Cuba Rushford Central School District

2018 **Master Plan**

September 2018

Acknowledgments

District Leadership Team

Mark Neu	Board of Education - President
David Crowley	Board of Education - Vice President
Aileen Sirianni	Board of Education
Casey Linderman	Board of Education
Gary Wight	Board of Education
Paul Young	Board of Education
Todd Morehouse	Board of Education
Carlos Gildemeister	Superintendent of Schools
Carrie Bold	High School Principal
Katie Ralston	Middle School Principal
Kevin Erickson	Elementary School Principal

K-12 Staff Leadership Group

Jay Morris	Technology Director

Consultant Team

SWBR
Architectural and Structural

Joe Kosiorek	Project Manager
Dave Phelps	Project Architect
Matt Buchholz	Design Support
Chris Goldan	Administrative Support

Marathon Engineering
Site/Civil Engineer

John Stapleton	Site/Civil Engineer

Contents

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Executive Summary

The Cuba-Rushford Central School District, located at 5476 Rt. 305, Cuba, NY 14727 retained the services of SWBR to provide a 21 Year Master Plan.

The SWBR team's evaluation by engineers and architects evaluated Cuba-Rushford Elementary, Cuba-Rushford Middle/ High School and the Elm Street Academy.

The evaluation provides descriptions and recommendations for each building and site based on district and cultural values, goals, and educational findings.

The Evaluation Team included the following personnel:
- Project Manager
- Project Architect
- Site/Civil Engineer

District Personnel involved included the following:
- Board of Education
- Superintendent of Schools
- K12 Staff Leadership Group
- School Principals
- Technology Director

Buildings Evaluated:
- Cuba-Rushford Elementary
- Cuba-Rushford Middle School/High School
- Elm Street Academy

Means & Methods
The facilities were evaluated with regard to the requirements of the current Building Codes of New York State, ANSI 117A.1, and the SED Manual of Planning Standards. During the evaluation period, the evaluation team reviewed the buildings' Fire Reports, Building Condition Reports from the District, existing construction documents and met with various administrative and maintenance personnel at each building. The evaluation team conducted on-site physical observations and evaluations of each building seeking root causes of systematic deficiencies which impact the building that are contiguous throughout a construction vintage. Recommendations were provided with possible constructibility synergies that make sense and focus on saving the District money over the long term.

Summary of Existing Educational Culture, Operational Procedures, Building Conditions and Recommendations

Elementary School

The building, located at 15 Elm St, Cuba, NY 14727, was originally built in 1937 with additions in 1960, 1970 and 1978. The building is approximately 98,131 square feet in size and has a current enrollment of approximately 478 students, Pre-Kindergarten through Fifth grade.

Educational Culture & Operational Procedures Research/Observations

The Board of Education, School Principals, K12 Staff Leadership Group and Technology Director participated in a group interview and questionnaire process to determine the desire of the District to make pedagogical changes to meet the demands of 21st Century Learning. The interview and questionnaire process was a two part process; (1) all participants were provided with four pre-meeting questions, (2) all participants were interviewed in small groups (2 to 6 people) and took a survey of 15 Likert Scale questions. The interview was semi-directional and collaborative. This process with Elementary School staff resulted in the following priorities for improving the existing educational culture and operational procedures:

1. Student and staff safety – Entry to the building from the site needs to be safer.
2. Accessibility – Access to and throughout the building needs to be barrier free and inclusive.
3. Health and wellness – Greater use of the pool at the Middle/High School by the Elementary School with a potential fitness center; swimming is a life safety skill. The cafeteria needs to incorporate educational program while better serving community events.
4. Collaborative and flexible space – Educational spaces, including classrooms need to provide more opportunities for traditional and nontraditional learners alike. Provide more spaces for Project Based Learning opportunities that build off the Maker Space program success.
5. Variety of space – Give students the opportunity to choose spaces that they are comfortable in and that help teachers approach multiple learning styles as facilitators.
6. Mentoring - Create more opportunities for educator to educator mentoring. Provide a liaison for progressive technology education.

Recommendations of this section are a summary of potential phased physical space and site modifications that are based on the results of these interviews/questionnaires guided by the principles of the District Strategic Plan and based on the existing conditions of the facilities.

Existing Conditions/Observations

The exterior wall construction is brick-veneer with masonry (assume speed tile in original building, based on vintage, and CMU in later additions) back-up and a structural steel framing system. The majority of the roof system consists of a single ply membrane system (installed in 2012 with approximately 25 years of expected life left) with exception of the sloped terracotta tile roof above the Elm Street entry (main entrance). The exterior doors consist of either aluminum doors and frames, hollow metal doors and frames or FRP. Exterior windows are aluminum frames (single hung window configuration) with insulated panels above them. The windows are approx. 20 years old, in relatively good condition with approx. 5-10 years of expected life left. The building's interior spaces are inadequate and due for a general refresh. Mechanical and electrical systems have been renovated and upgraded at various times in the past. The overall condition of the building is satisfactory and generally well utilized throughout the day. The recommendations described as part of this report are not a comprehensive list of the District's needs, but rather touch upon some of the more significant issues at this building.

Recommendations

Site recommendations include a reconfiguration of the existing parking lot/bus drop off areas. The proposed solution provides a better flow of traffic while separating the parent drop off area from the bus drop off area thus reducing any safety concerns about students walking thru the buses. An optional dedicated bus loop off Elm Street is shown. This also provides a roadway behind the building to the proposed new loading dock.

Architectural recommendations include window replacement to increase the amount of natural daylight into the proposed learning environments. Demolition of the 1960 temporary classroom addition allows for the proposed parking lot to be achieved.

Phase 1 includes

- To replace the educational space lost by the demolition of the temporary classrooms we have proposed two options for additions. The first is a single-story addition off the south of the building (shown on the plans as Phase I- Option 1A). The second option (shown on the plans as Phase I- Option 1B) is a second story addition/renovation over the media center.
- A renovation/addition to the existing cafeteria
- Relocate the loading dock to be closer to the kitchen and have its own area to prevent buildup of materials in the corridors.

Phase 2 includes

- Complete renovations to the instructional spaces to provide learning suites in lieu of the traditional corridor classroom layout.

Phase 3 includes

- Renovation of the media center into a state-of-the-art media/career center.

Middle/High School

The building, located at 5476 NY-305, Cuba, NY 14727, was originally built in 1996 with a planned addition 2018. The building is approximately 137,801 square feet in size and has a current enrollment of approximately 473 students, Sixth through Twelfth grade.

Educational Culture & Operational Procedures Research/Observations

The Board of Education, School Principals, K12 Staff Leadership Group and Technology Director participated in a group interview and questionnaire process to determine the desire of the District to make pedagogical changes to meet the demands of 21st Century Learning. The interview and questionnaire process was a two part process; (1) all participants were provided with four pre-meeting questions, (2) all participants were interviewed in small groups (2 to 6 people) and took a survey of 15 Likert Scale questions. The interview was semi-directional and collaborative. This process with Middle/High School staff resulted in the following priorities for improving the existing educational culture and operational procedures:

1. Career Hub – Increase community and employer involvement with the District through workforce development opportunities in a centralized location that acts as a physical and educational focal point for the school.
2. Cross grade mentoring – Provide space that allows educators to collaborate more freely.
3. Vibrant flexibility and connectivity of space – Make building less sterile, more transparent and multipurpose functional.
4. Empathy – Create a greater sense of student empathy by providing and physical environment that encourages a, "Sense of Place" regionally, nationally and globally, that is inviting to those outside the District.
5. Mentoring – Provide more opportunities for educator to student and student to student mentoring outside of athletics on a daily basis and in a natural physical environment.

Recommendations of this section are a summary of potential phased physical space and site modifications that are based on the results of these interviews/questionnaires guided by the principles of the District Strategic Plan and based on the existing conditions of the facilities.

Existing Conditions/Observations

The exterior wall construction is brick-veneer with concrete masonry back-up and a structural steel framing system. The roof system consists of a single ply membrane system installed in 2012 with approx. 25 years of expected life left. The exterior doors consist of either aluminum doors and frames, hollow metal doors and frames or FRP. Exterior windows are aluminum frames (approx. 20 years old), in relatively good condition with approx. 5-10 years of expected life left. The building's interior spaces are adequate but are due for a general refresh. The overall condition of the building is satisfactory and generally well utilized throughout the day with the exception of a few spaces. One of the most underutilized spaces in this building is the auditorium, it is recommended that the utilization of the auditorium be increased. The recommendations described as part of this report are not a comprehensive list of the District's needs, but rather touch upon some of the more significant issues at this building.

Recommendations

Architectural recommendations include window replacement that will increase the amount of natural daylight into the proposed learning environments.

Phase 1 includes

- Replacement/expansion of the Pool and its surrounding spaces, including providing separate spectator space in the pool
- New main entry to the pool and gymnasium
- Option 1A: Renovation of existing media center and technology rooms
- Option 1B: Second story Media Center addition located above the main entrance. This would also include a renovation to the existing media center to expand the technology spaces/learning environments.

Phase 2 includes

- Complete renovations to the instructional spaces to provide learning suites in lieu of the traditional corridor classroom layout.

Phase 3 includes

- Cafeteria renovation/addition
- Full renovation of auditorium. The purpose of this renovation would be to provide a large space when needed but also break the space down into smaller spaces to increase overall utilization.

Elm Street Academy

The building, located at 20 Elm St., Cuba, NY 14727, was originally built in 1954. The building is approximately 25,985 square feet in size and currently serves as home for the regional BOCES programs.

Existing Conditions/Observations

The exterior wall construction is brick-veneer with masonry (based on vintage assume speed tile, cement block or CMU) back-up and a structural steel framing system. The roof system consists of a single ply membrane system installed in 2004 with approx. 15 years of expected life left. The exterior doors consist of either aluminum doors and frames or hollow metal doors and frames. Exterior windows are aluminum frames (approx. 15 years old), in relatively good condition with approx. 10-15 years of expected life left. The building's interior spaces are inadequate and due for a general refresh. The overall condition of the building is satisfactory. The recommendations described as part of this report are not a comprehensive list of the District's needs, but rather touch upon some of the more significant issues at this building.

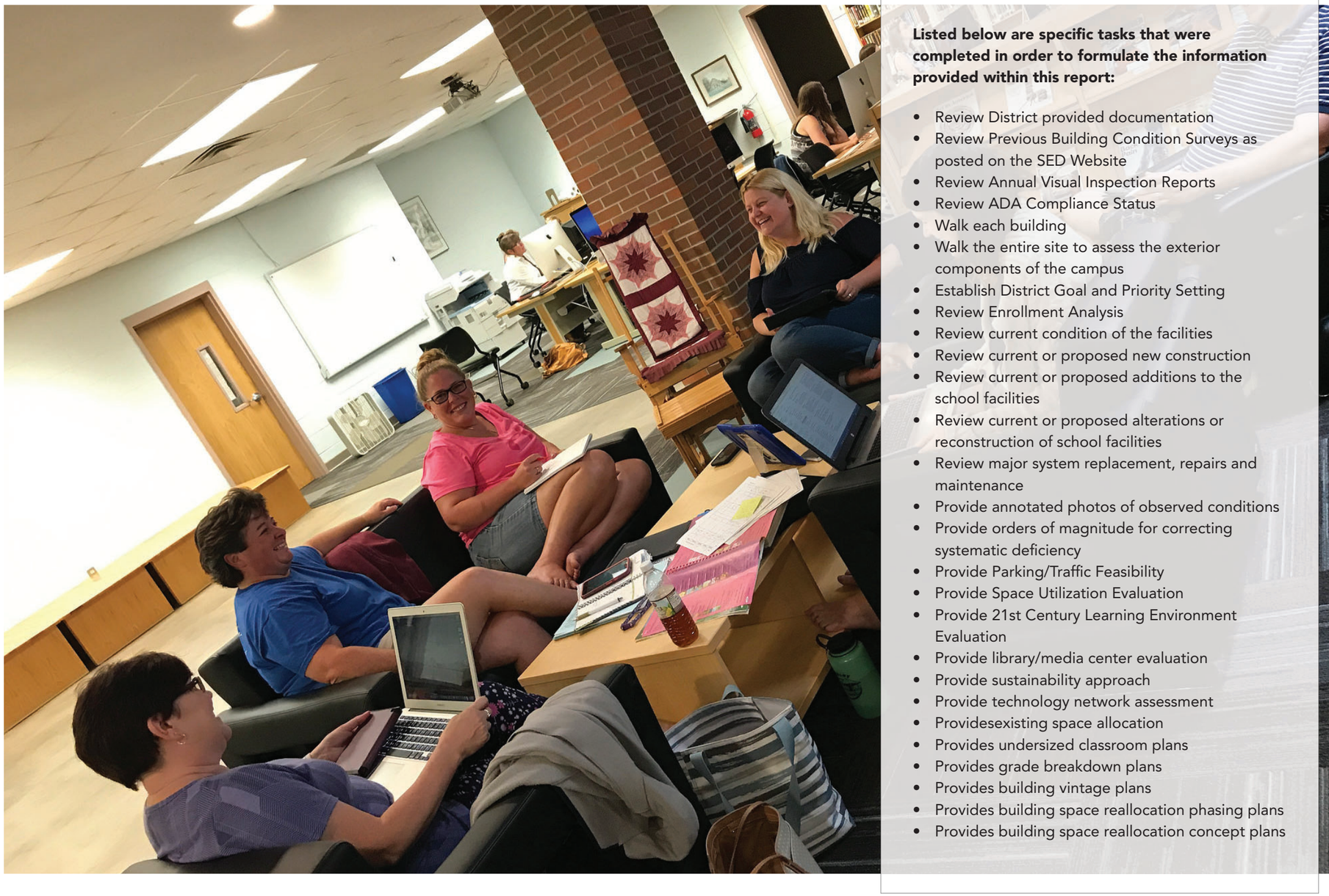
Goals, Objectives, and Master Plan Approach

The 21 year Master Plan reaches much further than the Building Condition Survey and Five Year Plan by comprehensively evaluates the District's buildings, operations and academic needs.

Collecting historical data, understanding existing conditions and discussing the direction of educational trends will allow the Cuba-Rushford Central School District to be consistent in its vision or roadmap for the next 21 years. In preparation of this study, SWBR has used several techniques designed to provide the most inclusive and comprehensive results.

1. **Client Contact - Work Plan:**
   The SWBR Team met with key District personnel to establish the specific areas of concern regarding the facilities and the vision for education. Options for each building and site were discussed, evaluated and the most appropriate were further developed.

2. **Field Investigation and Data Collection:**
   The SWBR Team researched historical data including available drawings, current capital project contract documents and other records of the infrastructure to establish a database of existing conditions. Using the 2015 Building Condition Surveys as reference, along with interviewing facilities staff and conducting visual observations of all facilities, the team was then able to determine the facilities and education environment needed for the foreseeable future.



Specific Tasks Completed

Listed below are specific tasks that were completed in order to formulate the information provided within this report:

- Review District provided documentation
- Review Previous Building Condition Surveys as posted on the SED Website
- Review Annual Visual Inspection Reports
- Review ADA Compliance Status
- Walk each building
- Walk the entire site to assess the exterior components of the campus
- Establish District Goal and Priority Setting
- Review Enrollment Analysis
- Review current condition of the facilities
- Review current or proposed new construction
- Review current or proposed additions to the school facilities
- Review current or proposed alterations or reconstruction of school facilities
- Review major system replacement, repairs and maintenance
- Provide annotated photos of observed conditions
- Provide orders of magnitude for correcting systematic deficiency
- Provide Parking/Traffic Feasibility
- Provide Space Utilization Evaluation
- Provide 21st Century Learning Environment Evaluation
- Provide library/media center evaluation
- Provide sustainability approach
- Provide technology network assessment
- Providesexisting space allocation
- Provides undersized classroom plans
- Provides grade breakdown plans
- Provides building vintage plans
- Provides building space reallocation phasing plans
- Provides building space reallocation concept plans

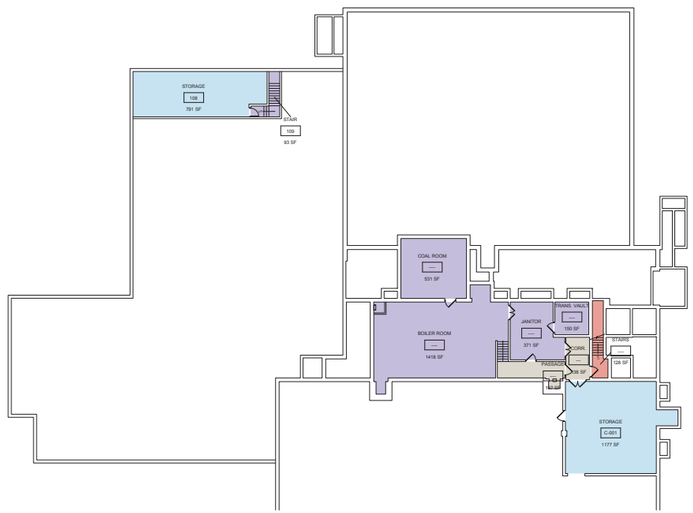
Elementary School
Building Condition Assessment

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN — EXISTING SPACE ALLOCATION

SWBR PROJECT NUMBER: 17500 DATE: Issue Date



EXISTING SPACE USE SQUARE FOOTAGE TOTALS	
SPACE TYPE	Area
ADMINISTRATION/OFFICE	4345 SF
ASSEMBLY SPACE	23484 SF
CIRCULATION	16239 SF
CLASSROOM	23954 SF
INSTRUCTIONAL SUPPORT	13739 SF
SPECIAL ED	823 SF
STORAGE	5714 SF
SUPPORT SERVICES/TOILET ROOM	6507 SF
VERTICAL CIRCULATION	3326 SF
Grand total	98131 SF

EXISTING SPACE USE

- ADMINISTRATION/OFFICE
- SUPPORT SERVICES/TOILET ROOM
- CIRCULATION
- ASSEMBLY SPACE
- CLASSROOM
- STORAGE
- SPECIAL ED
- INSTRUCTIONAL SUPPORT
- VERTICAL CIRCULATION

1 BASEMENT
Not To Scale

CUBA-RUSHFORD ELEMENTARY SCHOOL
5476 NY-305
CUBA, NY 14727

CUBA-RUSHFORD ELEMENTARY SCHOOL

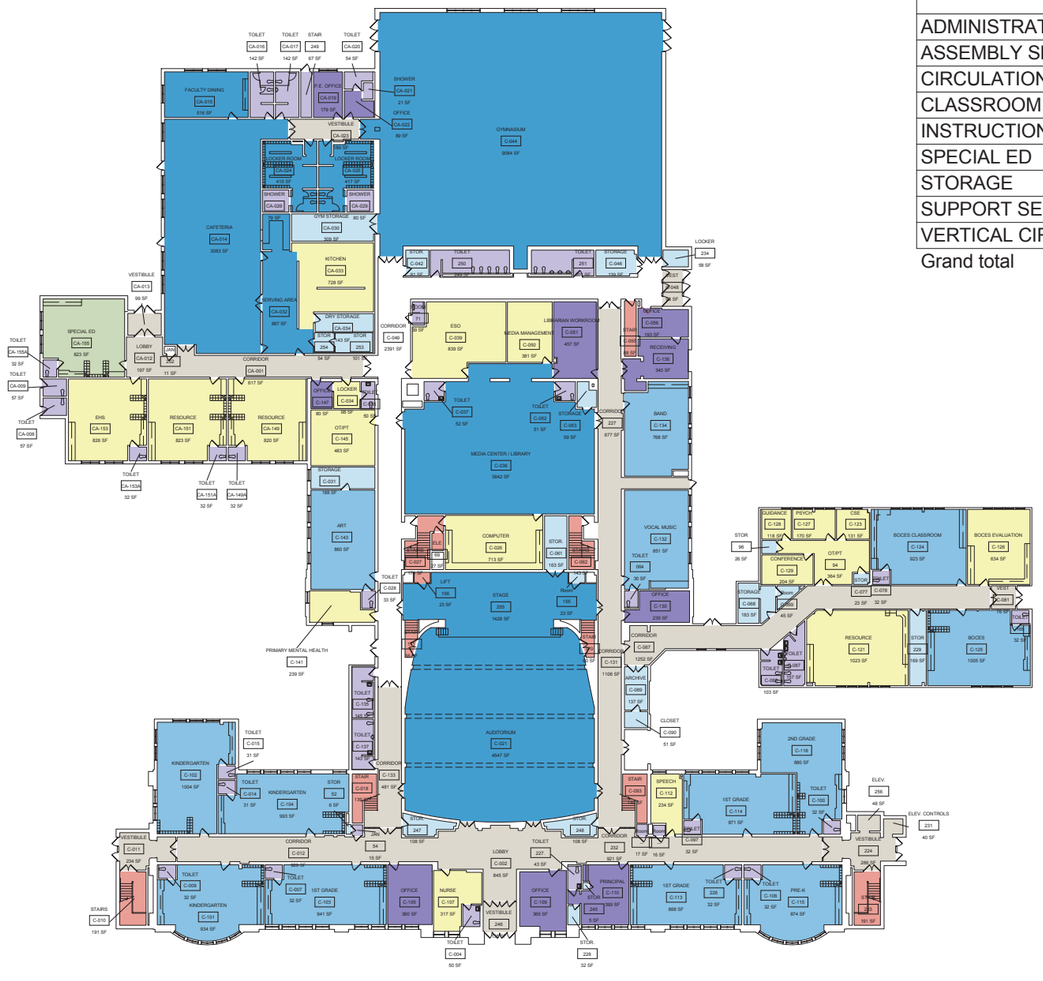
Cuba Rushford Central School District

SWBR

2018 MASTER PLAN

EXISTING SPACE ALLOCATION

SWBR PROJECT NUMBER: 17500 DATE: Issue Date



1 FIRST FLOOR

Not To Scale

EXISTING SPACE USE SQUARE FOOTAGE TOTALS	
SPACE TYPE	Area
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- CIRCULATION
- ASSEMBLY SPACE
- CLASSROOM
- STORAGE
- SPECIAL ED
- INSTRUCTIONAL SCHOOL
- VERTICAL CIRCULATION

