DEFICIENCY---CAMPUS CONSOLIDATION AND RENOVATION AT SPRINGFIELD SCHOOL DISTRICT

In order to ensure a comprehensive understanding of the current situation at Springfield School District we carefully planned and executed a process to identify **all district deficiencies. At the outset, it was our priority to fully understand the condition of** each facility on the SSD campus and subsequently appraise how the condition of each school building affects student learning outcomes, student/faculty safety and fiscal stewardship of the school district. SSD hired an Owners Representative and Architecture firm to assess all district facilities with exterior, interior, code compliance and site conditions in mind. Completing diligent research has enabled **our development a comprehensive. financially responsible solution will best serve SSD students and staff for years to come.**

Assessing each facility on a micro-scale **was vital in developing a solution** that would address deficiencies on a macro-scale for the entire district. Through the assessment process, asbestos was identified as present throughout all campus facilities; **this puts students at daily risk of exposure. All building systems were identified as operating well beyond their useful life with the most dire circumstance at the elementary school where nearly all building systems are original to the building and at least 40 years old.** Additionally, the age and lack of electrical adaptability throughout campus restricts technology capabilities in the classroom. The most evident safety and security concern is posed by eleven separate facilities make up the Springfield School District campus. The following facilities **are not connected to each other and are each a stand-alone facility:**

- **JR./SR. High School**
- **Elementary School**
- **Pre-K**
- **Kindergarten**
- **Cafeteria and Band Room**
- **Art Room**
- **Vocational Agriculture (Vo-Ag)**
- Home Economics (Horne Ec)
- Weight Room
- **Maintenance Building and Shop**

The disjointed nature of our campus means that every single one of our students has to travel outdoors and in-between facilities at least once per day during class time. The youngest of our students, the Pre-K, Kindergarten and Elementary school students. must travel outside at least twice per day to access the cafeteria. This issue has far surpassed mere inconvenience. Between volatile weather and the inability to adequately monitor the vehicular and visitors that accompany students travelling outside during class transitions, **the need For a consolidated campus is undeniable. This solution will address the multitude of deficiencies listed below.**

The following is a summary list of our existing conditions at SSD. All deficiencies affect health, technology deficiencies. safety, accessibility and/or functionality of our students, staff and families.

SAFETY AND SECURITY

REMOTE PRE-K FACILITY: Pre-K students must walk from the Pre-K classrooms to the cafeteria at least twice per day for breakfast and lunch. This walk exposes Pre-K students, our youngest students to multiple commutes from the school back and Forth to the cafeteria. Students walk over sidewalks. through parking lots, across the maintenance garage **work-area, and through** a bus run on their way to the cafeteria. Students must also walk across non-gated driveway area where cafeteria and maintenance deliveries arrive throughout the day. There have been several instances where cars have been passing through this driveway as students were preparing to cross the street. No one has *been* hit yet, but this risk is not something that we want we want to leave up to chance.

REMOTE KINDERGARTEN FACILITY: Kindergarten students must walk 400 meters from homeroom classrooms to the cafeteria at least twice per day for breakfast and lunch. Students also travel to the elementary school building throughout the school day for music class and physical education. Students exposed to daily variations weather, and often travel on a path that is icy, wet and unprotected from vehicle traffic in the bus lane and northeast parking lot. A large portion of the school day is spent preparing students to move from building to building. These students are nearly the youngest in the district. Our 4-5-year old children must put on coats, boots and travel outdoors sometimes 5 times per day, which creates ten minute transition cycles, affecting learning. Most adults would have a hard time re-focusing after numerous instances of outdoor travel, let alone **Kindergarten students.**

REMOTE ELEMENTARY SCHOOL (1st **through** 5th Grade): Elementary school students must also make the trek to the cafeteria twice per day. No student, especially those under the age of ten, should have to make a journey to access a daily need as vital as sustenance. Also, Fifth grade students must travel outside to access band instruction. This facility, located at yet another separate building, is 1,500 feet away from the elementary school building and requires students to cross the same driveway that Kindergarteners and Pre-K students must traverse, creating similar hazards. This daily travel also requires students to cross through our maintenance department areas which poses dangers in the form of equipment and vehicles.

REMOTE ART AND WEIGHT ROOM: The Art room is a remote brick building that students must travel outdoors to access, and

Hie ceramics kiln is located within the district's maintenance facility. presenting numerous safety concerns for students, faculty and maintenance staff. the wrestling room is attached to the high school gym by a breezeway, but the weight room is a stand-alone facility_ Learning that takes places in these classrooms is vital in our students receiving a well-rounded education. As with the numerous oilier stand-alone facilities on campus, this daily outdoor travel disrupts lean ling, puts students at risk of harm and impedes teacher and staff ability to monitor students. Effective and timely communication between these buildings only happens because faculty have cell phones. There is no public address system or fire alarm system linking the various buildings around the middle high school.

