2nd and special services pod were well integrated

Public accessed facilities including administration offices are near the main entry

Skylighted commons areas in the newer pods were very functional

Classrooms 1-6 are the largest on average in the District; school apparently has room to grow enrollments.

Key Deficiencies:

Classroom divisions that provided doors were not needed and diminish workable space

Site development for a decent area for outdoor sports on grass fields was mentioned

14. Sunflower:

The subcommittee visited and toured this school on September 29, 2010. Sue Hosey, principal, led the tour. This school is located at 2521 Inverness Drive, Lawrence, KS.

According to the district's website, Sunflower was "built in 1994, [and] sits on 15 acres of land in southwest Lawrence adjacent to the Southwest Junior High School campus. School district officials utilized community input during the naming process, and the inspiration for the name came from the sunflower field which formerly existed at the site where the school now is located. Sunflower Elementary serves 473 students in grades K-6." Sunflower sits adjacent to, and is physically connected to, Southwest Jr. High. Southwest Junior High School was built in 1994 in response to the rapid growth which occurred in the west and southwest areas of the city in the early 1990s, opening its doors for classes in the fall of 1995.

It is noted that the district's website attributes 472 students to Sunflower, as of August 29, 2010. The principal noted that the school serves 60 ESL students.

Capital Outlay Priority List: The district has acknowledged the following items as requiring fixing at Sunflower, and at this priority level:

	Item Cost	Priority Level
Additional parking	$150K	2

The tour: Lack of parking for visitors is immediately apparent, which is surprising for such a new structure. No traffic issues were apparent during our visit. The principal noted the inability to see people entering the school until they are already in. This could potentially cause security issues, although not are reported at present.

This is a bright, cheery atmosphere, with much sunlight coming through the many windows at this school, conducive to learning. The librarian noted a lack of windows and sunlight in the library. There are no noticeable air quality or air flow issues. The classrooms have a very crowded feel. The school has a full service kitchen and food is prepared on site.

However, the principal reports that the cafeteria area is too small, and required new cafeteria tables, because the prior configuration was unsafe. This problem has been remedied. The principal noted that the school serves the community as a meeting place for Girl Scouts, Boy Scouts, and LPRD activities.

Summary Comments:

Sunflower

<u>Elements that work:</u>

Shared site and resources w/ Southwest Junior High School has worked

Decent daylight throughout, even in the gymnasium

The multi-purpose Dining and adjacent Music space with a moveable partition between, seemed to be one of the better mixed use spaces in the District.

The shared space outside of the pods should support small group work; book storage room for each pod was a good feature.

Key Deficiencies:

Visibility from the Administration offices is poor

Hallways are narrow

Classrooms seem to not be particularly efficient as they include areas for storage and coats as a separate aisle; as a result the functional classroom space is diminished.

Existing portable used for the BEST program will be no longer needed with 6th grade move.

15. Sunset Hill:

The subcommittee visited and toured Sunset Hill on September 30, 2010. Chris Bay, principal, led the tour. This school is located at 901 Schwarz Road, Lawrence, KS. According to the district's website, Sunset Hill was "built in 1955, [and] sits on nine acres of land in west-central Lawrence. Named for the housing development which surrounds the school, Sunset Hill serves 302 students in grades K-6." It sits adjacent to West Junior High. West Junior High School was the second junior high school built in Lawrence. Constructed in 1960 on 12.3 acres of land, it is located in what has now become central Lawrence and serves approximately 580 students in grades 7-9. It is noted that the district's website attributes 292 students to Sunset Hill, as of August 29, 2010. We were informed that upgrades to this school occurred in 1959, 1962, 1984 (library), 1985 (portable) and 1991 (2 portables which are still used).

Capital Outlay Priority List: The district has acknowledged the following items as requiring fixing at Sunset Hill, and at this priority level:

	Item Cost	Priority Level
Install smoke detectors	$10K	1
New ceilings north south rooms	$15K	2
New parking area to address traffic flow $	250K	3
Increase library size	$200K	4

Upgrade and increase kitchen size	$75K	4
Replace hallway carpet w/ resilient floor	$50K	5

The tour: Shortly before 8:00 a.m.one immediately notices a hazardous traffic situation at this school. Parking is limited, and the traffic on 9 Street is a hazard, both eastbound and westbound. This is considerably aggravated by the traffic coming and going from West Jr. High. Sunset shares green space with West Jr. High.

There are no busses other than daycare that serve the school. Most students live close enough to walk to school, weather permitting. Crossing 9th Street creates obvious issues, which the school addresses by having staff direct traffic during peak times.

This is a bright, cheery atmosphere, with much sunlight coming through the many windows at this school, conducive to learning. There are no noticeable air quality or air flow issues. However, Ms. Duncan, 2nd grade teacher, reports having to use a dehumidifier and a "musty" odor. The floor in Ms. Duncan's classroom has settled substantially. No reports of water leakage in and/or around the windows was reported or noticed.

The classrooms appeared fully used with little, if any, additional capacity. The portables appeared full and without additional, meaningful usable space available.

Sunset suffers from a lack of space: office space is lacking; there is no conference room large enough for staff meetings; storage space is lacking; whole-school assemblies have to be outside, because there is no place inside the structure that can accommodate all students, teachers and staff; kitchen space is extremely limited and the kitchen has no dish washer (food is catered in from Freestate HS, and disposable dishes are used); the stage in the gym is used only once a year for the school's talent show, which alternates times for the various classes' performances, due to lack of space.