N

CUBA-RUSHFORD ELEMENTARY SCHOOL
5476 NY-305
CUBA, NY 14727

CUBA-RUSHFORD ELEMENTARY SCHOOL

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN — EXISTING SPACE ALLOCATION

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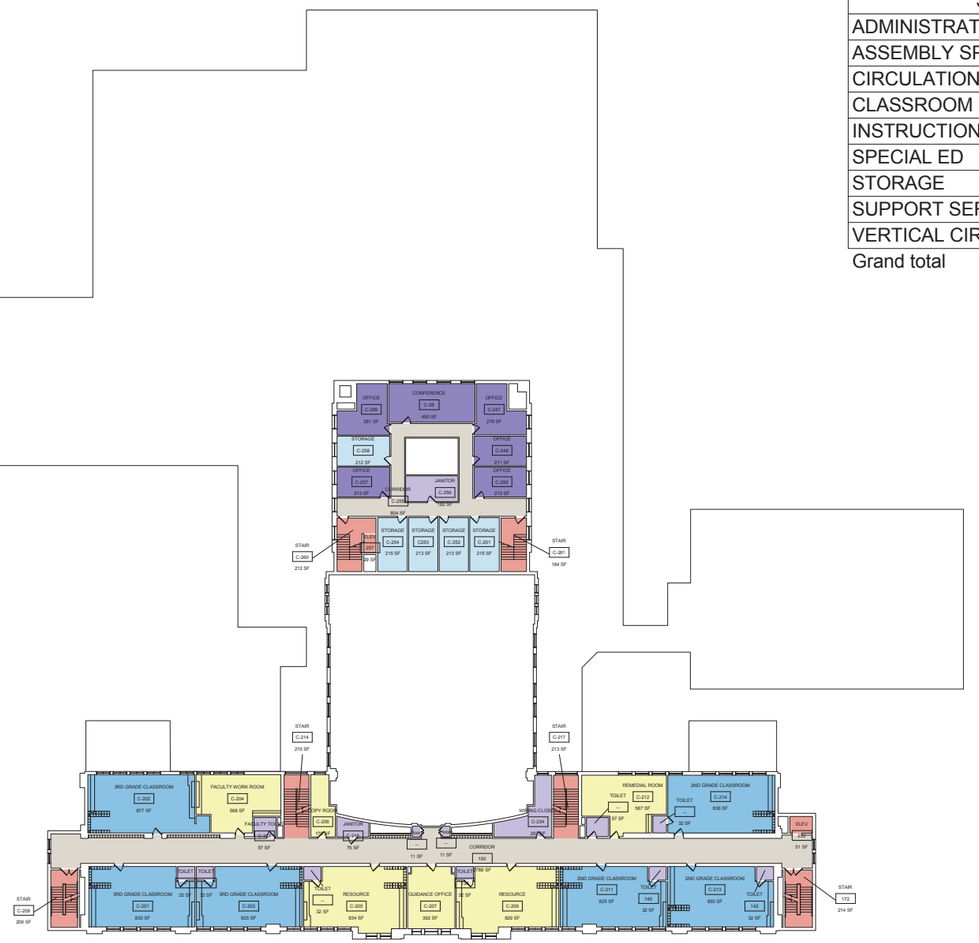

EXISTING SPACE USE

- ADMINISTRATION/OFFICE
- SUPPORT SERVICES/TOILET ROOM
- CIRCULATION
- ASSEMBLY SPACE
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1 SECOND FLOOR
Not To Scale

CUBA-RUSHFORD
ELEMENTARY SCHOOL
5476 NY-305
CUBA, NY 14727

CUBA RUSHFORD ELEMENTARY SCHOOL

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN — EXISTING SPACE ALLOCATION

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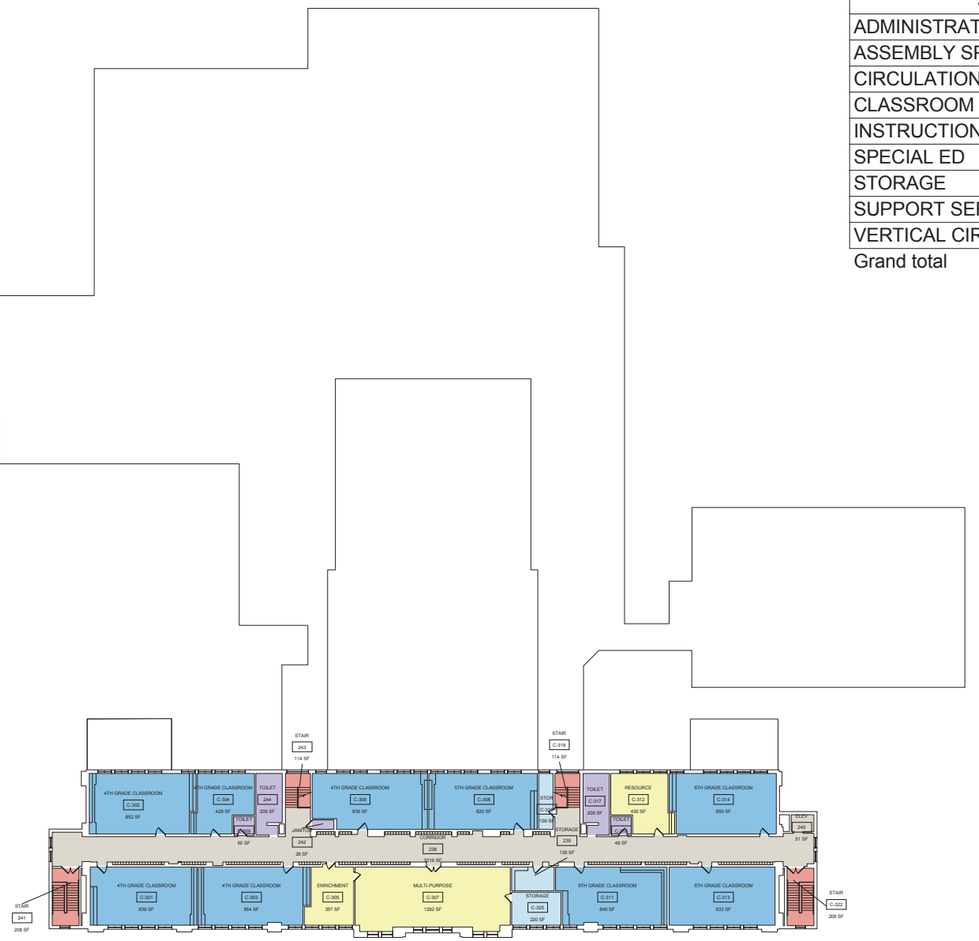

EXISTING SPACE USE

- ADMINISTRATION/OFFICE
- SUPPORT SERVICES/TOILET ROOM
- CIRCULATION
- ASSEMBLY SPACE
- CLASSROOM
- STORAGE
- SPECIAL ED
- INSTRUCTIONAL SUPPORT
- VERTICAL CIRCULATION

EXISTING SPACE USE SQUARE FOOTAGE TOTALS

SPACE TYPE	Area
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1 THIRD FLOOR

Not To Scale

N

CUBA-RUSHFORD ELEMENTARY SCHOOL
5476 NY-305
CUBA, NY 14727

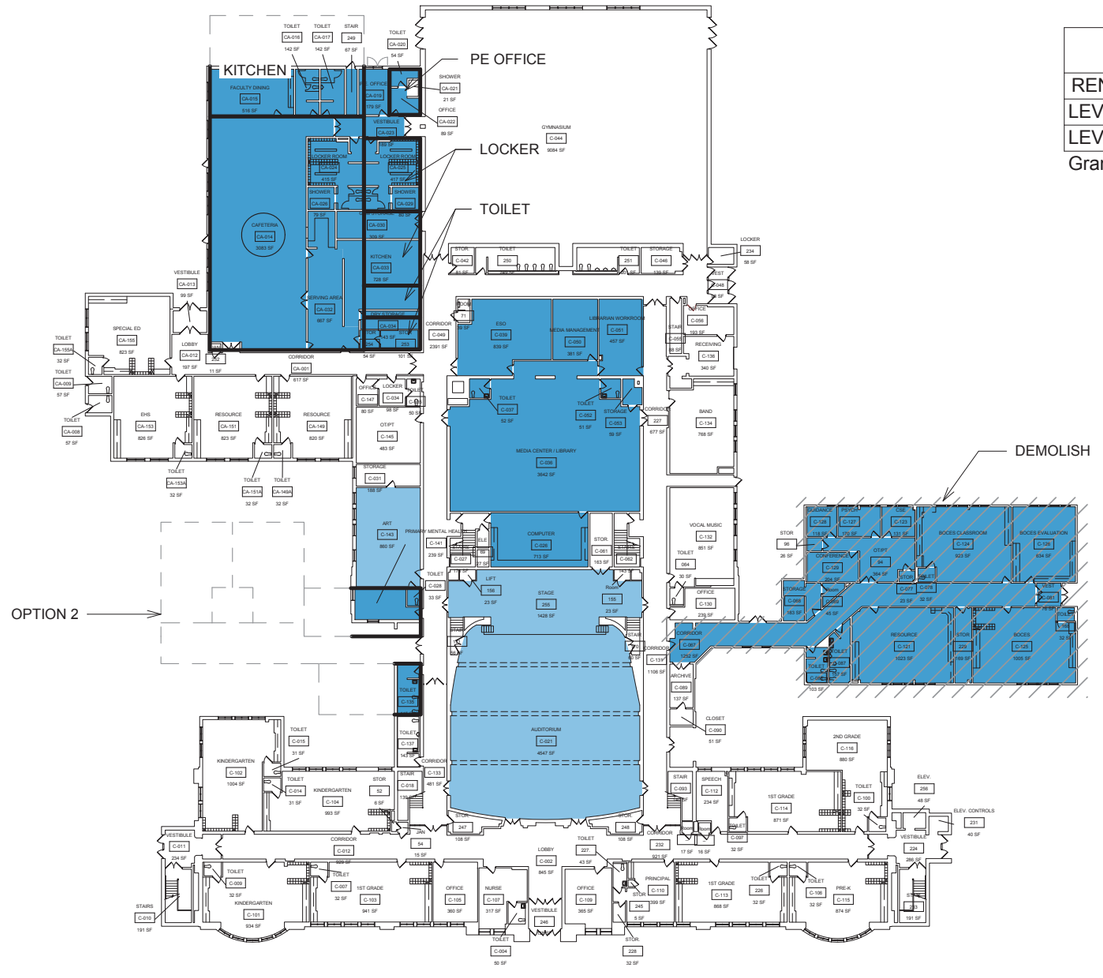
CUBA RUSHFORD ELEMENTARY SCHOOL

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN — CONDITION ASSESSMENT PLAN - RENOVATION LEVEL

SWBR PROJECT NUMBER: 17500 DATE: Issue Date



ESTIMATED SCOPE OF WORK	
RENOVATION LEVEL	AREA
LEVEL 2	10105 SF
LEVEL 3	36346 SF
Grand total	46451 SF

1 FIRST FLOOR
Not To Scale

CUBA-RUSHFORD ELEMENTARY SCHOOL
5476 NY-305
CUBA, NY 14727

CUBA-RUSHFORD ELEMENTARY SCHOOL

Cuba Rushford Central School District

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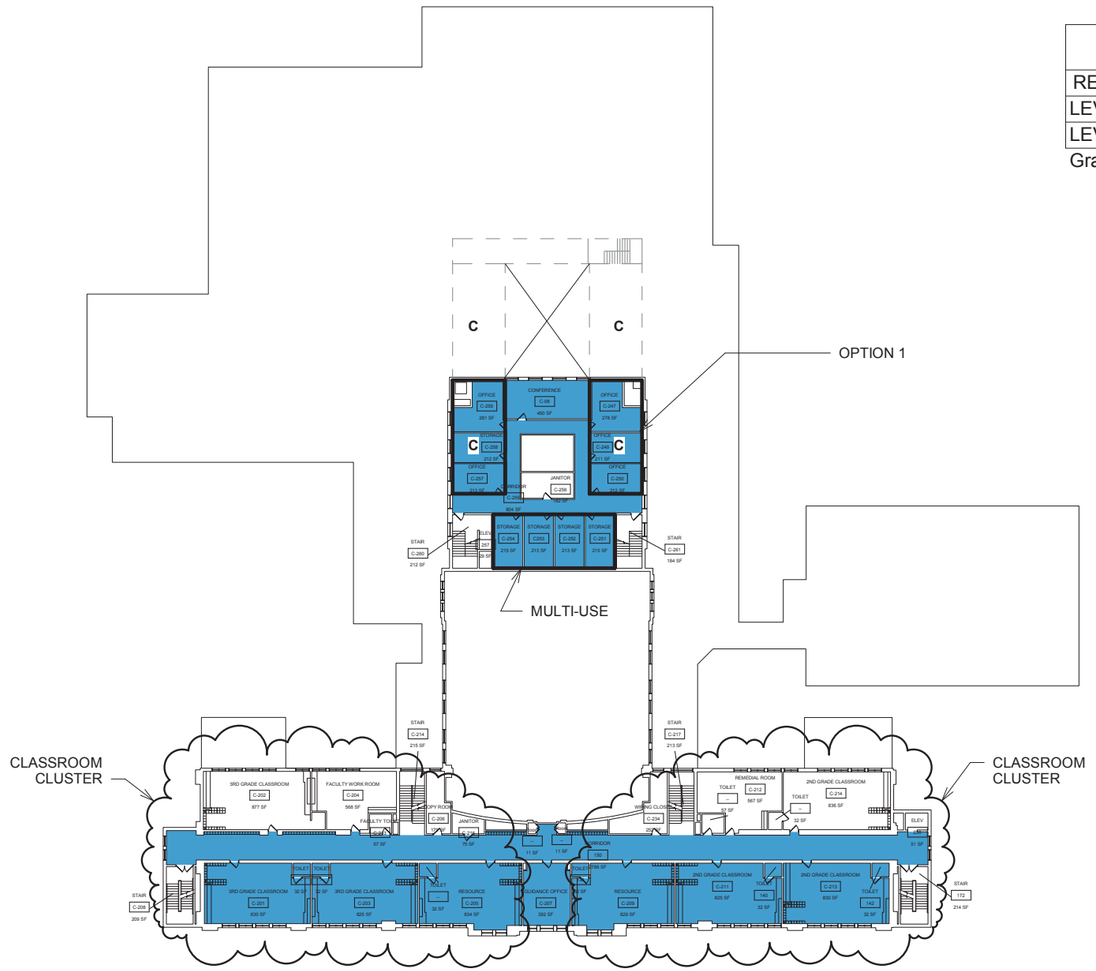
2018 MASTER PLAN CONDITION ASSESSMENT PLAN - RENOVATION LEVEL

SWBR PROJECT NUMBER: 17500 DATE: Issue Date

ESTIMATED SCOPE OF WORK	
RENOVATION LEVEL	AREA
LEVEL 2	10105 SF
LEVEL 3	36346 SF
Grand total	46451 SF



1 SECOND FLOOR
Not To Scale

CUBA-RUSHFORD ELEMENTARY SCHOOL
5476 NY-305
CUBA, NY 14727

CUBA-RUSHFORD ELEMENTARY SCHOOL

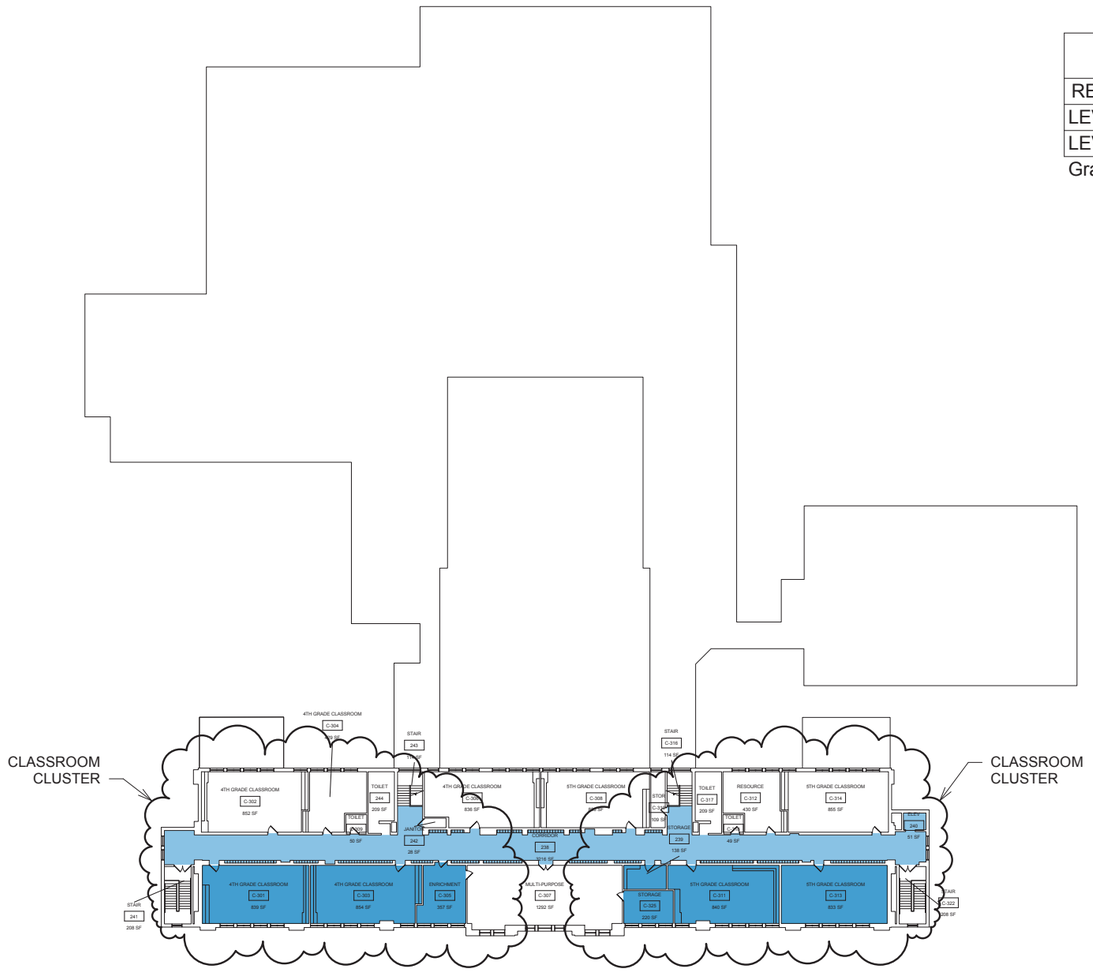
Cuba Rushford Central School District

SWBR

2018 MASTER PLAN CONDITION ASSESSMENT PLAN - RENOVATION LEVEL

SWBR PROJECT NUMBER: 17500 DATE: Issue Date

ESTIMATED SCOPE OF WORK	
RENOVATION LEVEL	AREA
LEVEL 2	10105 SF
LEVEL 3	36346 SF
Grand total	46451 SF



1 THIRD FLOOR
Not To Scale

LEVEL OF RENOVATION
+ SPACE REALLOCATION

- LEVEL 3
- LEVEL 2
- LEVEL 1
- POTENTIAL ADDITION
- POTENTIAL DEMOLITION

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ELEMENTARY SCHOOL
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CUBA-RUSHFORD ELEMENTARY SCHOOL

Cuba Rushford Central School District

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2018 MASTER PLAN UNDERSIZED CLASSROOM PLAN

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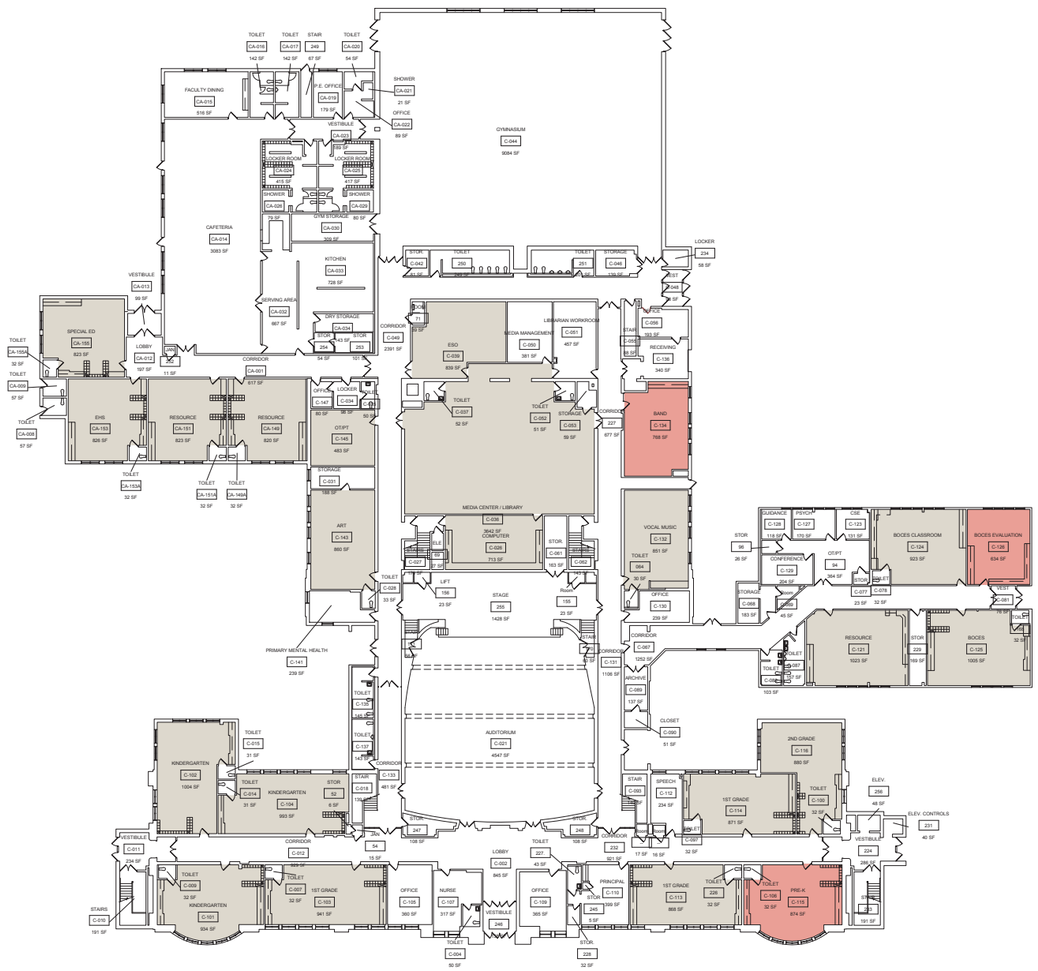