REMOTE HOME ECONOMICS COTTAGE: The Home Economics building is located 2 blocks west of the main Jr./Sr. High School Building. Not only do students need to walk outside, sometimes in severe weather, to access this building, but they also must walk down 5th Avenue — a public town street. They are often walking on sidewalks next to traffic on a walk where only one-half of the way has sidewalks. Oftentimes, if not monitored, students will even walk in the middle of the road on the way to class. Students arid staff to run the risk of experiencing a vehicular related injury when making this walk on a daily basis. This significant concern can be easily remedied by a consolidated campus.

REMOTE VO-AG BUILDING: The Vo-Ag facility, which services 90-100 students daily, is located about 1,000 feet from the main Jr./Sr. High School Building. When traveling to the Vo-Ag facility, students walk on the same travel lane as district vehicle traffic entering and leaving the vehicle storage facility. The necessity of students to walk outside to access this building poses a multitude of safety and security concerns. Jr./Sr. High School students will soon benefit from a much more secure Jr./Sr. High School facility but the moment they leave this building to access the Vo-Ag building they navigate ever-changing weather conditions and loose valuable instructional time.

REMOTE CAFETERIA/BAND ROOM: The cafeteria is not connected to other district facilities and students must travel outside to access the cafeteria at least twice daily. Students as young as 4 are having to walk outside no matter the weather to simply access breakfast and lunch. This daily outdoor travel disrupts learning, put all students at risk of harm and makes it difficult for teacher and staff to monitor our 300+ students. The band room is located in a metal building connected to the cafeteria. Students must travel outdoors to access band programming as well.

OUTDOOR TRAVEL IN SEVERE CONDITIONS: Each day. during numerous daily outdoor classroom transitions, students walk on sidewalks, parking lots, across playgrounds and a bus run. Due to the configuration of campus buildings, many of these areas do not get direct sunlight during winter months and expose students to a wide variety of weather conditions throughout the school year. Transitions times between classes, before and after breakfast and lunch affect the schedule frequently and requires time and teacher resources to monitor and chaperone students from location to location.

UNSECURE BUILDINGS: There is no single point of entry at the elementary school facility which poses a significant safety and security risk. There are 7 exterior double-doors, an entrance off of each storage room (13 in total), While IA phones have been added at three of the main entrances, students are able to come in and out of all doors throughout the school day. These doors are sometimes left open during school hours, on nights and even weekends. The number of entry-points into the building makes it impossible to monitor during the school day presenting an unacceptable security situation for students and faculty.

OUTDATED LIGHTING: T-8 lighting that was installed In all classrooms in 2005 and is now outdated. The poor lighting throughout the school negatively impacts the learning environment of students.

INSUFFICUENT EXTERIOR LIGHTING: A significant portion of campus is not equipped with lighting, which is especially dangerous at night. We are unable to monitor large portions of campus and this puts SSD at significant risk for vandalism. The dispersed, multiple-building configuration and poor perimeter lighting prevents adequate facility monitoring during early mornings and late evenings when students arriving from or departing to extracurricular activities. SSD also offers evening classes and community programming and the lack of exterior lighting put everyone on campus during evening hours at risk. This issue is further aggravated by the outdoor travel that is necessary during class and program transitions.

UNSAFE DROP-OFF / PICK UP: Each morning, Kindergarden-5th grade students are dropped -off at the front of the elementary school and enter the facility through the front door. The street parallel to the front of the elementary school is a two-way street with parking in the center. Students often run across these two lanes of traffic to enter the school at the beginning of the day and back across the street to meet their parents at the end of the day. Parents often double-park in the middle of the street during this time and students who walk to school must also cross the street with congestion caused by the multitude of coming-and-going cars. Double-parked cars, a hectic two-way street and students running across the road contributes to daily mass chaos and create multiple blind spots for drivers, walkers and arriving students. Teachers and administrators monitor this situation daily, but there is only so much that we can do to ensure student safety. Currently, we are considering a staggered dismissal, but this would result In a loss of even more class time in addition to what is lost during outdoor classroom transitions.

SECURITY TRIAGE: The current work being done through the Safety and Security BEST Grant is largely for upgrades at the Jr./Sr. High School but will address some critical issues at the elementary school. We are grateful to be able to provide some security for our students through this grant but the currently layout and age of the building inhibits complete security renovations at the Elementary School. The work being done at the elementary school is crucial to providing a moderate level of student safety while we wait for a full safety and security overhaul in the form of a campus consolidation that we hope to receive through a BEST Grant. Given the timelines of grant approvals, design and construction, we will get two or more years of benefit from the current safely and security improvements if this current grant is awarded.