The two portables, one of which houses art and music and one of which houses two 5^{th} grade classrooms, have cooling issues. They cannot be kept comfortable when the outside temperature exceeds approximately 90 degrees. Thus, students from the portables must be moved into the school's library during these times. It is believed that 6^{th} graders moving into middle schools and out of grade schools should remedy most of this issue, as the 5^{th} graders would be moved into the actual school structure.

Drainage off the rooftop at the main entrance is problematic during any rains. Rain cascades off the roof onto the area immediately in front of the main doorway. The school addresses this by having staff with umbrellas greet students and parents as they enter the school during rains. Many ceiling tiles throughout the building show signs of water damage, as do the areas around the skylights. One 2nd grade classroom shows evidence of a water leakage around the A/C ductwork. The librarian reports a significant roof leak in the computer room which resulted in the loss of one computer during a

downpour. The principal reported that the school was “starting to lose units,” in reference to the rooftop A/C units, each of which serve two classrooms.

The principal also reports recent problems with the fire alarm system and repeated false alarms. The information we were provided shows that this school has no smoke alarms. These issues should be remedied immediately.

Summary Comments:

Sunset Hill

Elements that work:

Sunset Hill is largely a “walking distance” school on a site shared with West Junior High

Natural daylight is provided in all of the classrooms

Space provided by the Library and separate computer room is substantial and well used

Key Deficiencies:

Site on Ninth Street is a particular challenge for peak periods of traffic, drop-off and pick-up

Two portables one used for 2 sections of 5th grade; only section of classess in portables in the District

Art and Music specials also in portables

Air conditioning in the portables is inadequate for the hotter days

Air conditioning units elsewhere in the building are proving to be deficient

Gymateria is the smallest in the District; stage is occasionally used but the capacity to seat for school-wide events is a problem

Office space is lacking; suitable administration/conference/meeting space is not available

Damp conditions where noted in a 2nd grade classroom near the building entry; floor repairs had been made in this same room

Fire alarm system is prone to false alarms; no smoke detection

Roof leaks in various locations and a particularly challenging area overflows at the building entry

Addressing Existing Buildings: Important Facilities Management Concerns

Operations and Maintenance (O&M):

The task force has been left with the impression that District facilities professionals have the will and the vision to be proactive in their O&M approachbut lack the budget and enough personnel to fully accomplish this and have faced this situation for some time. . As a result of this, they described their daily practice is preventive, somewhat predictive,and out of necessity reactive. In response to the following question – "Do you face challenges with the District's O&M program? If so, what are they?" – Facilities answered with the following: *"Yes, shortage of electricians, grounds and custodial employees."*

They have described their short and long term O&M goals as follows: *"Full integration of facility scheduler and EMS system, develop master plan for future facility management, roof replacement program, electric preventative maintenance, grounds upkeep custodial training, staff development for F&O personnel."* The task force would add to this, if not already included, incorporating the work order system into the integration of the facility scheduler and EMS systems.

More training may be needed for principals, staff, and custodians for when they move into a new building – each building may need its own set of manuals appropriate to custodians, principals, teachers, staff, etc. Maybe this could all be on a district intranet. With regards to training, Facilities provided the following information:

- What type of training policies/procedures are in place for facilities personnel, including custodians, to manage the school buildings' various systems and meet student/teacher needs? *"In service training – reduction in management and custodial force hampers this effort."*

- What type of support do they have through the presence of equipment manuals, manufacturer support, etc.? *"CAPP support – summer cleaning program."*

- What area(s) would you like to have staff/custodians further trained in? *"General maintenance, supervision. F&O is working on facility books."*

In the past, the funding for additions and major renovations has been accomplished using capital outlay funds. However, this process diverts money from general O&M which has a negative impact on building upkeep and equipment/system modernization. It has proven difficult to climb out of the O&M hole thishas helped to create over the years and the task force strongly recommends that this funding management option no longer be done in the future.

The reactive, band-aid portion of O&M that is in place primarily as a result of budget limitations has had a negative impact on the quality of the spaces that our teachers and students work and learn in. It is critical that Facilities be given the tools, resources, and manpower needed to maintain the facilities that we have in optimum working order as well as maintain their own level of training. Otherwise these deficiencies in O&M will continue to compound the problems in our existing facilities. The principal from Kennedy expressed this very well when she stated the following (paraphrased): after awhile the band

aides stop working; you can't stop the bleeding; staff and teachers start to feel helpless and hopeless and this transfers to the kids.

Individual schools should also be encouraged to make use of (or continue to make use of) their PTO and PTA, parents in general, community volunteers, and their own students to assist with general maintenance when possible. Such sweat equity typically results in a greater vested interest among those who participate. Quail Run provided a great example of this in its repainting of the 5th/6th grade restrooms. They eliminated their graffiti problem in these restrooms by having the 5th/6th grade students paint the restrooms with KU student volunteers (using paint bought by the student council). The 5th/6th graders now have a vested interest in the appearance of their restrooms and take pride in their efforts.

Utilities:

There appears to be a large potential for electric utility savings by installing daylight harvesting capabilities and occupancy sensors across the district. The occupancy sensors could also be furnished with an additional relay for use in any future CO2 monitoring capabilities added during HVAC upgrades/remodels which would help to address indoor air quality.

Additional assessment related to utility use and accounting requires more input from District staff and will be addressed in subsequent updates to this report.