1 FIRST FLOOR
Not To Scale

UNDERSIZED CLASSROOMS

- RIGHTSIZED
- UNDERSIZED

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CUBA RUSHFORD ELEMENTARY SCHOOL

Cuba Rushford Central School District

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2018 MASTER PLAN UNDERSIZED CLASSROOM PLAN

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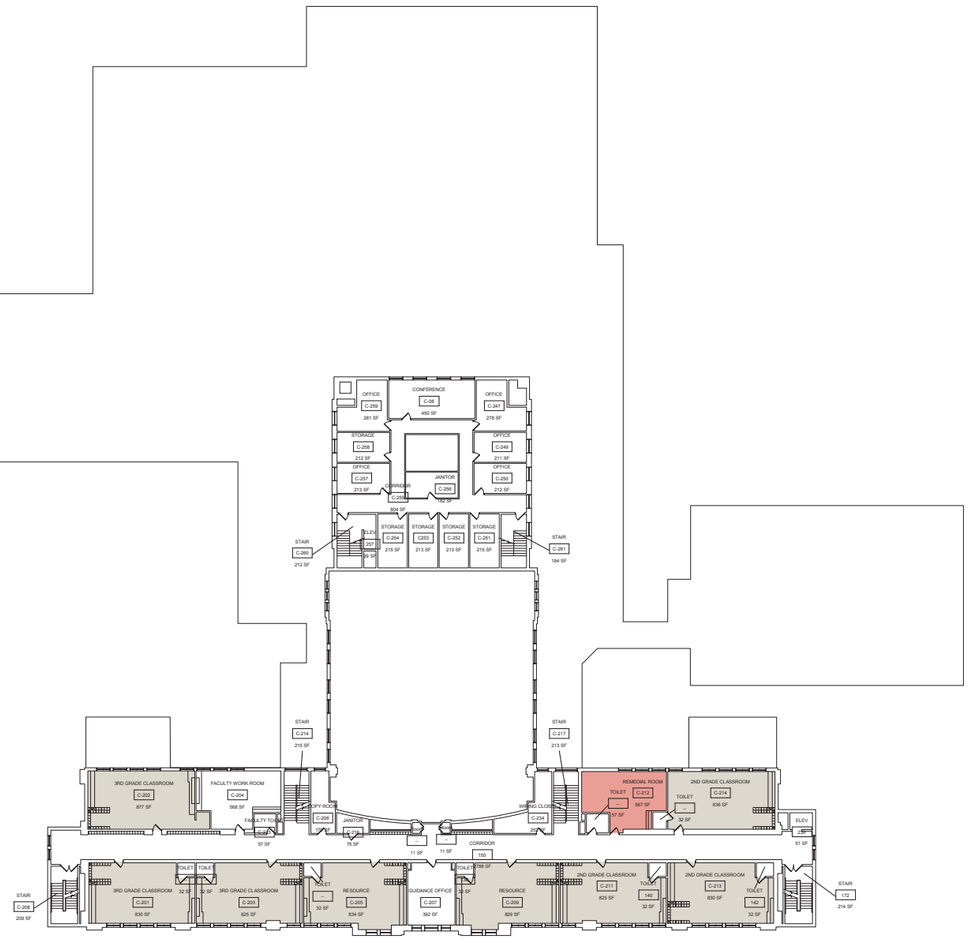

UNDERSIZED CLASSROOMS

- RIGHTSIZED
- UNDERSIZED

1 SECOND FLOOR
Not To Scale

CUBA-RUSHFORD ELEMENTARY SCHOOL
5476 NY-305
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CUBA-RUSHFORD ELEMENTARY SCHOOL

Cuba Rushford Central School District

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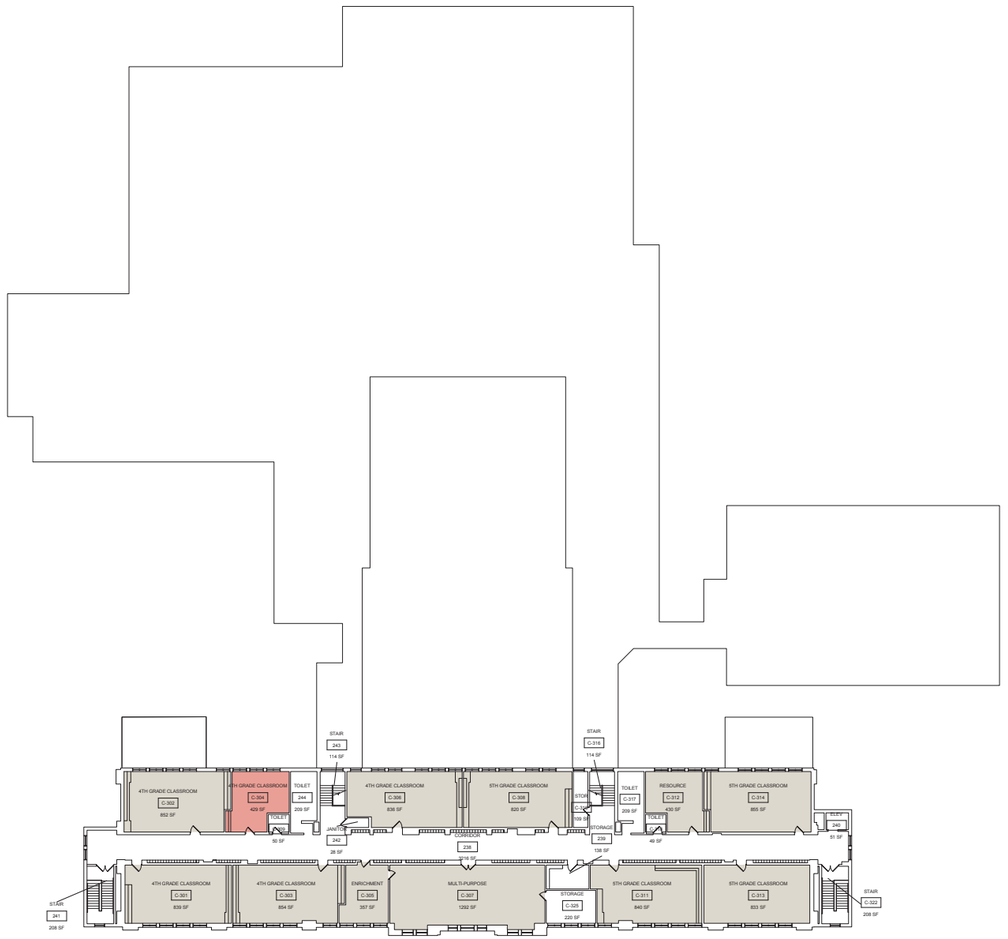

UNDERSIZED CLASSROOMS

- RIGHTSIZED
- UNDERSIZED

1 THIRD FLOOR

Not To Scale

N

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Cuba Rushford Central School District

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2018 MASTER PLAN SPACE UTILIZATION PLAN

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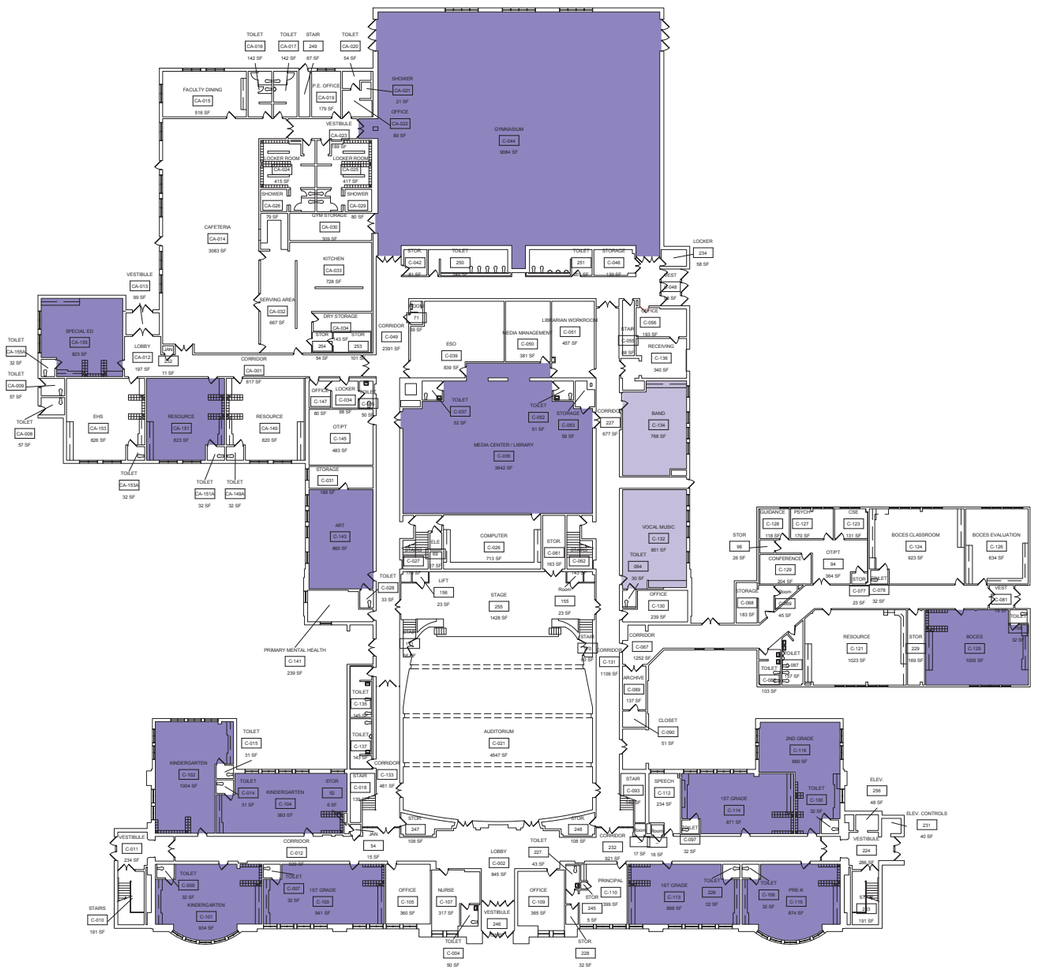

UTILIZATION LEVELS

- 59% - 31%
- GREATER THAN 60%
- LESS THAN 30%

1 FIRST FLOOR

Not To Scale

CUBA-RUSHFORD ELEMENTARY SCHOOL

CUBA-RUSHFORD
ELEMENTARY SCHOOL
5476 NY-305
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2018 MASTER PLAN SPACE UTILIZATION PLAN

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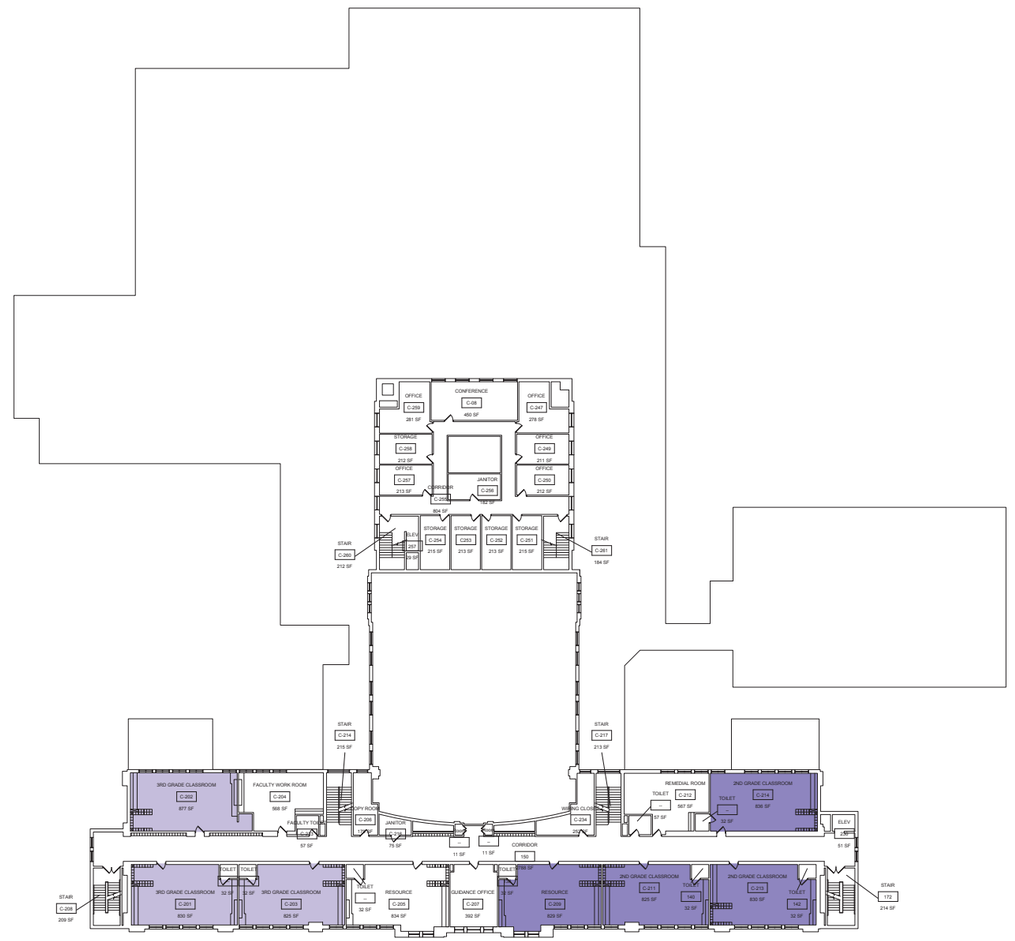

UTILIZATION LEVELS

- 59% - 31%
- GREATER THAN 60%
- LESS THAN 30%

1 SECOND FLOOR

Not To Scale

N

CUBA-RUSHFORD ELEMENTARY SCHOOL
5476 NY-305
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CUBA-RUSHFORD ELEMENTARY SCHOOL

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2018 MASTER PLAN SPACE UTILIZATION PLAN

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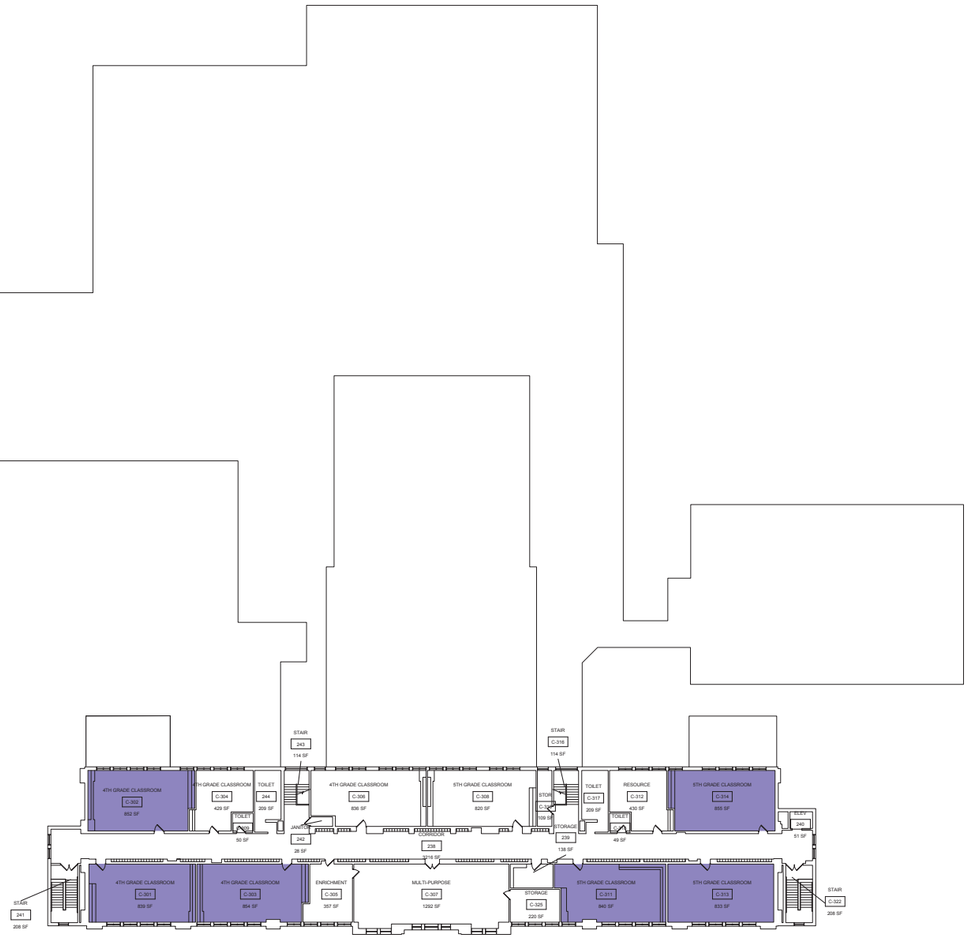

UTILIZATION LEVELS

- 59% - 31%
- GREATER THAN 60%
- LESS THAN 30%

1 THIRD FLOOR

Not To Scale

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5476 NY-305
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CUBA-RUSHFORD ELEMENTARY SCHOOL

Cuba Rushford Central School District

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2018 MASTER PLAN GRADE BREAKDOWN PLAN

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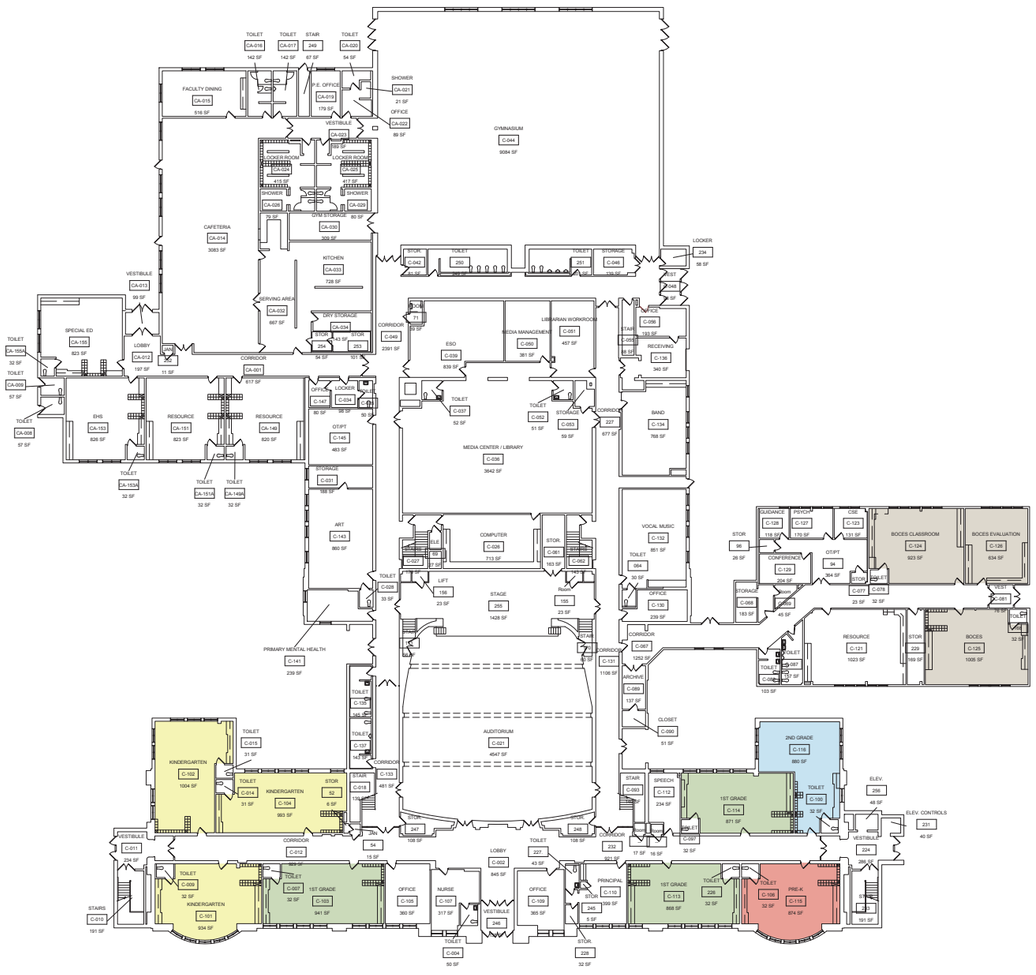


1 FIRST FLOOR

Not To Scale

CLASSROOM COUNT	
GRADE	COUNT
1ST GRADE	3
2ND GRADE	5
3RD GRADE	3
4TH GRADE	5
5TH GRADE	4
BOCES	3
KINDERGARTEN	3
PRE-KINDERGARTEN	2