HEALTH:

PRESENCE OF ASBESTOS THROUGHOUT DISTRICT: Asbestos has been identified in every campus facility. SSD recently hired a professional firm to assess asbestos district-wide. This firm identified asbestos in pipe fittings, insulation, ceiling tiles, floor tiles (which run throughout the entire building), doors, window calking and block filler. We have been unable to complete several projects throughout the campus because each would surface asbestos in the walls, floors or ceilings and are unable to mount projectors in certain classrooms because in doing so we would risk exposure to asbestos

ADA ACCESSIBILITY: Currently. SSD campus only has one accessible entry into the main entry of the high school, no other building on campus complies with any ADA standard. In the elementary school there is a single restroom, which is designated for staff use, and is not ADA accessible. I his restroom is located in the main office, an areas which is too small for wheelchair access. The fact that a teacher or staff member in a wheelchair could be unable to access a private restroom is unacceptable and limits our ability to staff teachers who are in a wheelchair.

LIMITED ACCESSIBILITY TO STUDENTS: The current extensive and geographically dispersed configuration of campus puts all students al a disadvantage but students with wheelchairs, on crutches or those with other physical limitations are more impacted. There are slipping hazards during each transition from building entrances/exits to sidewalks and parking lots. Additionally, some of our students do not have adequate winter clothing due to economic conditions. These students are not only exposed to extreme temperatures, but they often get v✓et during transitions and remain wet throughout the rest of the day. Currently many of our students' basic needs of shelter, adequate clothing and personal security are not being met. This Impedes

their ability to learn and develop and is an issue that would be completely solved with a campus consolidation.

RESTROOMS: There have been recent plumbing issues in the restroorns and SSD has had to close off multiple urinals and sinks throughout the district because of drainage issues. We are currently in a Catch-22 because asbestos has been identified in the restroom floors. **In order to inspect the pipes, we would need to perform demolition on the floors in which case we run the risk of** asbestos exposure. Additionally, restrooms finishes are outdated and due to their age are becoming unsanitary. Our maintenance team works diligently to keep the floors clean but there are now urine stains that cannot be removed. At the elementary we are unable to find doors that fit on the current stalls. Make-shift curtains are currently being used to provide some form of privacy for stall inhabitants.

OUTDATED CAFETERIA: The cafeteria facility, which was constructed in 1955, is also extremely outdated. There is a stand-alone freezer outside of the cafeteria. This along with the layout and age of the cafeteria presents food safety, student and employee safety issues. The current kitchen is made up a combination of residential and commercial equipment, The kitchen does not currently have any compliant floor sinks or hand sinks and the custom kitchen hood does not meet any fire suppression requirements.

STUDENT AND STAFF ISOLATION: The remote location of facilities throughout campus isolates instructors from the rest of their colleagues. This detachment not only impedes instructor's connectedness with the school community, but effective collaboration between classes with other departments **proves difficult. This negatively impacts our students educational** experience, teacher's mental health arid is en issue that would be completely solved by consolidating the district campus.

FAILING SYSTEMS:

AGING ELEMENTARY SCHOOL FACILITY: The original elementary school building was constructed in 1949 and is 71 years old. The two additions were constructed in 1906 and 1971 and are 54 and **49 years old respectively. The majority of the systems throughout the elementary school are the original systems. Currently there is no functioning fire alarm system, public address system, windows, or sprinkler system and the electrical and mechanical systems throughout the** building **are operating well beyond their useful life. It** would be difficult to put funds towards replacing all of these systems in an aging building with **a structure that does not support the size or requirements of functioning modern systems. When considering the scope of these issues from solely a cost standpoint. it is clear that the only responsible solution is to construct a new elementary school that is built** to sustain **modem, safe and functioning systems.**

FIRE SAFETY ISSUES: Additional storage space was added to the outside of the Elementary building in 2003. This storage space was constructed over classroom required exits. The addition of storage space simultaneously added an additional hazardous space to the building and requires exit through these spaces from classrooms. There has been no fire exiting from classrooms for the past 17 years. Fire safety issues are further exacerbated by the fact that there is no functioning fire alarm system and no sprinkler system in the building.