GRADE BREAKOUT

- PRE-KINDERGARTEN
- KINDERGARTEN
- 1ST GRADE
- 2ND GRADE
- 3RD GRADE
- 4TH GRADE
- 5TH GRADE
- BOCES

CUBA-RUSHFORD ELEMENTARY SCHOOL

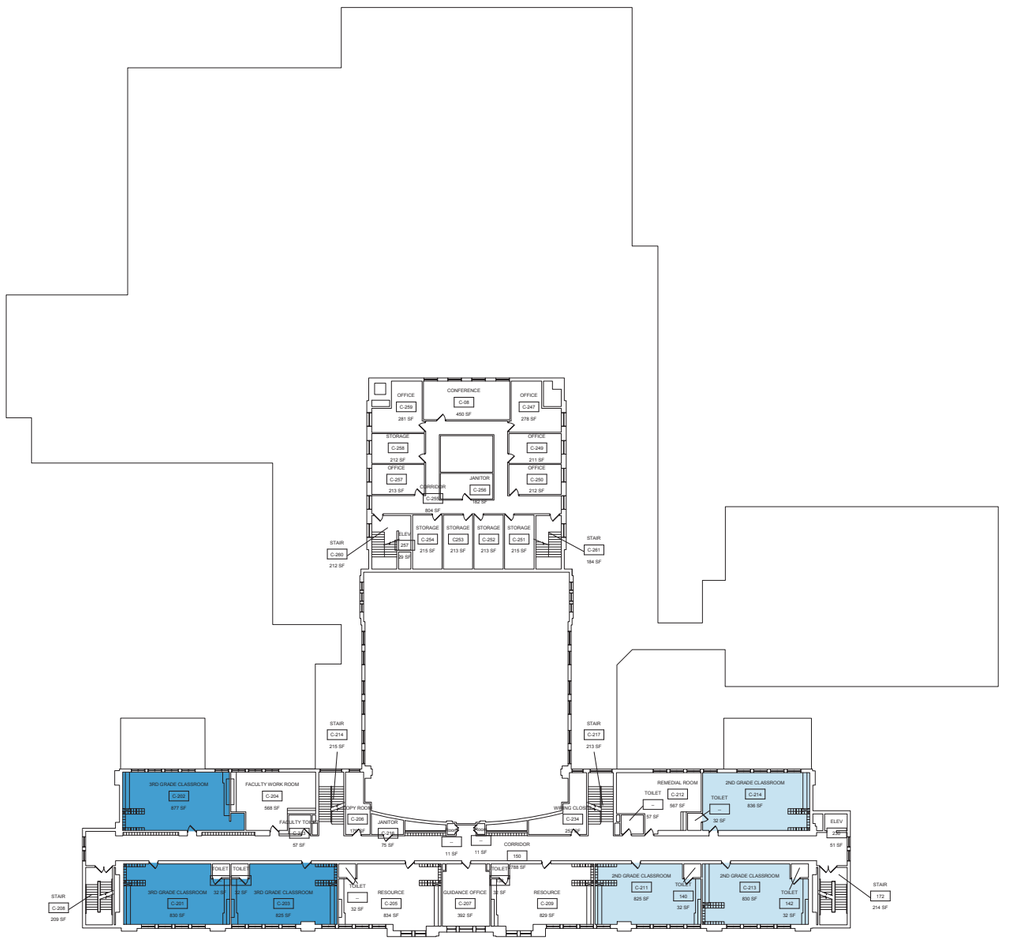
CUBA-RUSHFORD
ELEMENTARY SCHOOL
5476 NY-305
CUBA, NY 14727

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN GRADE BREAKDOWN PLAN

SWBR PROJECT NUMBER: 17500 DATE: Issue Date



CLASSROOM COUNT	
GRADE	COUNT
1ST GRADE	3
2ND GRADE	5
3RD GRADE	3
4TH GRADE	5
5TH GRADE	4
BOCES	3
KINDERGARTEN	3
PRE-KINDERGARTEN	2

GRADE BREAKOUT

- PRE-KINDERGARTEN
- KINDERGARTEN
- 1ST GRADE
- 2ND GRADE
- 3RD GRADE
- 4TH GRADE
- 5TH GRADE
- BOCES

1 SECOND FLOOR
Not To Scale

CUBA-RUSHFORD ELEMENTARY SCHOOL
5476 NY-305
CUBA, NY 14727

CUBA-RUSHFORD ELEMENTARY SCHOOL

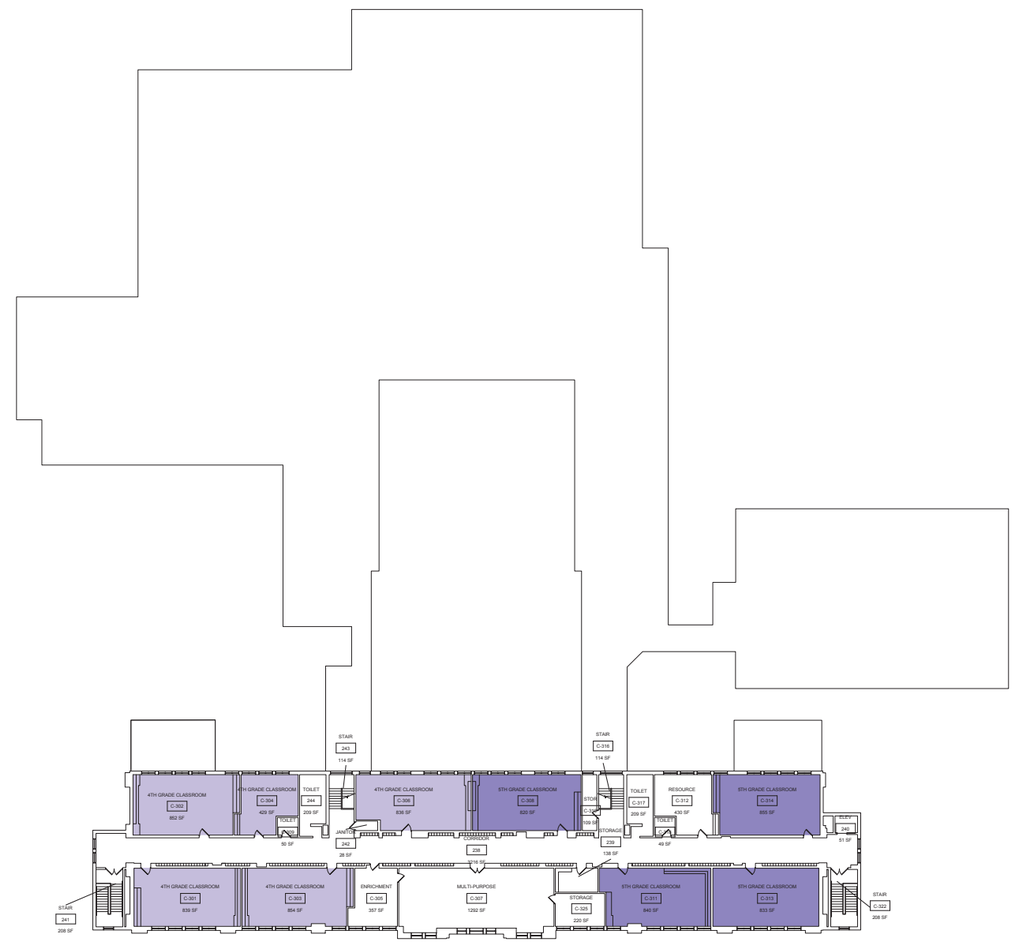
Cuba Rushford Central School District

SWBR

2018 MASTER PLAN GRADE BREAKDOWN PLAN

SWBR PROJECT NUMBER: 17500 DATE: Issue Date

CLASSROOM COUNT	
GRADE	COUNT
1ST GRADE	3
2ND GRADE	5
3RD GRADE	3
4TH GRADE	5
5TH GRADE	4
BOCES	3
KINDERGARTEN	3
PRE-KINDERGARTEN	2



GRADE BREAKOUT

- PRE-KINDERGARTEN
- KINDERGARTEN
- 1ST GRADE
- 2ND GRADE
- 3RD GRADE
- 4TH GRADE
- 5TH GRADE
- BOCES

1 THIRD FLOOR

Not To Scale

N

CUBA-RUSHFORD ELEMENTARY SCHOOL
5476 NY-305
CUBA, NY 14727

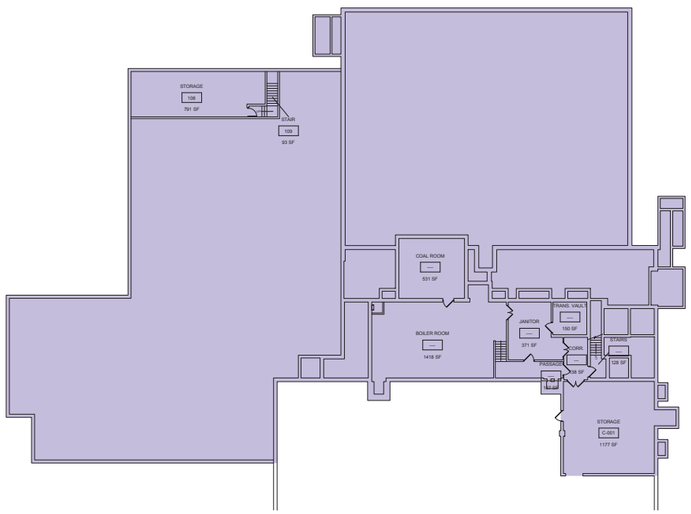
CUBA-RUSHFORD ELEMENTARY SCHOOL

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN BUILDING VINTAGE PLAN

SWBR PROJECT NUMBER: 17500 DATE: Issue Date



VINTAGE
- 1937
- 1960
- 1970
- 1978

1 BASEMENT
Not To Scale

N

CUBA-RUSHFORD ELEMENTARY SCHOOL
5476 NY-305
CUBA, NY 14727

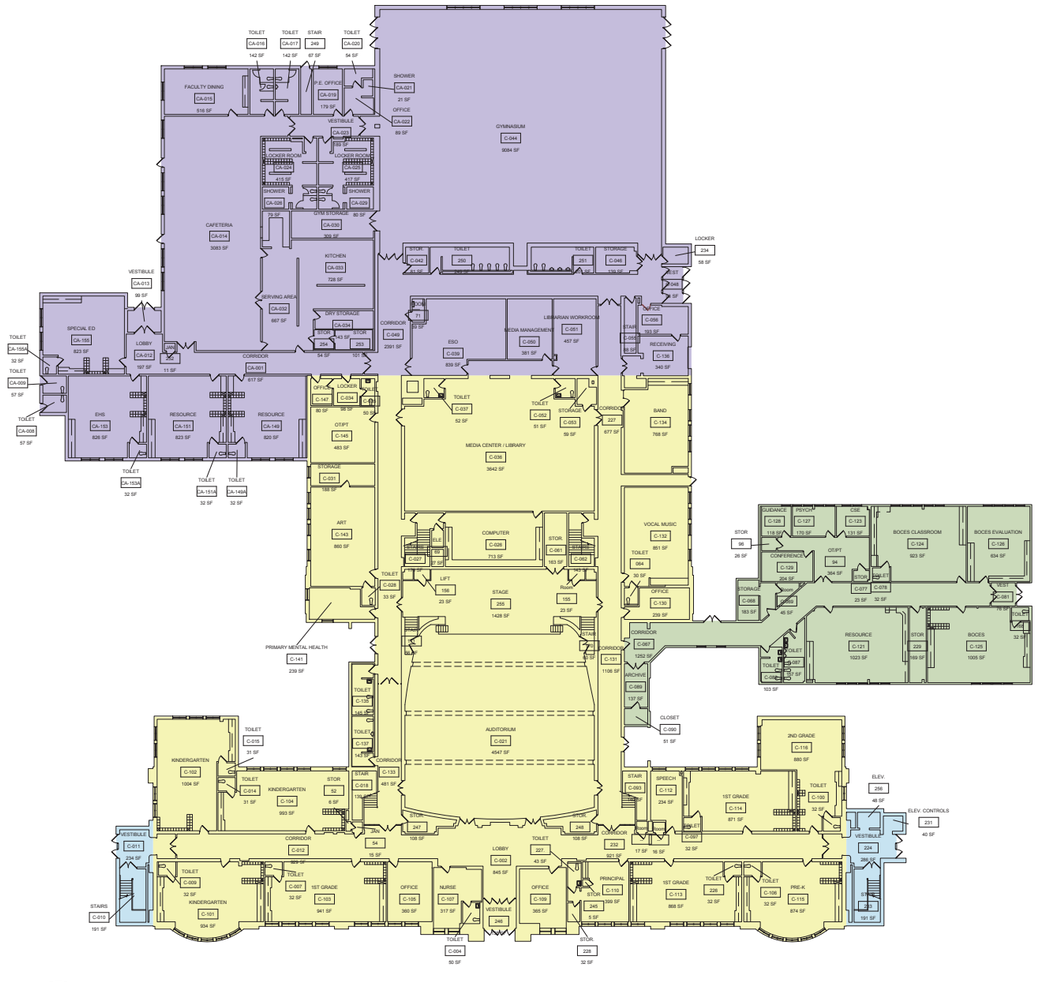
CUBA-RUSHFORD ELEMENTARY SCHOOL

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN BUILDING VINTAGE PLAN

SWBR PROJECT NUMBER: 17500 DATE: Issue Date



1 FIRST FLOOR
Not To Scale

CUBA-RUSHFORD ELEMENTARY SCHOOL

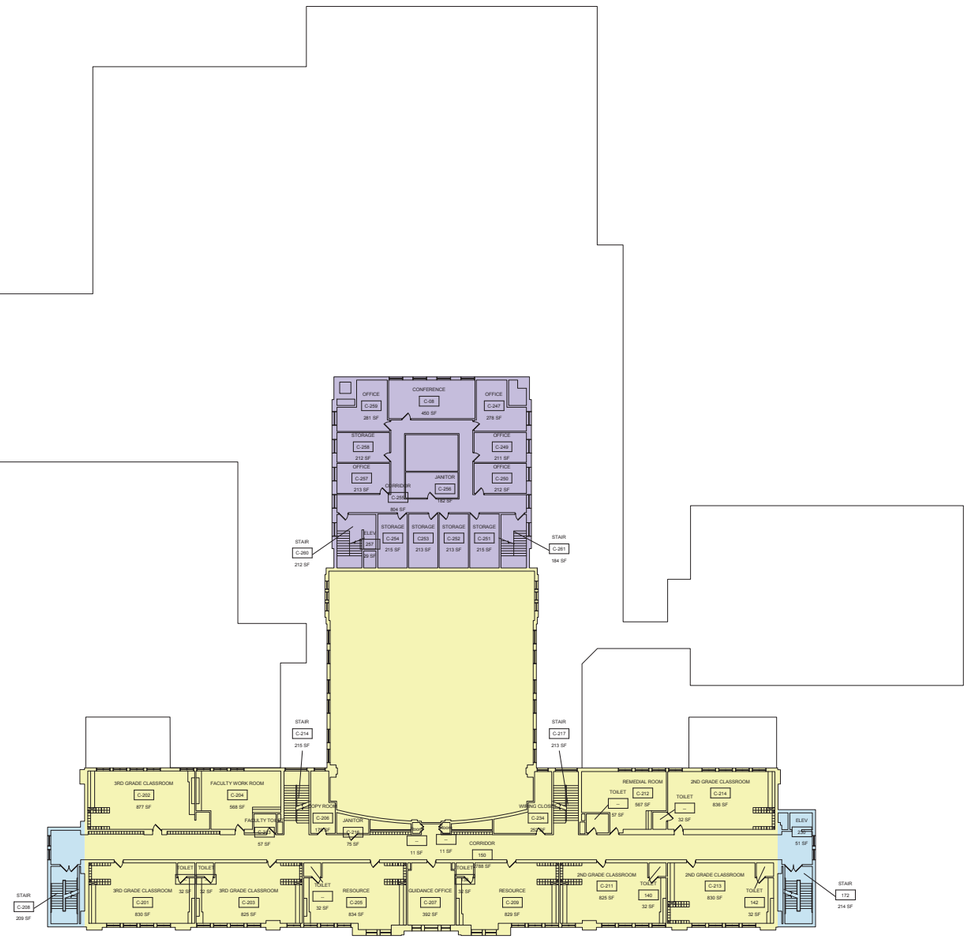
CUBA-RUSHFORD ELEMENTARY SCHOOL
5476 NY-305
CUBA, NY 14727

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN BUILDING VINTAGE PLAN

SWBR PROJECT NUMBER: 17500 DATE: Issue Date



VINTAGE

- 1937
- 1960
- 1970
- 1978

1 SECOND FLOOR

Not To Scale

CUBA-RUSHFORD ELEMENTARY SCHOOL

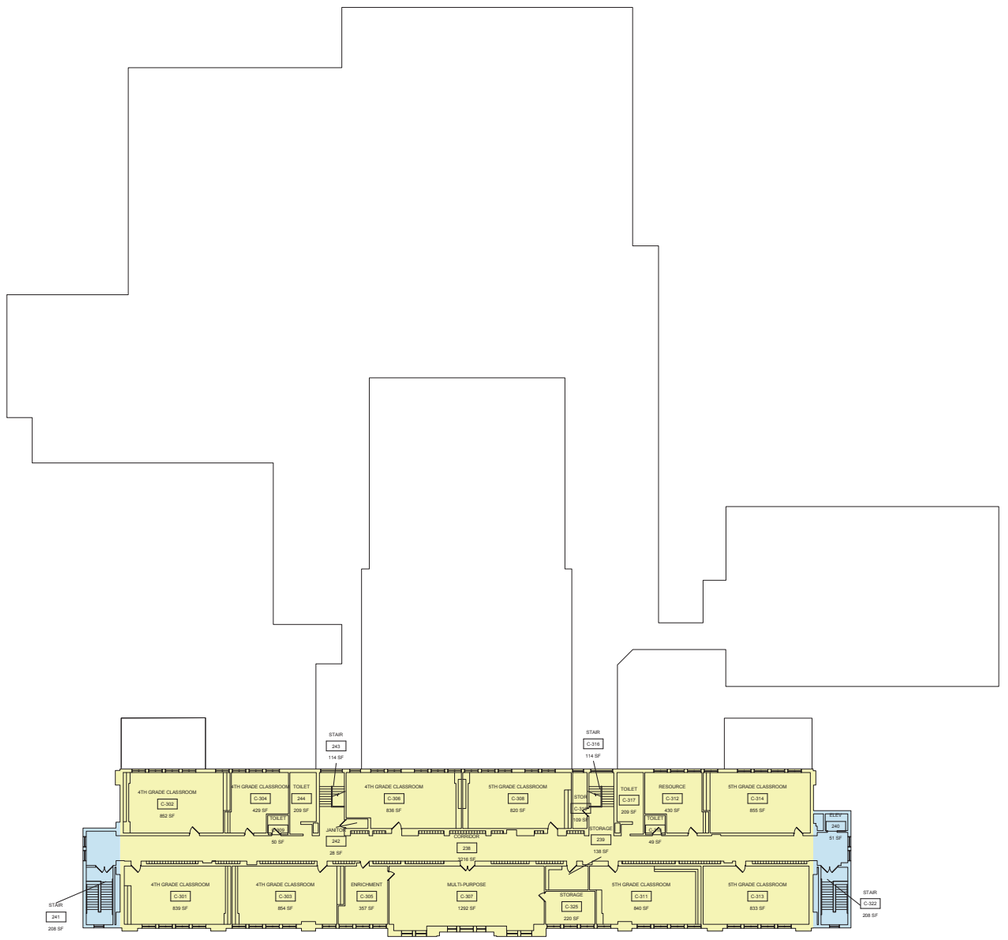
CUBA-RUSHFORD ELEMENTARY SCHOOL
5476 NY-305
CUBA, NY 14727

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN BUILDING VINTAGE PLAN

SWBR PROJECT NUMBER: 17500 DATE: Issue Date



VINTAGE

- 1937
- 1960
- 1970
- 1978

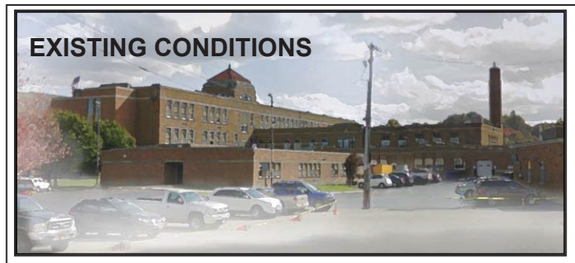
1 THIRD FLOOR

Not To Scale

N

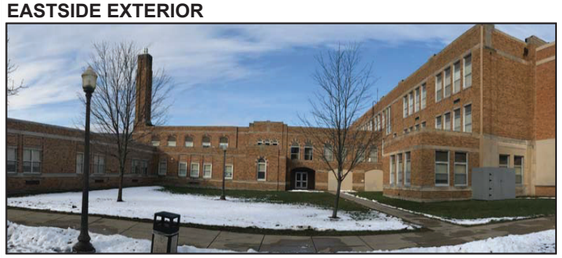
CUBA-RUSHFORD ELEMENTARY SCHOOL
5476 NY-305
CUBA, NY 14727

CUBA-RUSHFORD ELEMENTARY SCHOOL

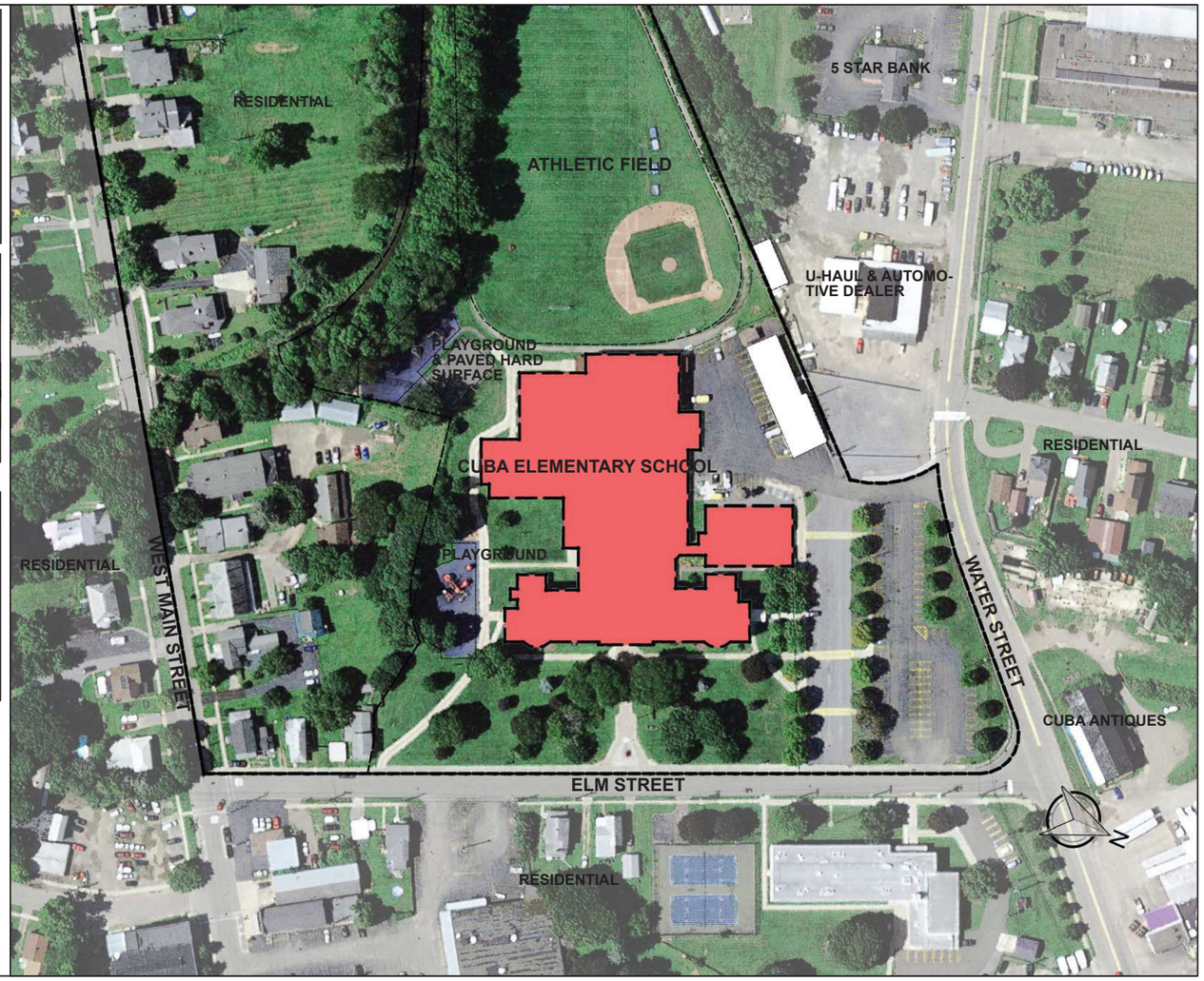


EXISTING MAIN ENTRANCE

EASTSIDE EXTERIOR



WESTSIDE EXTERIOR



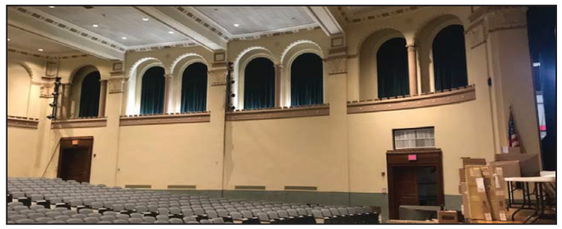
ELEMENTARY SCHOOL
EXISTING SITE CONTEXT

Cuba Rushford District

SWBR

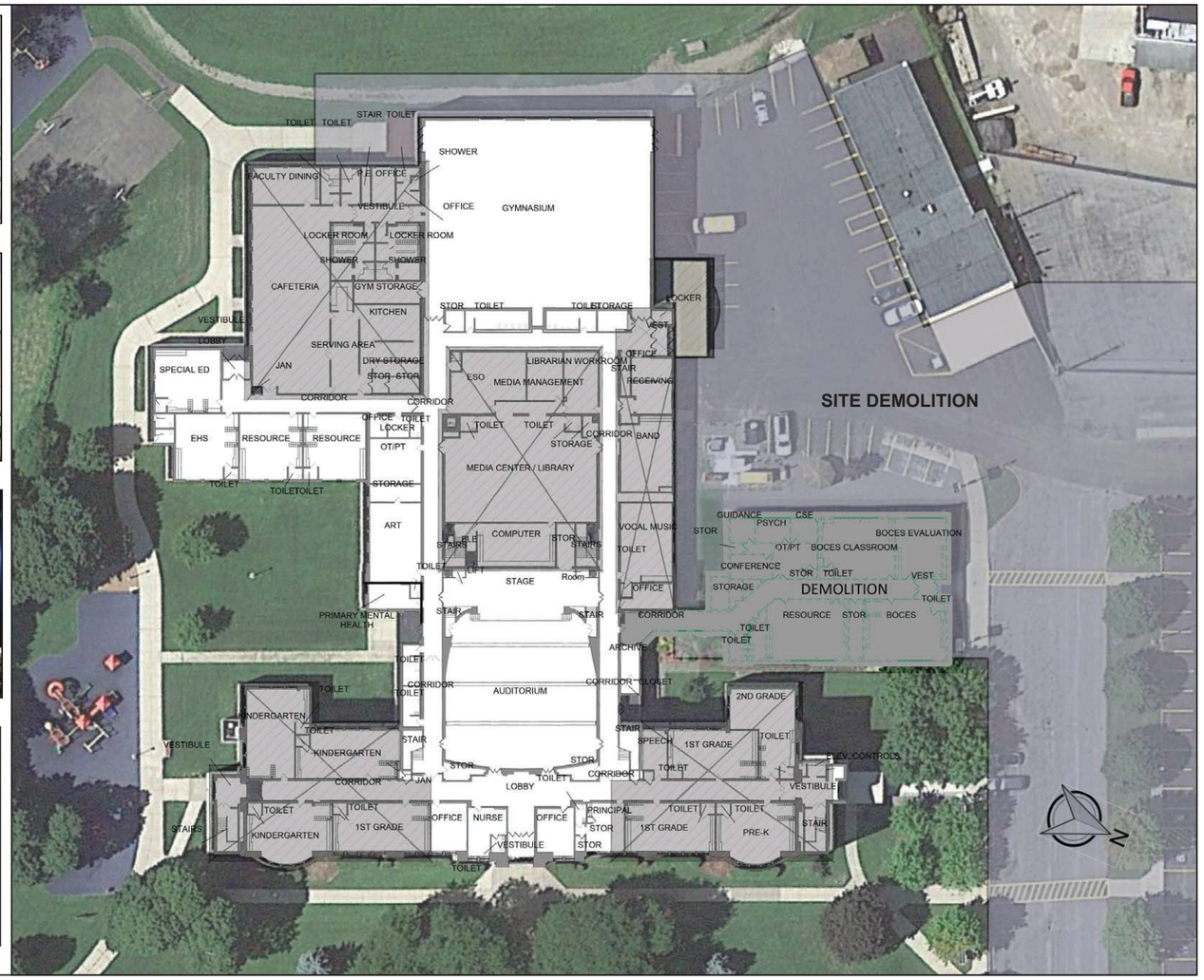
EXISTING LIBRARY

EXISTING COMPUTER ROOM



EXISTING AUDITORIUM

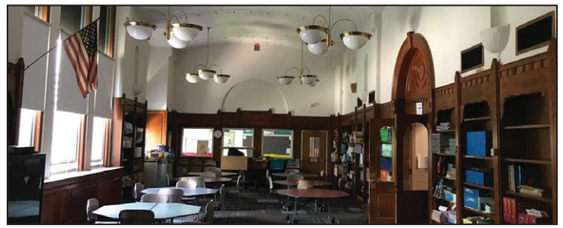
EXISTING CAFETERIA



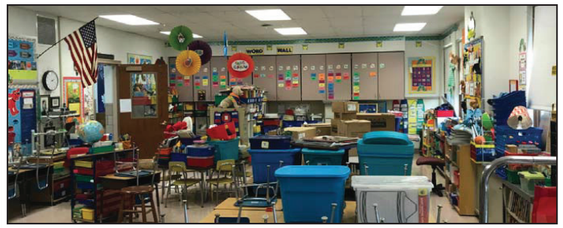
ELEMENTARY SCHOOL
EXISTING FIRST FLOOR

Cuba Rushford CR District

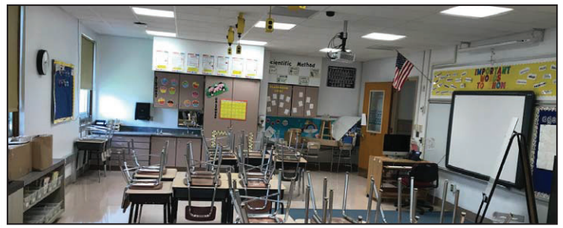
SWBR



EXISTING CLASSROOM 1

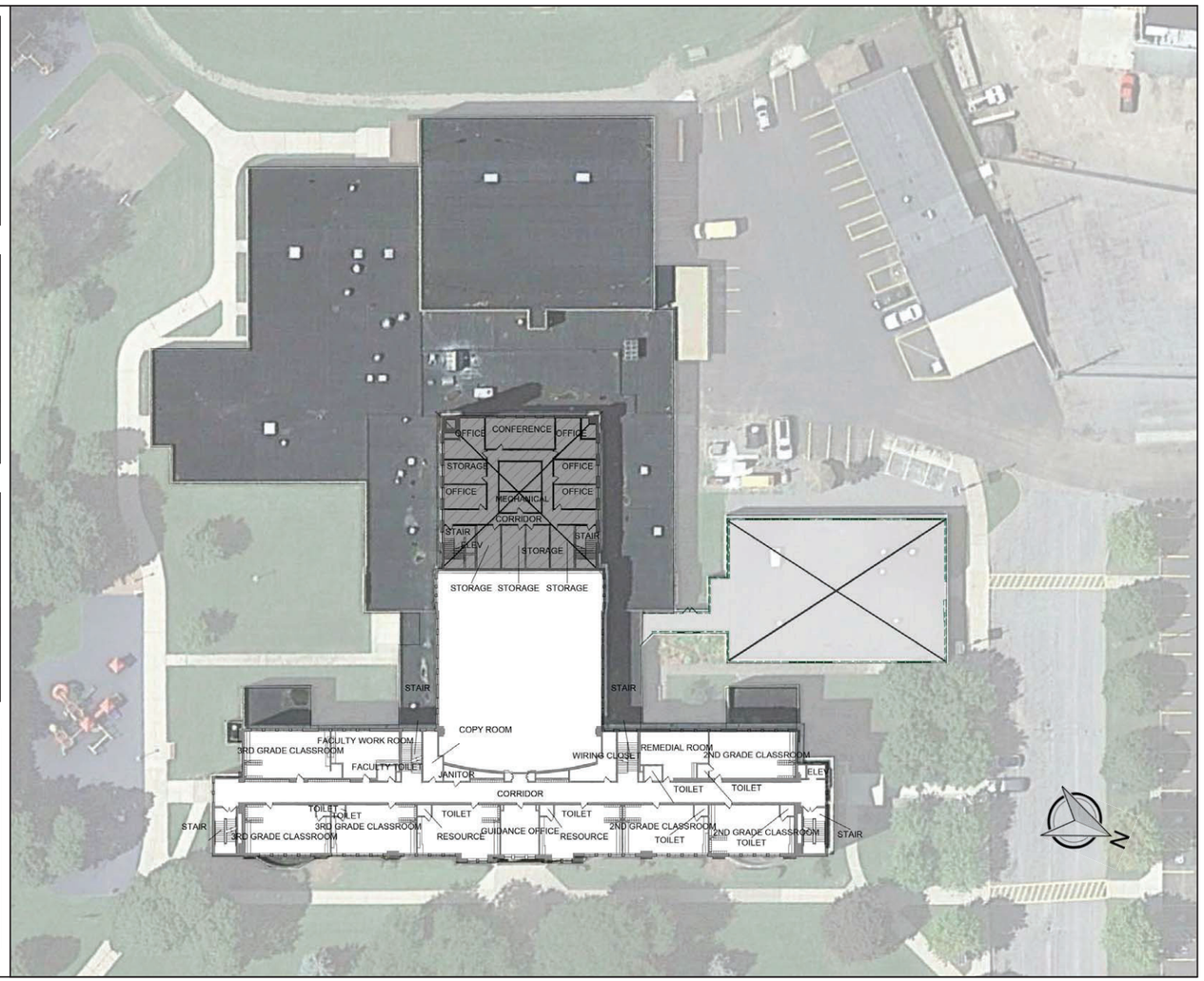


EXISTING CLASSROOM 2



EXISTING CLASSROOM 3

EXISTING CLASSROOM 4

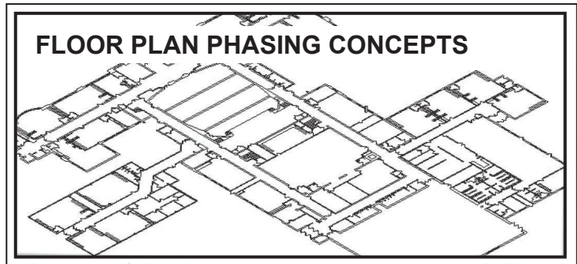


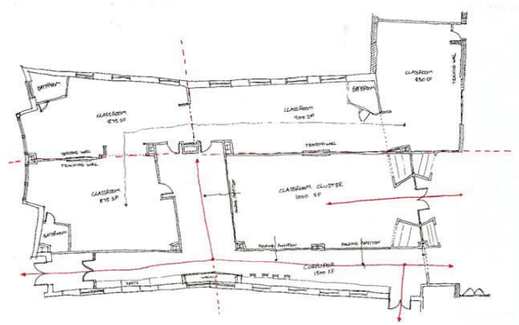
ELEMENTARY SCHOOL
EXISTING SECOND FLOOR

Cuba Rushford District

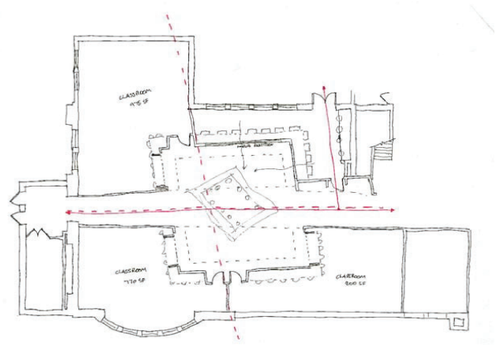
SWBR

FLOOR PLAN PHASING CONCEPTS

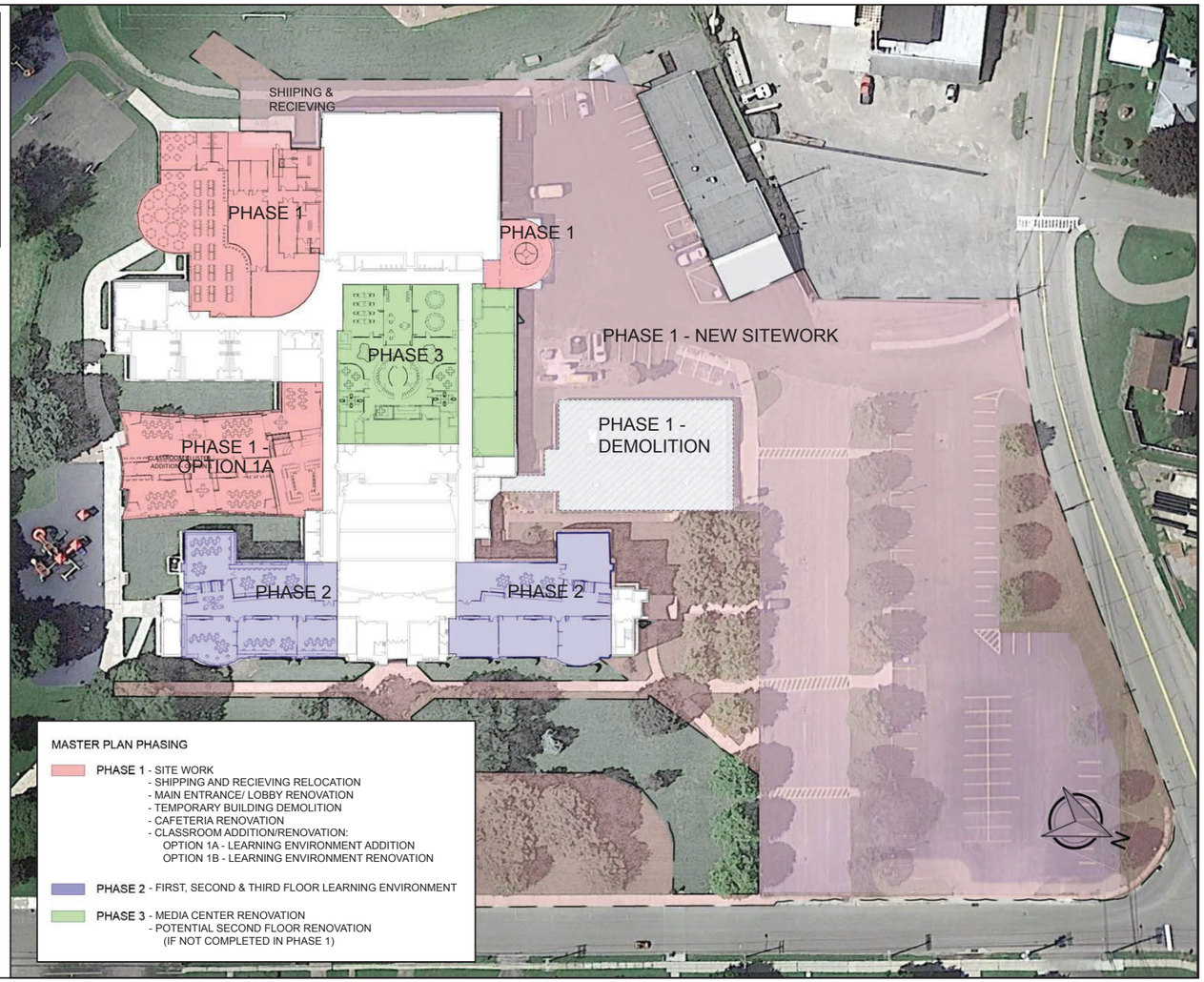




FIRST FLOOR - ADDITION CONCEPT SKETCH



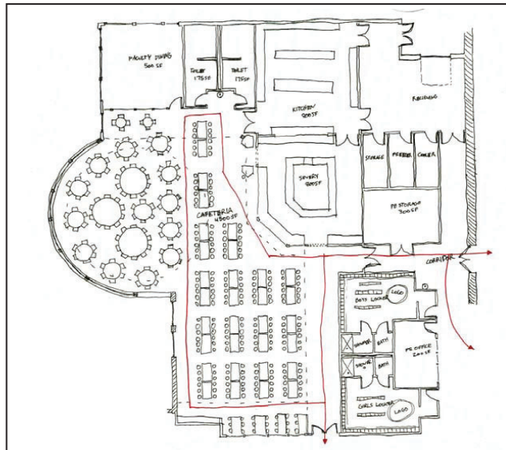
FIRST FLOOR - CLASSROOM CLUSTER CONCEPT SKETCH