OUTDATED HVAC: The current elementary HVAC systems is roof top mounted air handling units with DX cooling. 75% of our roof mounted equipment is 18 years old. As these units have aged over the years they have disrupted student daily learning environment due to loud, distracting noise and low air quality. There is not enough room between the ceiling and roof to accommodate an modernized HVAC unit and subsequently duct work is mounted on the **roof. The existing duct work is deteriorating due to the exposure to the elements and insulation has become brittle and is beginning to crack and fall of the duct work. The age of the mechanical systems along with the uninsulated building with original doors and windows create a highly energy inefficient building.**

LIMITED HVAC CONTROL: The current design of the system limits classroom temperature control because there is only one thermostat for every three classrooms. Due to the nature of the rooms, staff and class preferences, several teachers use portable units to keep their rooms comfortable. These individual units are a band-aid solution to a larger problem, and create unnecessary electrical, fire and tripping hazards. While these units help teachers create a comfortable temperature for their students, they waste a significant amount of energy.

PLUMBING ISSUES: Due to plumbing issues, SSD has had to close off multiple urinals and sinks because of drainage issues and hallways are frequently filled with a sewer-type odor. There have been multiple issues with drain lines over the years and the maintenance team works on the sink, toilet **and urinals weekly. We are currently in a Catch-22 because asbestos has been identified in the restroom floors. Additionally, restrooms have outdated finishes and due to their age are deteriorating which creates difficult cleaning conditions and unsanitary conditions. Our maintenance team works diligently to keep the floors clean but there are now urine stains that cannot be removed. Outdated and failing restrooms cause a consistent disruption to our student's school day.**

WINDOWS: Windows in the Elementary School and Jr./Sr. High School are aluminum framed, single paned windows and original to each building. Multiple classrooms have windows with broken latches. These windows are taped shut. These deficiences make it difficult to secure all classrooms in the evenings and on week-ends On cold winter days cold air can be felt well inside the classroom. This is inefficient and affects the health and well-being of students on a daily basis. The noise and cold air let in by these windows create a distraction to the overall learning environment as well.

ISSUE WITH FLAT ROOFING: Evidence of water coming through seam separations on the flat roof'of the facility has been identified. Ceilings on throughout the building interior are showing signs of water damage. During roof Inspections evidence of pending likely clue to sagging on roof decking has been observed. Water Is also penetrating the EN:3M membrane and multiple spots of bubbling have been observed,

POTENTIAL FOR MOLD: If the flat roof issues are not resolved, water will continue to penetrate the inside of the building. This will cause a significant risk for mold throughout each building. We do not want our students to be exposed to dangerous mold and the risk for this increases every day that the roof leaking issues are not resolved.

DISTRICTWIDE ENERGY WASTE: The dispersed layout of campus mandates that each of the eleven facilities on campus run through individual HVAC, electrical, fire protection and plumbing systems. **The existing metal buildings across campus utilize 20 plus year old residential furnaces to heat the buildings. Running multiple systems is inefficient, negatively impacts the environment and continues to pose a financial burden on the district wasteful. The current energy usage cost will be improved** by a consolidated campus.

ELECTRICAL DEFICIENCIES: — Most of the buildings on campus are over 40 years old and do not have the electrical capabilities to sustain the electrical requirements necessitated by 21st Century learning. Classrooms do not have enough outlets to support technology, electrical systems sometimes shOrt throughout the day and teachers frequently run power cords throughout classrooms. A complete overhaul would be necessary to resolve electrical deficiencies at our current facilities due to **limited space and facility layout. Also, considering the need to update HVAC, fire and intercom systems at the same facilities,** the reality is that there is not enough space to accommodate all of these upgrades. The current aging facilities cannot support the thorough restoration necessary to upgrade our multiple failing systems a deficiency that can be fully addressed with a

consolidated campus.

LEARNING AND TECHNOLOGY DEFICIENCIES:

LEARNING DISRUPTION: The time spent transitioning in and out of the Vu-Ag, home economics, band, ad, weight room and cafeteria buildings significantly cuts into student learning time. We want to provide our students with a learning environment that allows thorn to focus and thrive, but the current separation campus facilities impedes our ability to provide a consistent learning environment throughout Ihe day. Some days it seems that more time is spent transitionii is than is spent learning,

OUTDATED LEARNING ENVIRONMENT: Classrooms throughout the district are between 30 and 50 years old. These rooms were constructed when the need for technology in the classroom was minimal, if not non-existent, There are limited outlets in all classrooms and teacher resort to running extension cords around classrooms for electricity. This issue is pointed out in each facility inspection but because of the age of the facility it has been difficult to find cost effective solutions to update the outlets. Since the electrical panels are original to the buildings limited expansion is available and finding parts for the existing electrical panels is very difficult.

LIMITED WIFI: Access to WiFi throughout the school is a constant struggle due to the material that walls are made out of. To band-aid this deficiency we have installed WiFi ports throughout the building, however, there are still numerous dead spots. We are unable to provide the well-rounded 21st century learning environment that our student deserve out of date I.T. infrastructure and limited ability to locate devices within the existing building.