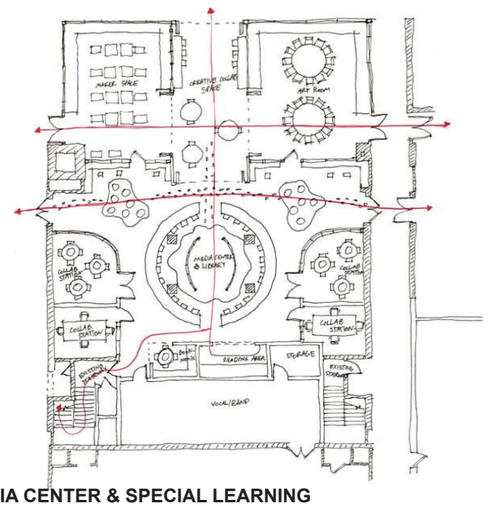
ELEMENTARY SCHOOL
FIRST FLOOR POTENTIAL PHASING OPTIONS

Cuba Rushford District

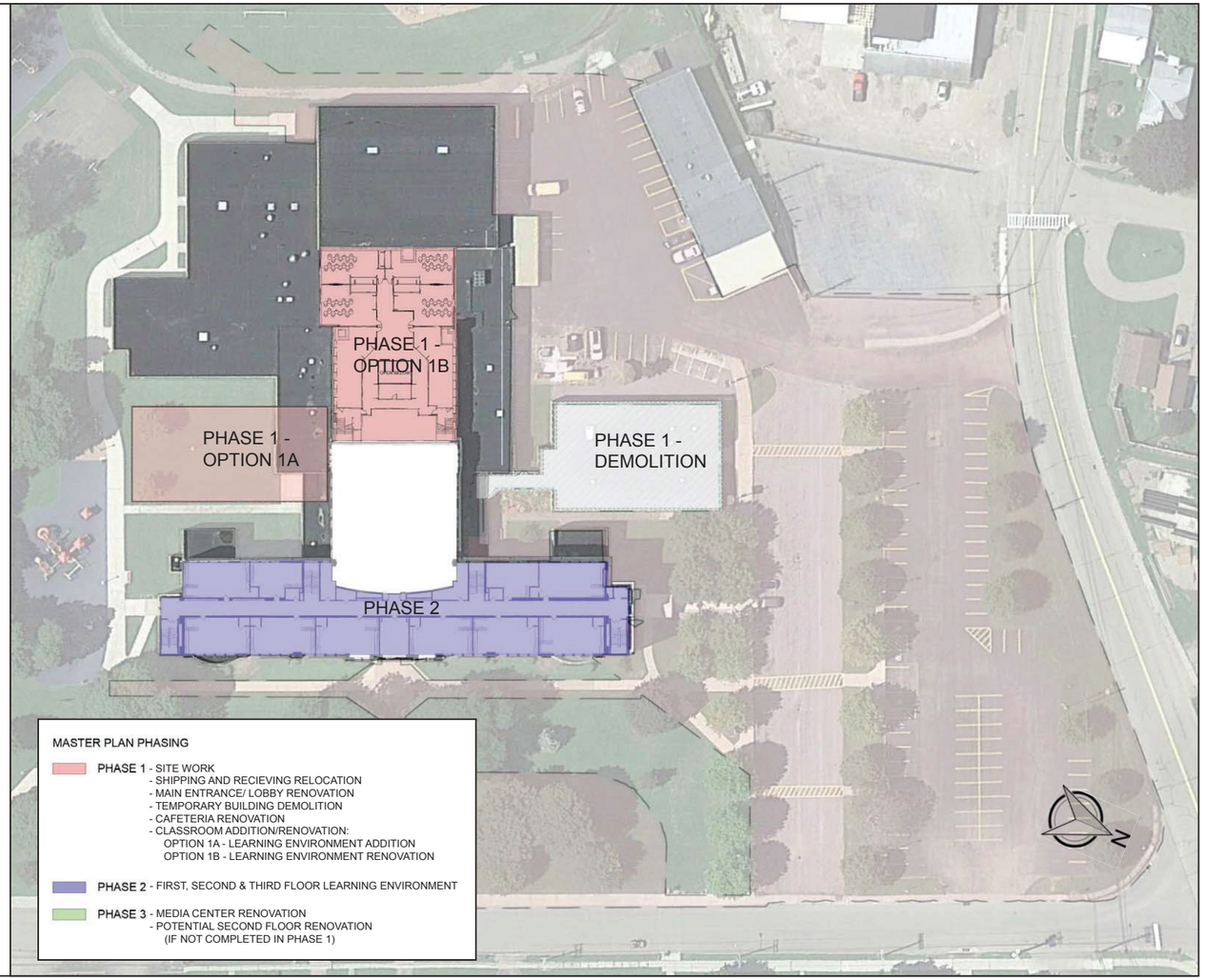
SWBR



CAFETERIA RENOVATION CONCEPT SKETCH



MEDIA CENTER & SPECIAL LEARNING ENVIRONMENT CONCEPT SKETCH

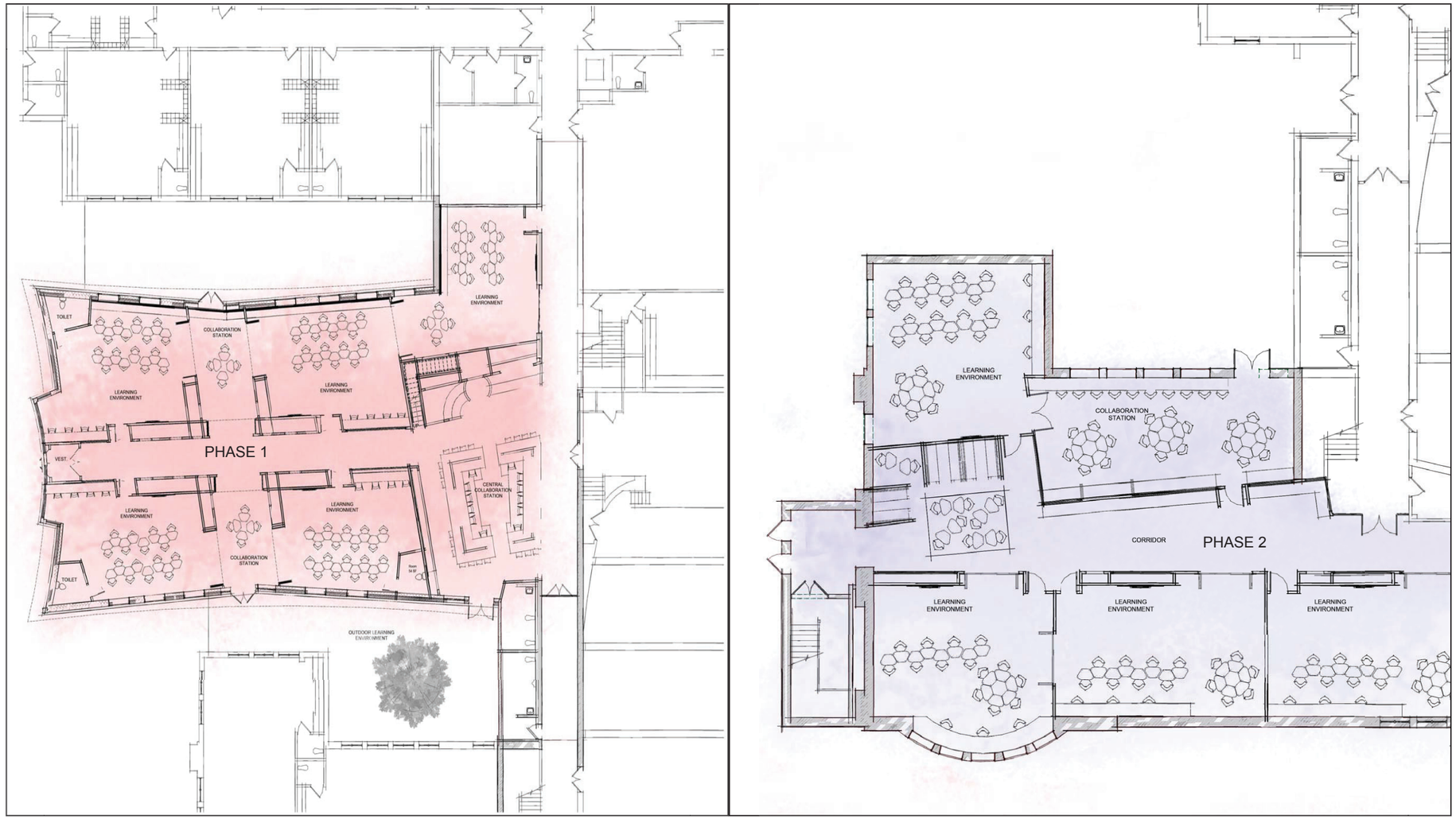


ELEMENTARY SCHOOL

SECOND & THIRD FLOOR POTENTIAL PHASING OPTIONS

Cuba Rushford District

SWBR

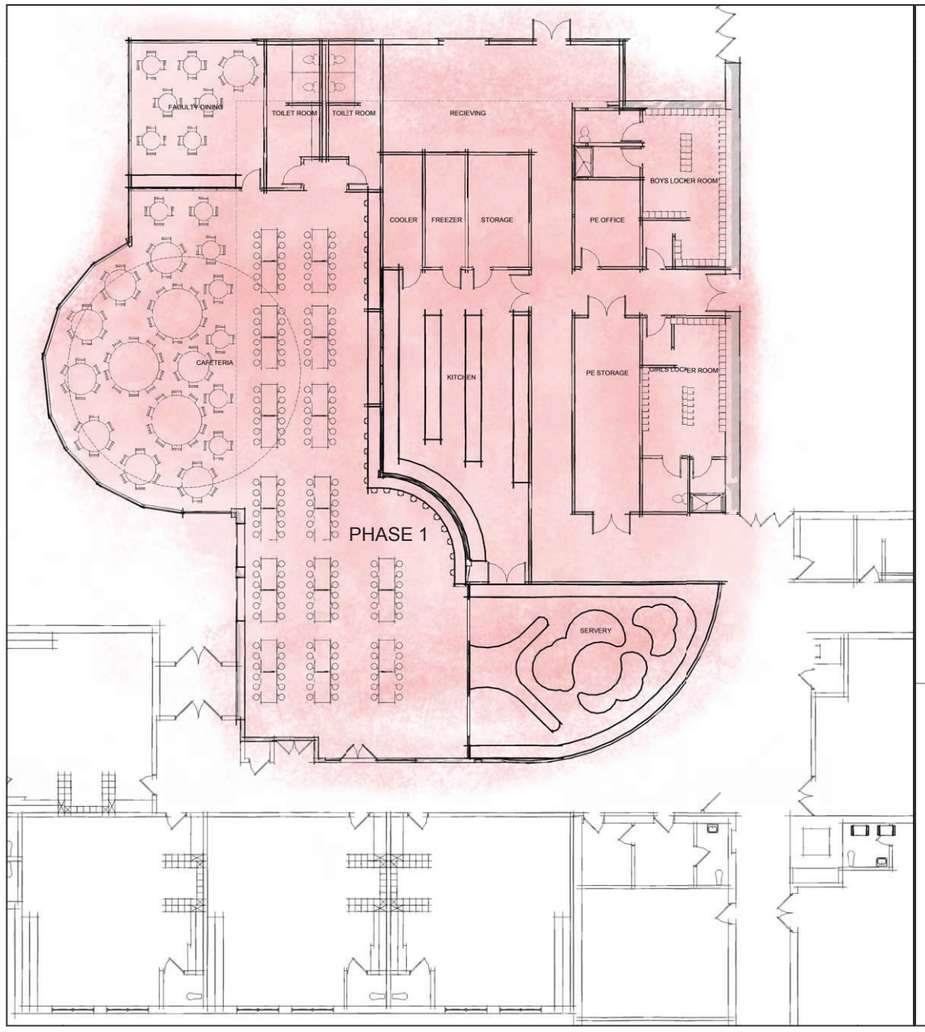


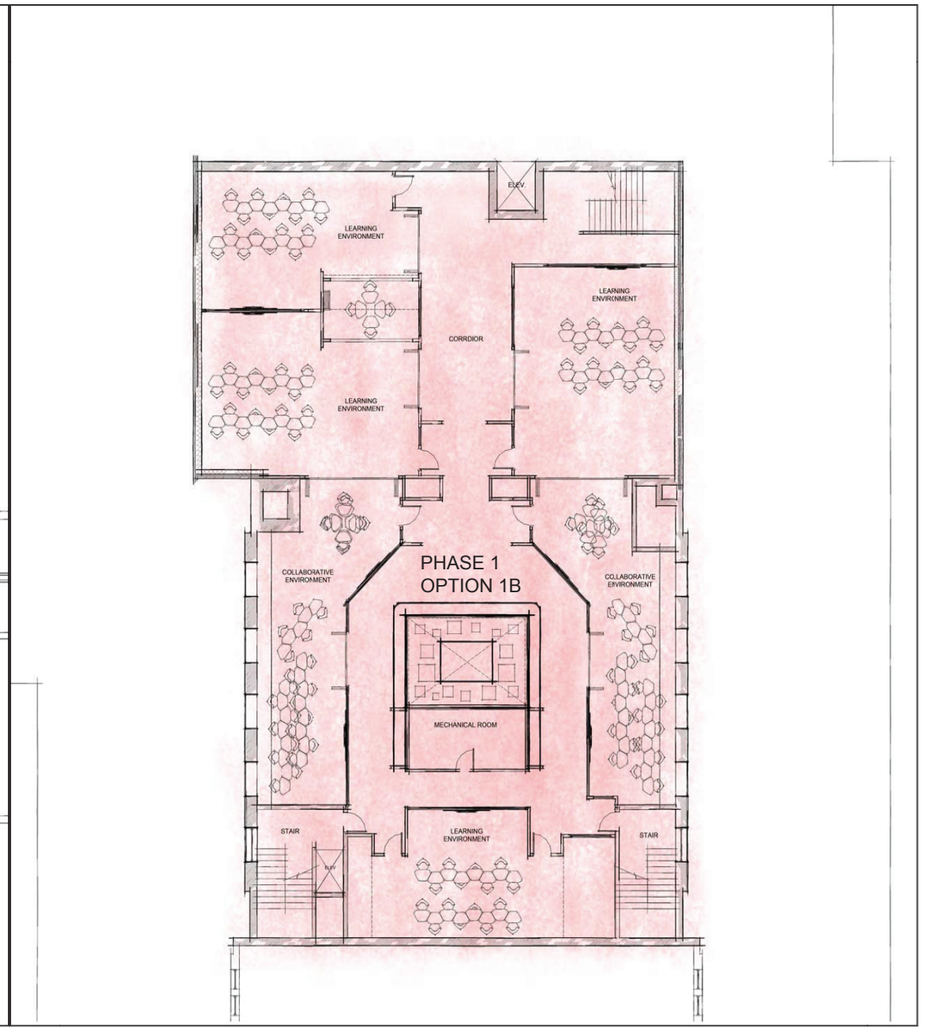
ELEMENTARY SCHOOL
FIRST FLOOR - POTENTIAL PHASE 1
CONCEPTUAL ADDITION

1ST, 2ND & 3RD FLOOR - POTENTIAL PHASE 2
CONCEPTUAL LEARNING ENVIRONMENTS

Cuba Rushford District

SWBR



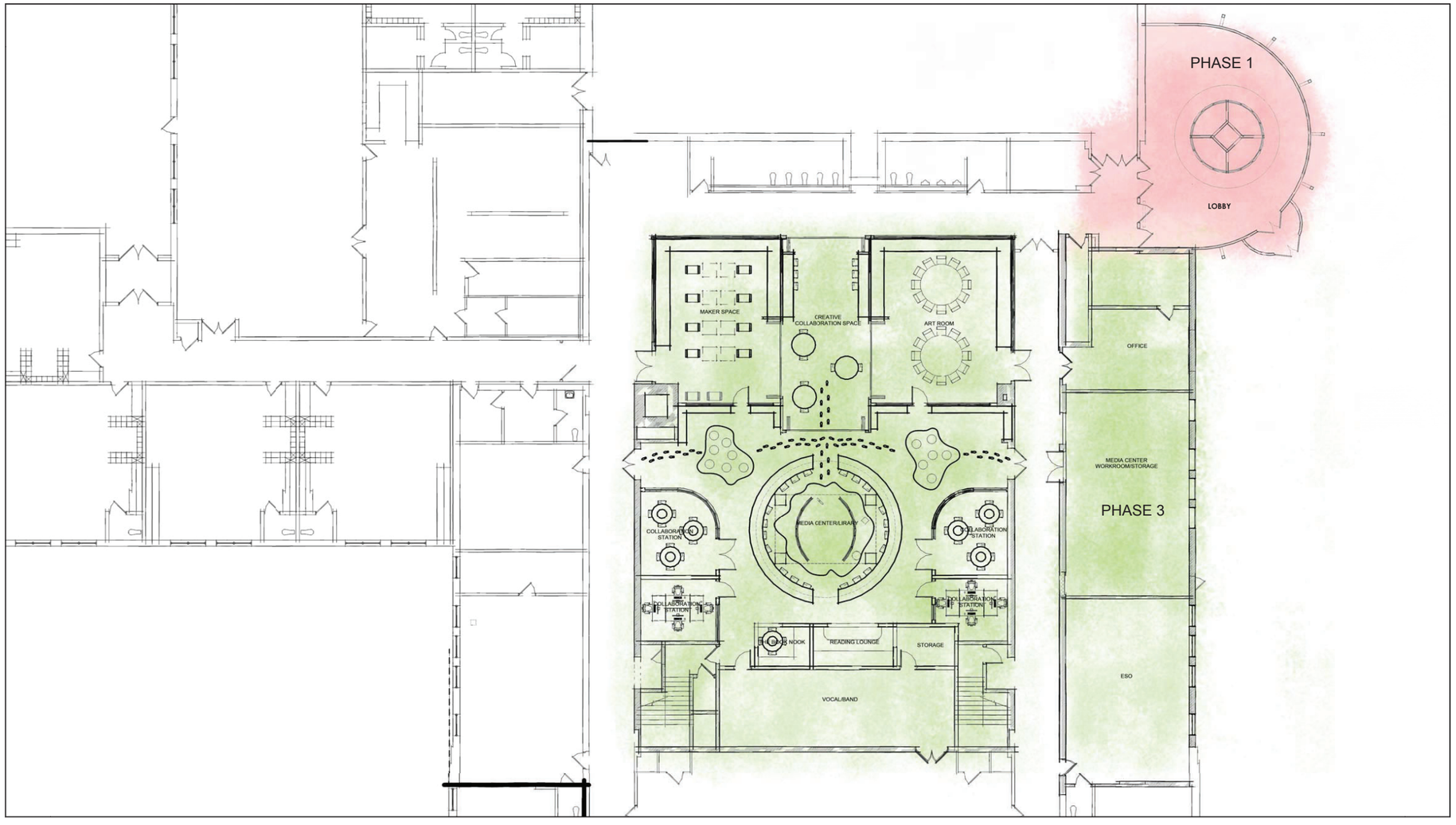


ELEMENTARY SCHOOL
FIRST FLOOR - POTENTIAL PHASE 1
CONCEPTUAL CAFETERIA RENOVATION

SECOND FLOOR - POTENTIAL PHASE 1
CONCEPTUAL LEARNING ENVIRONMENTS

Cuba Rushford District

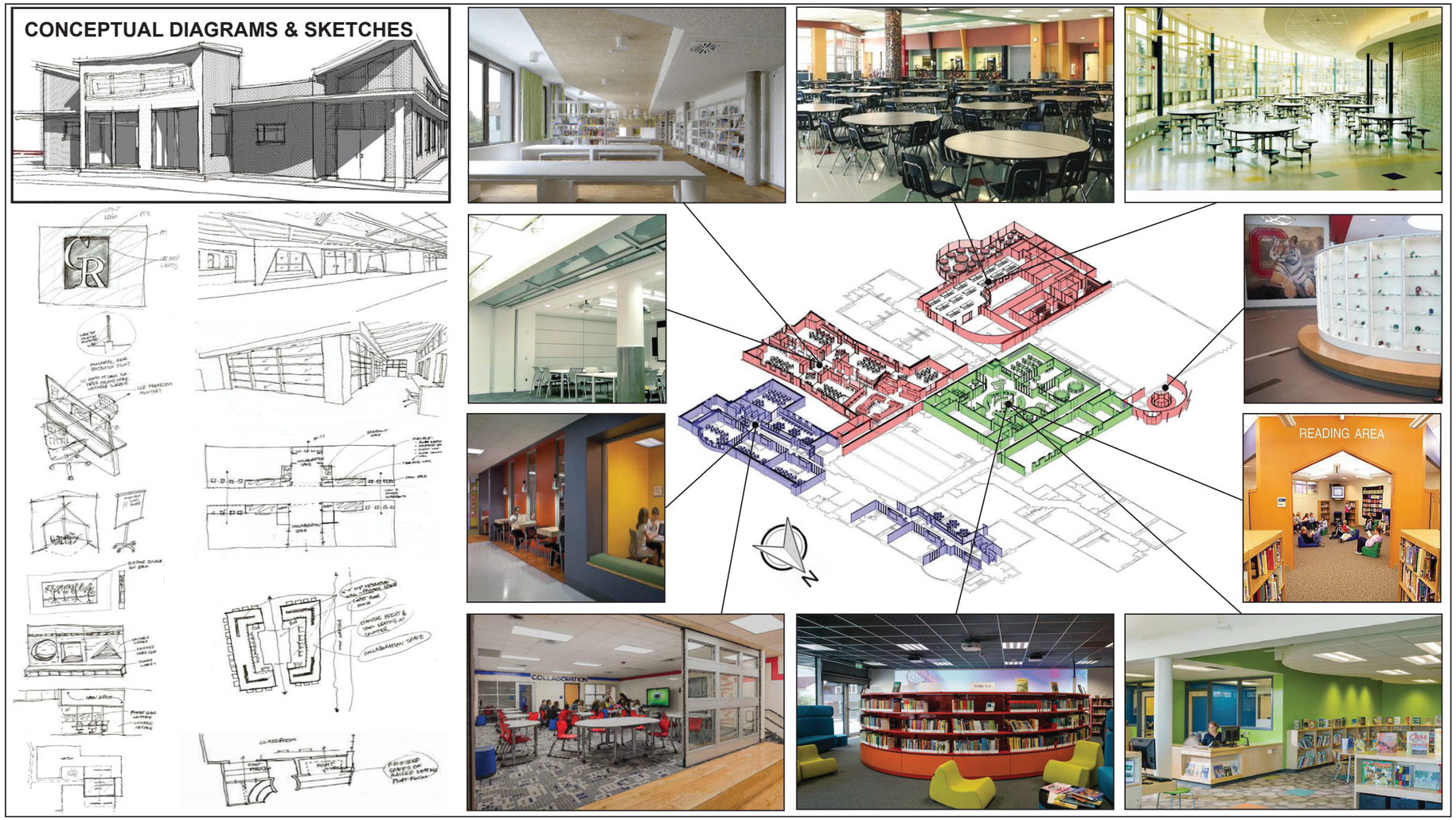
SWBR



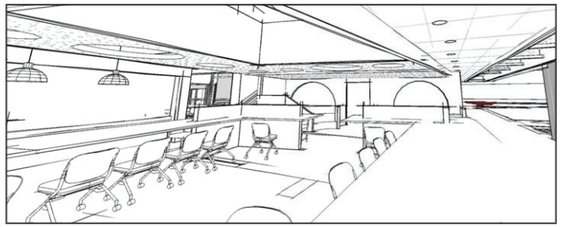
ELEMENTARY SCHOOL
FIRST FLOOR - POTENTIAL PHASE 3
CONCEPTUAL MEDIA CENTER, SPECIAL CLASSROOMS & LOBBY RENOVATION

Cuba Rushford District

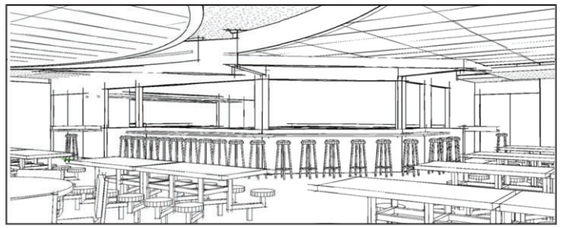
SWBR



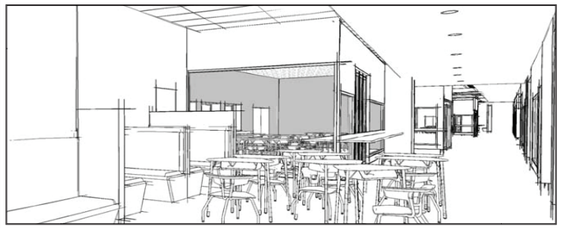
ELEMENTARY SCHOOL
CONCEPTS



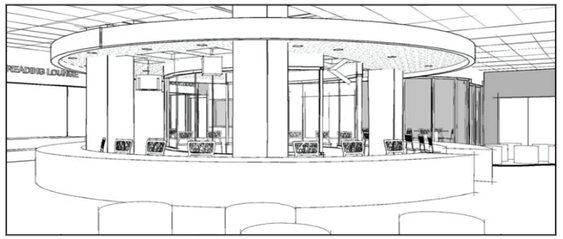
CONCEPTUAL 1ST FLOOR ADDITION - COLLABORATION SPACE



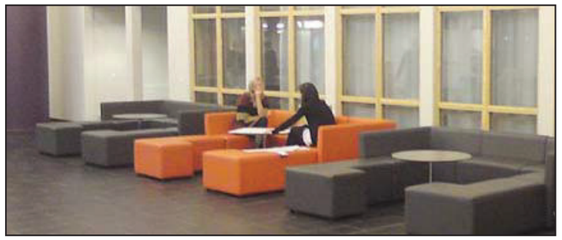
CONCEPTUAL CAFETERIA RENOVATION

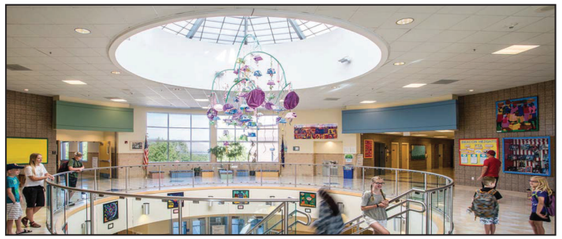


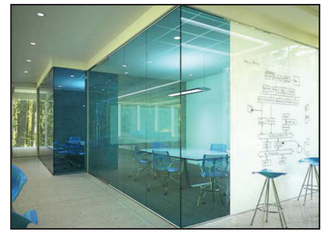
CONCEPTUAL LEARNING ENVIRONMENT



CONCEPTUAL MEDIA CENTER RENOVATION



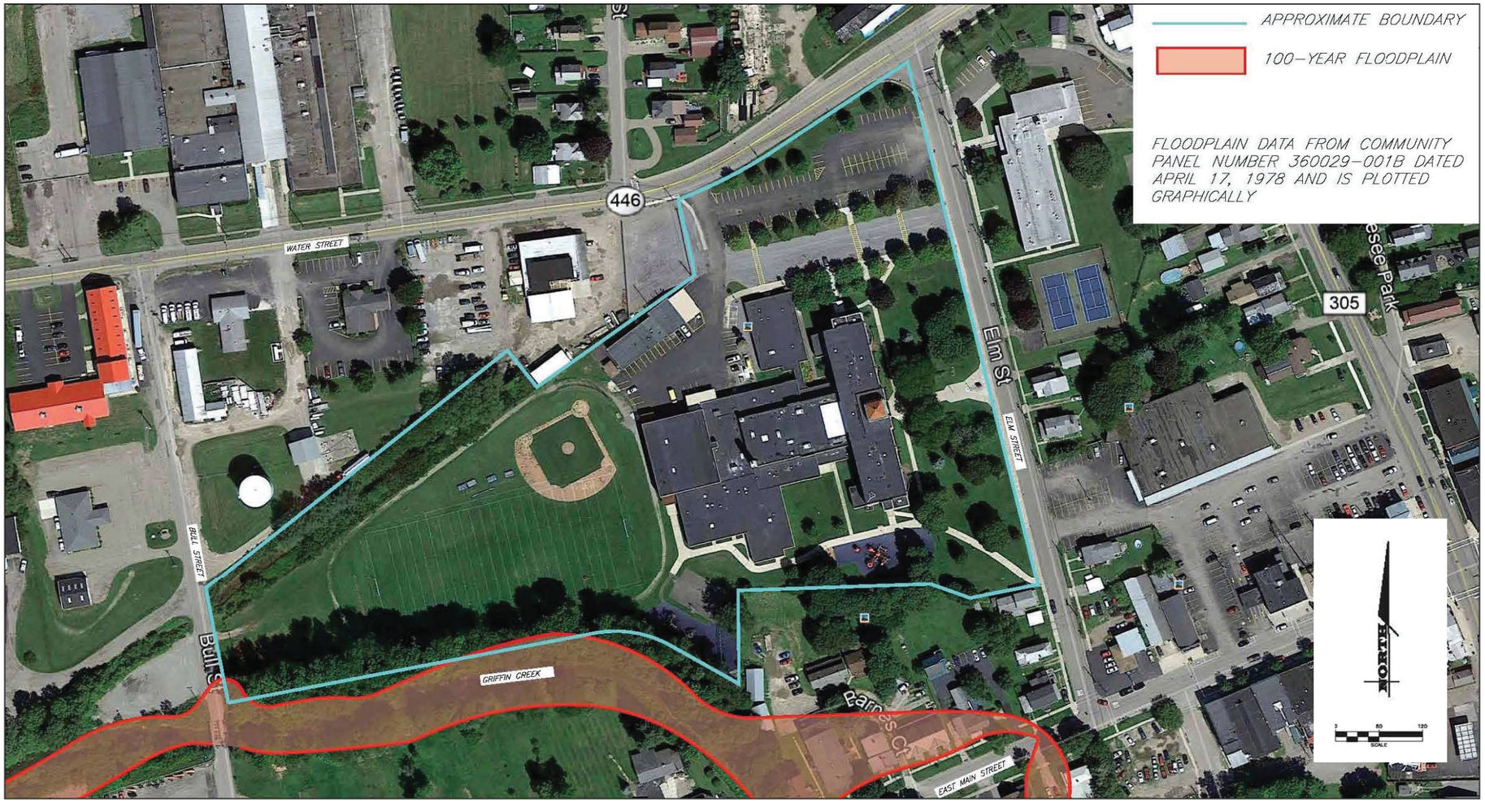




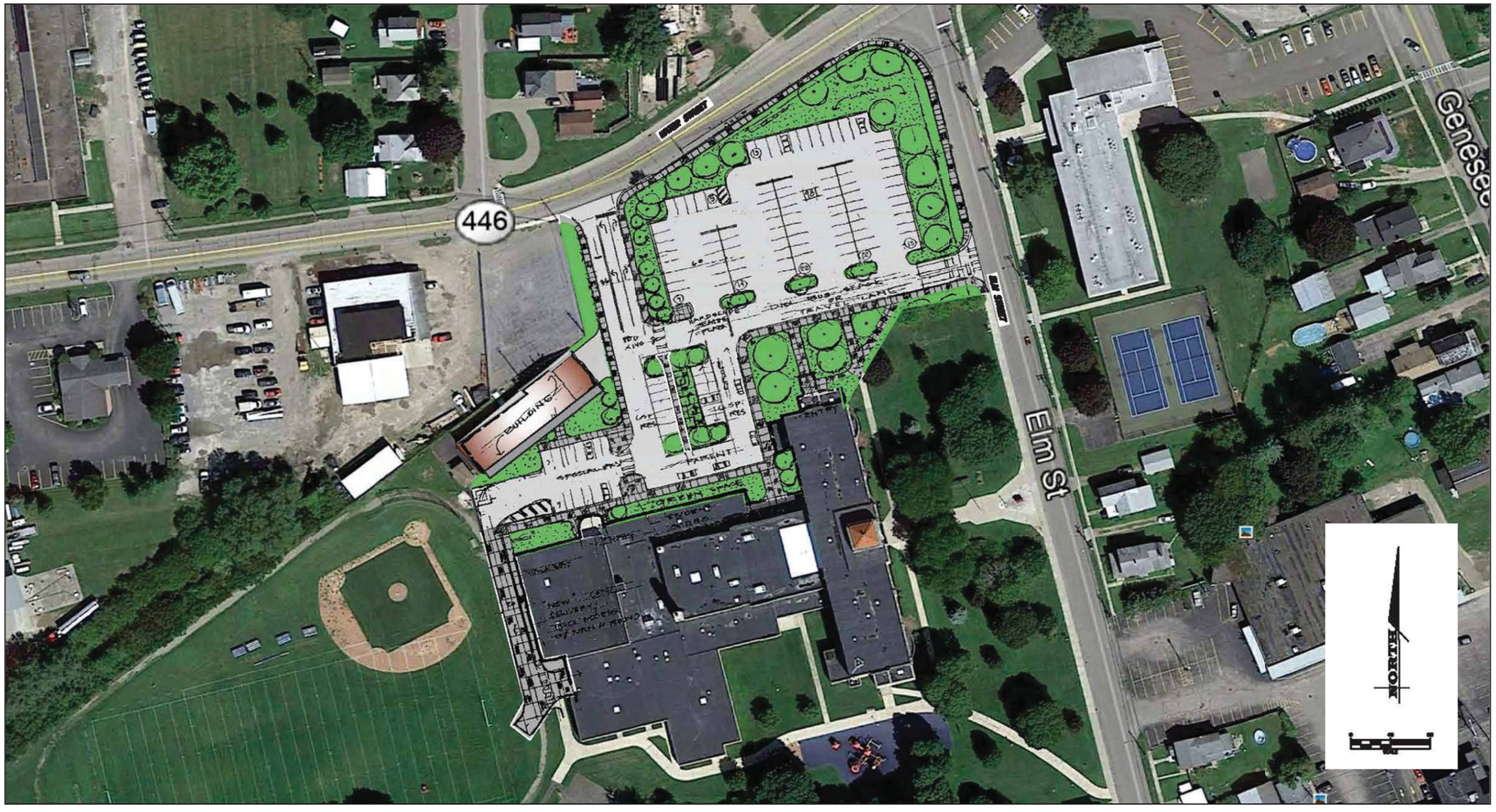
ELEMENTARY SCHOOL
CONCEPTS

Cuba Rushford District

SWBR



OVERALL CAMPUS PLAN
SITE ANALYSIS



PARKING MODIFICATION - CONCEPT PLAN
CONCEPTUAL SITE - POTENTIAL PHASE 1

PARKING MODIFICATION - FRONT BUS LOOP
CONCEPTUAL SITE - POTENTIAL PHASE 1

Cuba Rushford District SWBR MARATHON ENGINEERING

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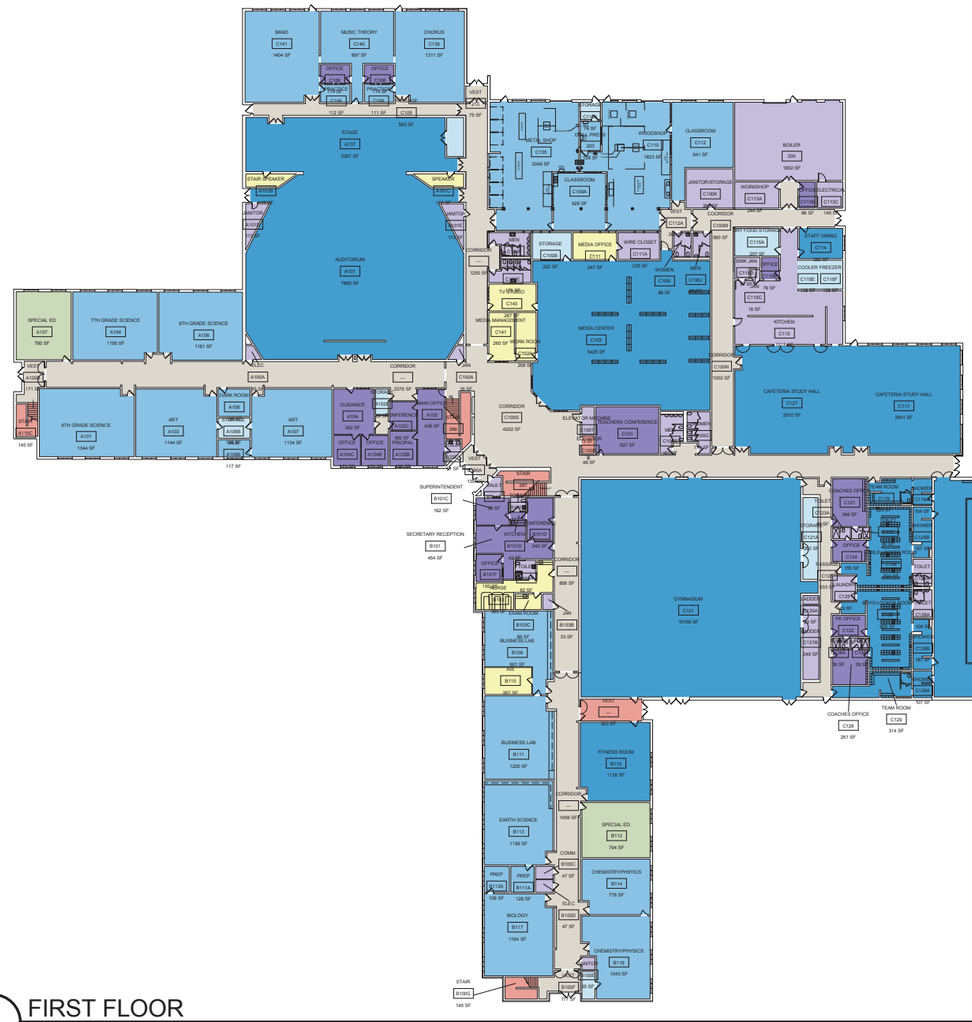
Middle/High School
Building Condition Assessment

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN — EXISTING SPACE ALLOCATION

SWBR PROJECT NUMBER: 17500.00 DATE: 02/27/2018



EXISTING SPACE USE SQUARE FOOTAGE TOTALS	
SPACE TYPE	Area
ADMINISTRATION/OFFICE	4692 SF
ASSEMBLY SPACE	42073 SF
CIRCULATION	22004 SF
CLASSROOM	36593 SF
INSTRUCTIONAL SUPPORT	4658 SF
SPECIAL ED	6579 SF
STORAGE	5053 SF
SUPPORT SERVICES/TOILET ROOM	14191 SF
VERTICAL CIRCULATION	1958 SF
Grand total	137801 SF

EXISTING SPACE USE

- ADMINISTRATION/OFFICE
- SUPPORT SERVICES/TOILET ROOM
- CIRCULATION
- ASSEMBLY SPACE
- CLASSROOM
- STORAGE
- SPECIAL ED
- INSTRUCTIONAL SUPPORT
- VERTICAL CIRCULATION

CUBA-RUSHFORD MIDDLE HIGH SCHOOL

CUBA-RUSHFORD
MIDDLE HIGH SCHOOL
5476 NY-305
CUBA, NY 14727

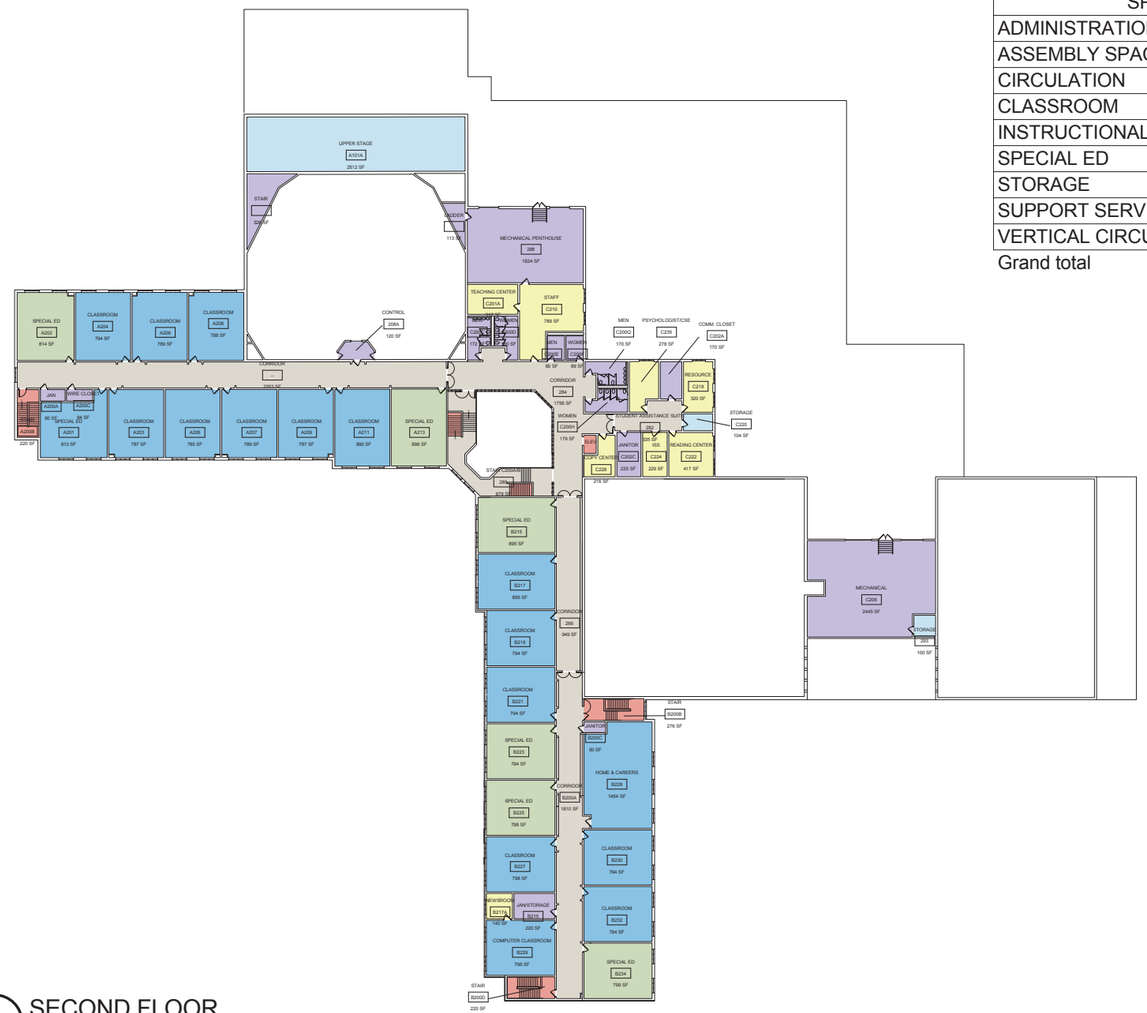
1 FIRST FLOOR
Not To Scale

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN EXISTING SPACE ALLOCATION

SWBR PROJECT NUMBER: 17500.00 DATE: 02/27/2018



1 SECOND FLOOR
Not To Scale

EXISTING SPACE USE SQUARE FOOTAGE TOTALS	
SPACE TYPE	Area
ADMINISTRATION/OFFICE	4692 SF
ASSEMBLY SPACE	42073 SF
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EXISTING SPACE USE

- ADMINISTRATION/OFFICE
- SUPPORT SERVICES/TOILET ROOM
- CIRCULATION
- ASSEMBLY SPACE
- CLASSROOM
- STORAGE
- SPECIAL ED
- INSTRUCTIONAL SUPPORT
- VERTICAL CIRCULATION

CUBA-RUSHFORD
MIDDLE HIGH SCHOOL
5476 NY-305
CUBA, NY 14727

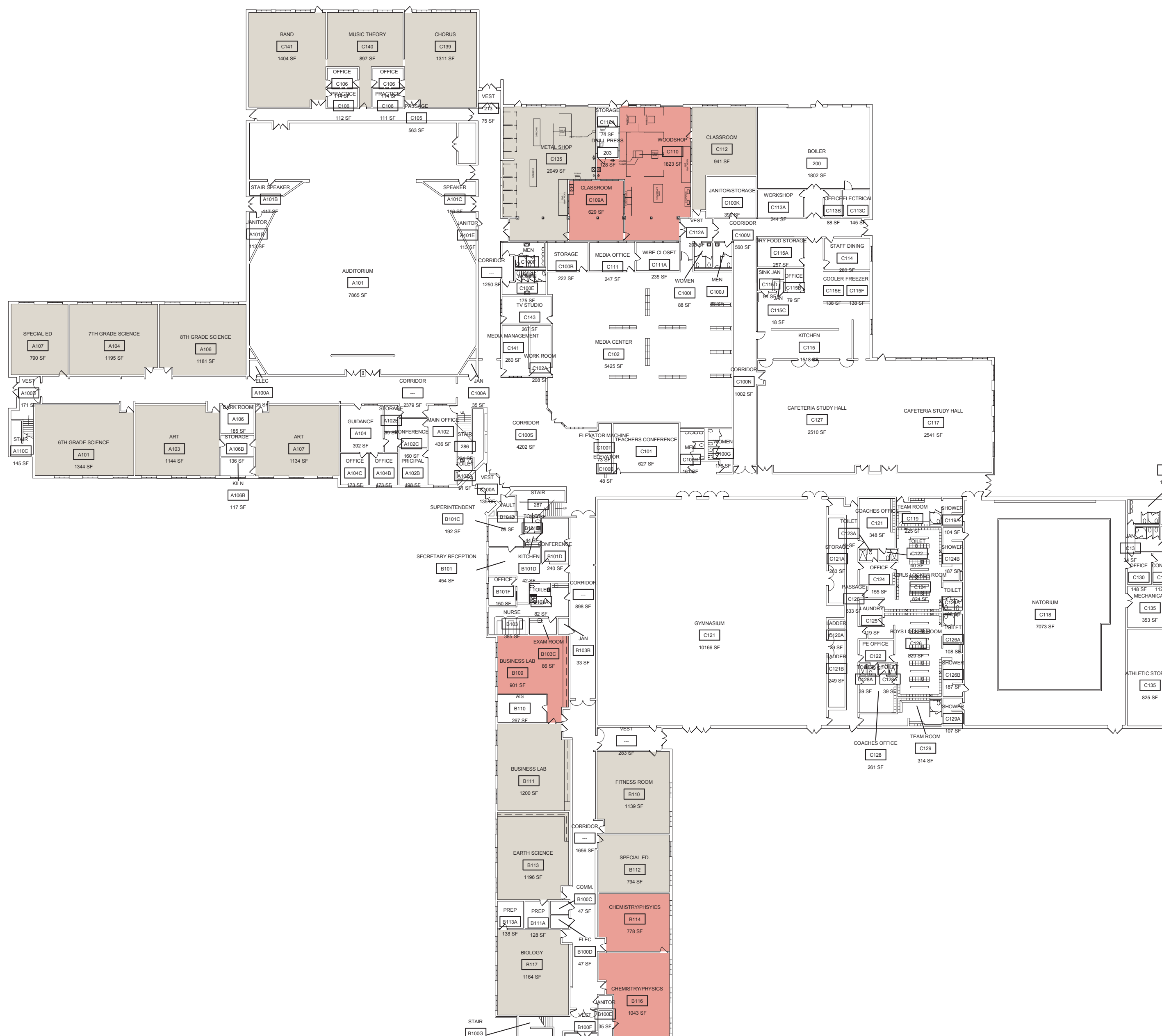
CUBA-RUSHFORD MIDDLE HIGH SCHOOL

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN UNDERSIZED CLASSROOM PLAN

SWBR PROJECT NUMBER: 17500.00 DATE: 02/27/2018



UNDERSIZED CLASSROOMS

- RIGHTSIZED
- UNDERSIZED

1 FIRST FLOOR
Not To Scale

CUBA-RUSHFORD
MIDDLE HIGH SCHOOL
5476 NY-305
CUBA, NY 14727

CUBA-RUSHFORD MIDDLE HIGH SCHOOL

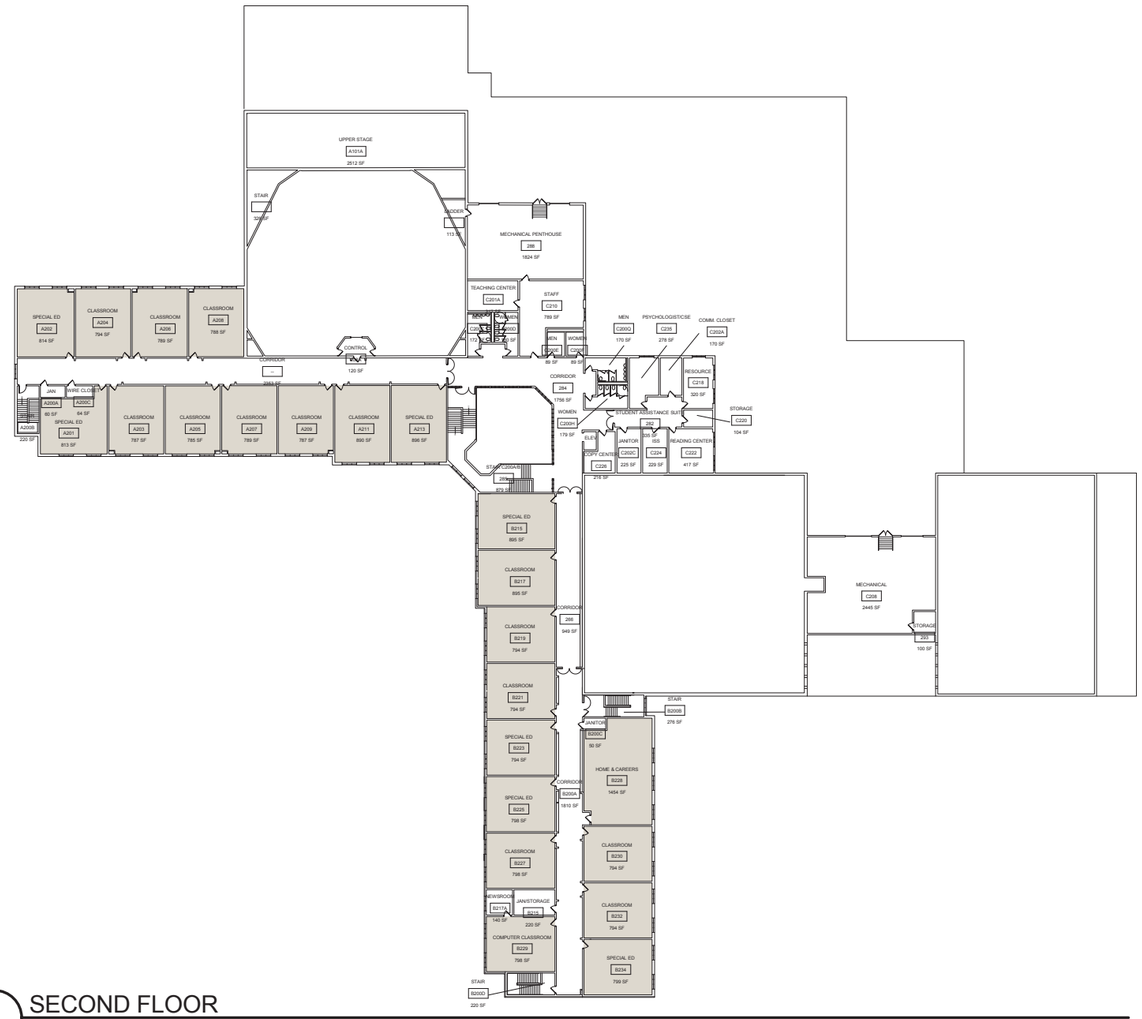
Cuba Rushford Central School District

SWBR

2018 MASTER PLAN

UNDERSIZED CLASSROOM PLAN

SWBR PROJECT NUMBER: 17500.00 DATE: 02/27/2018



1 SECOND FLOOR

Not To Scale

UNDERSIZED CLASSROOMS

- RIGHTSIZED
- UNDERSIZED

CUBA-RUSHFORD MIDDLE HIGH SCHOOL

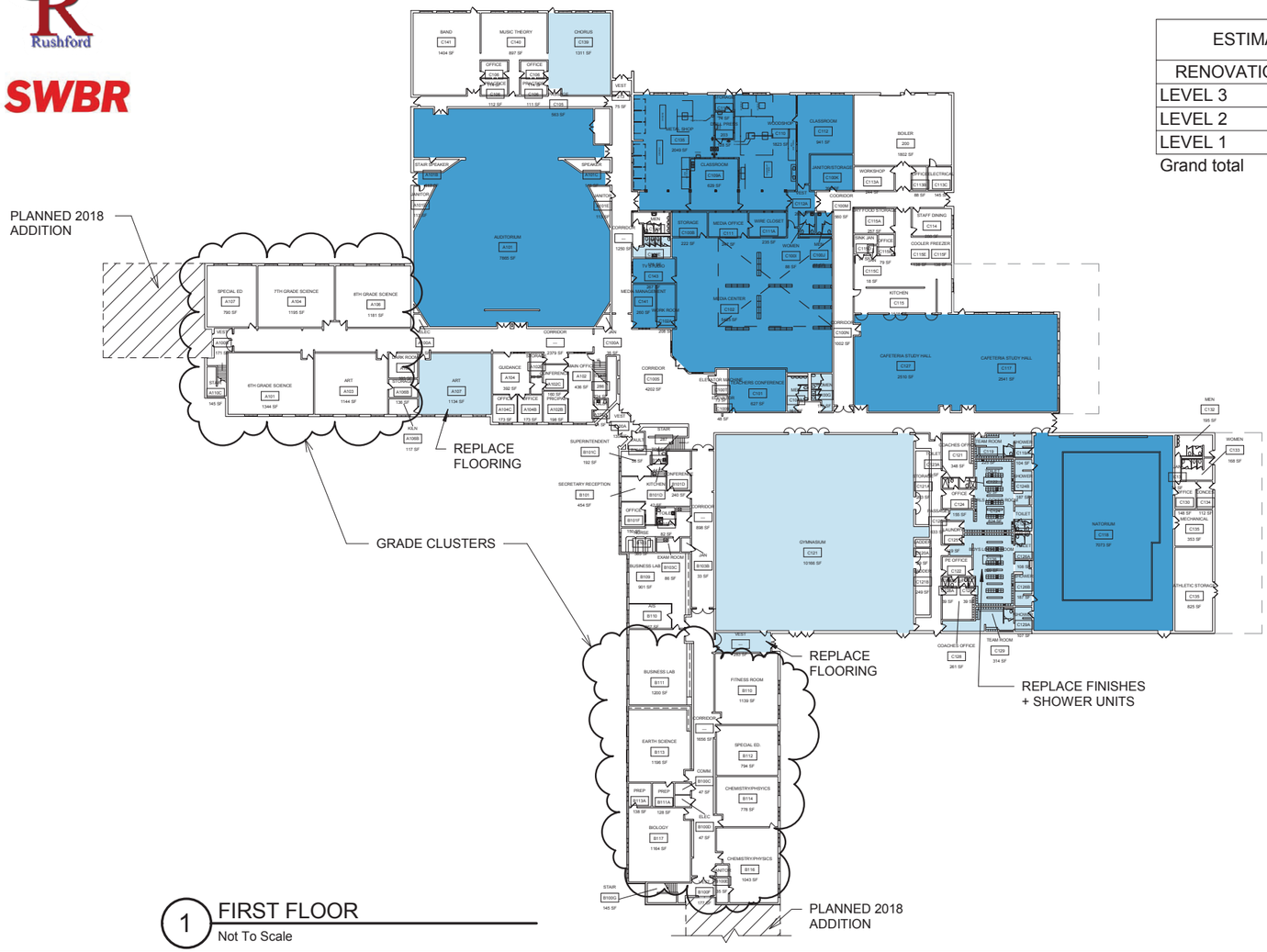
CUBA-RUSHFORD
MIDDLE HIGH SCHOOL
5476 NY-305
CUBA, NY 14727

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN — CONDITION ASSESSMENT PLAN -RENOVATION LEVEL

SWBR PROJECT NUMBER: 17500.00 DATE: 02/27/2018



ESTIMATED SQUARE FOOTAGE	
RENOVATION LEVEL	AREA
LEVEL 3	39780 SF
LEVEL 2	0 SF
LEVEL 1	19577 SF
Grand total	59357 SF

1 FIRST FLOOR
Not To Scale

CUBA-RUSHFORD MIDDLE HIGH SCHOOL
5476 NY-305
CUBA, NY 14727

CUBA-RUSHFORD MIDDLE HIGH SCHOOL

Cuba Rushford Central School District

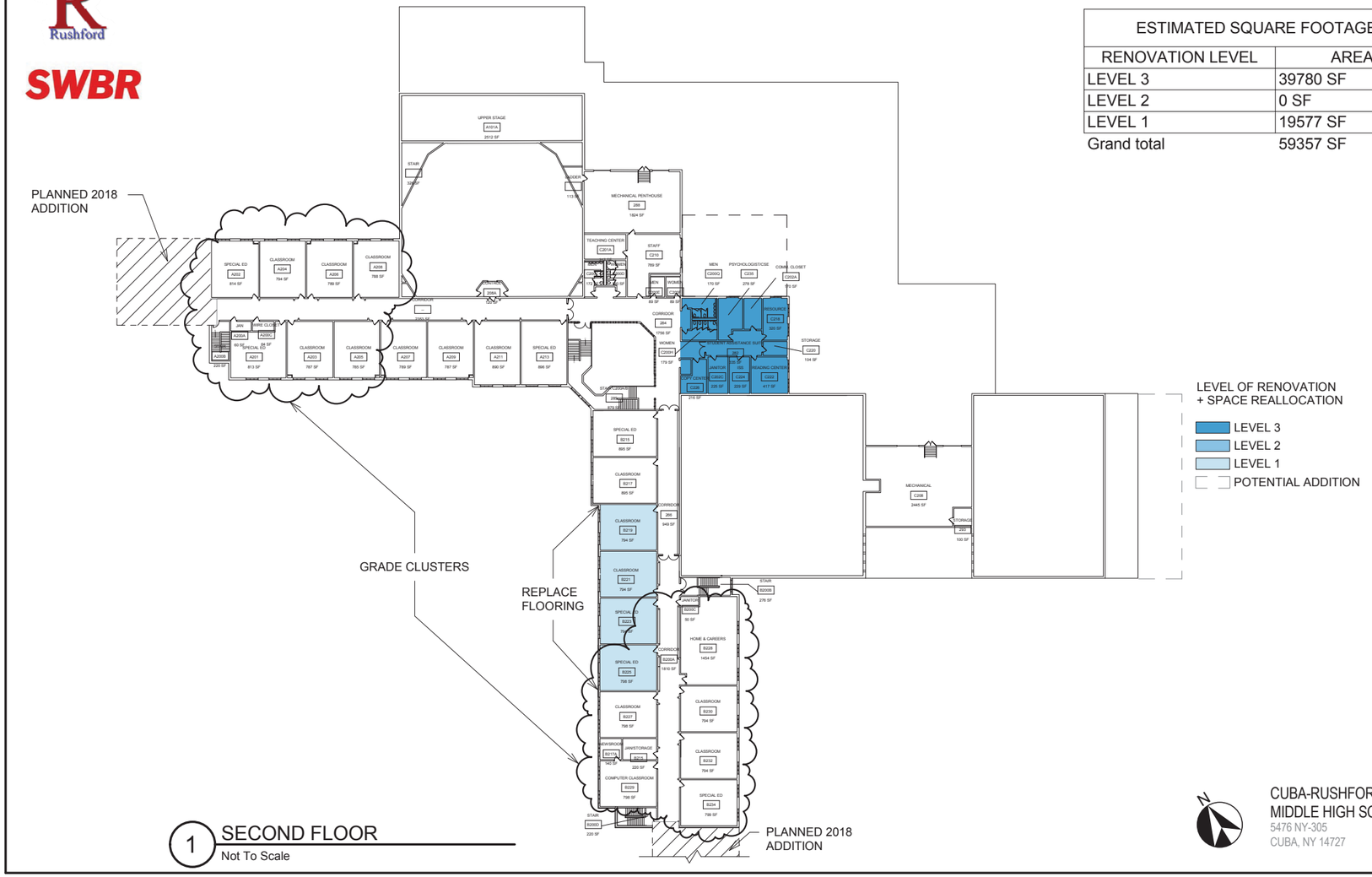
SWBR

2018 MASTER PLAN

CONDITION ASSESSMENT PLAN -RENOVATION LEVEL

SWBR PROJECT NUMBER: 17500.00 DATE: 02/27/2018

ESTIMATED SQUARE FOOTAGE	
RENOVATION LEVEL	AREA
LEVEL 3	39780 SF
LEVEL 2	0 SF
LEVEL 1	19577 SF
Grand total	59357 SF



1 SECOND FLOOR
Not To Scale

CUBA-RUSHFORD MIDDLE HIGH SCHOOL
5476 NY-305
CUBA, NY 14727

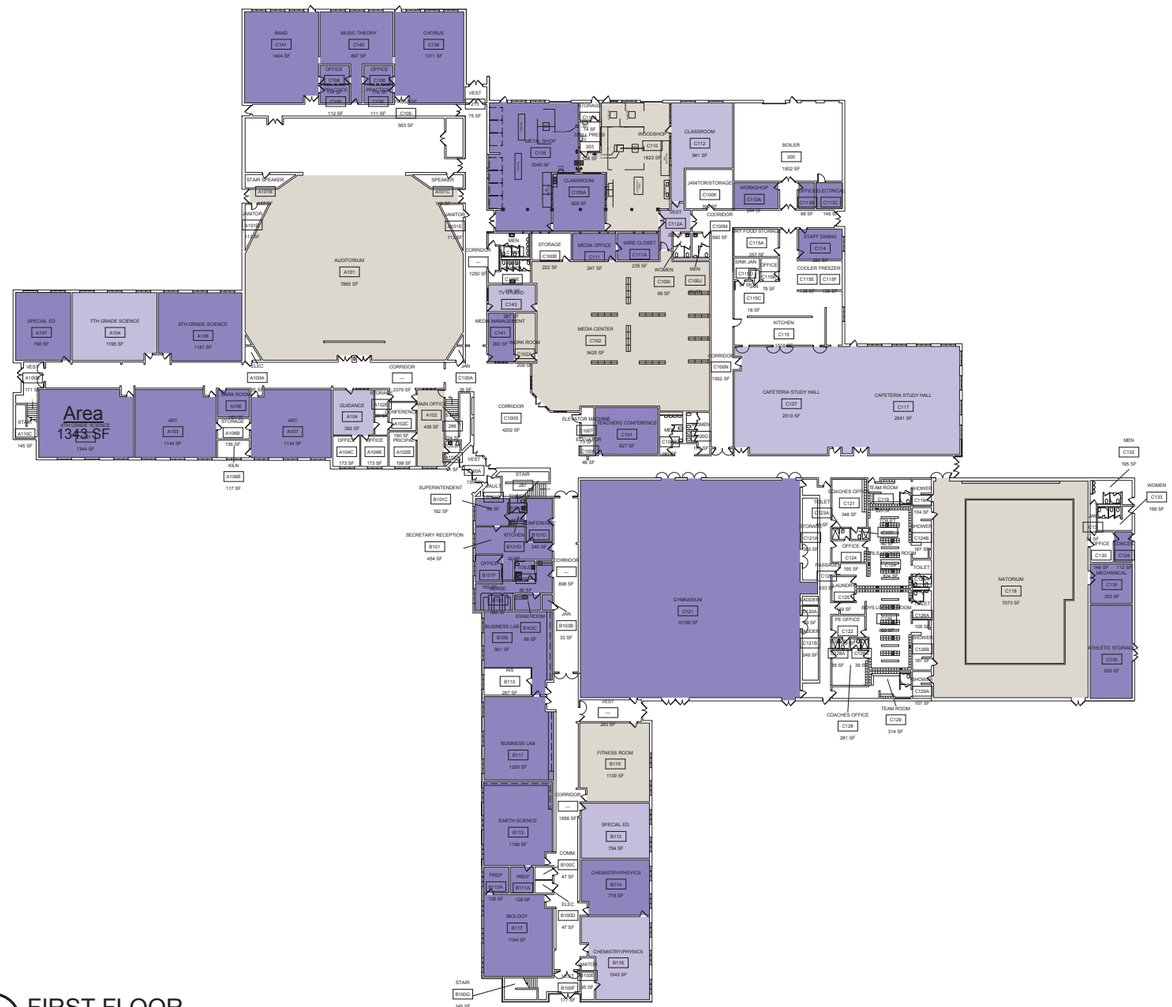
CUBA-RUSHFORD MIDDLE HIGH SCHOOL

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN SPACE UTILIZATION PLAN

SWBR PROJECT NUMBER: 17500.00 DATE: 02/27/2018



1 FIRST FLOOR
Not To Scale

CUBA-RUSHFORD
MIDDLE HIGH SCHOOL
5476 NY-305
CUBA, NY 14727

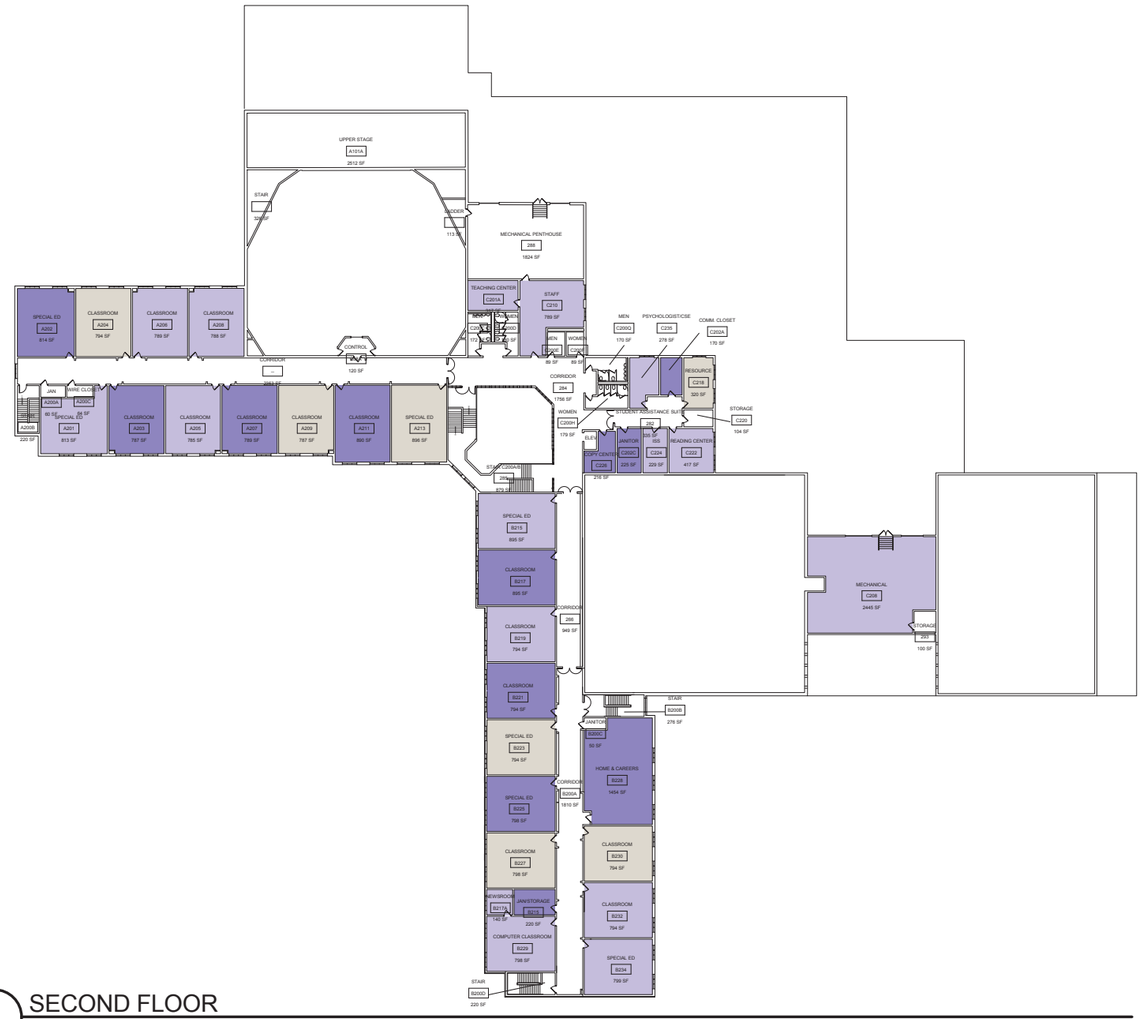
CUBA-RUSHFORD MIDDLE HIGH SCHOOL

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN SPACE UTILIZATION PLAN

SWBR PROJECT NUMBER: 17500.00 DATE: 02/27/2018



UTILIZATION LEVELS

- GREATER THAN 60%
- 59% - 31%
- LESS THAN 30%

1 SECOND FLOOR

Not To Scale

CUBA-RUSHFORD MIDDLE HIGH SCHOOL

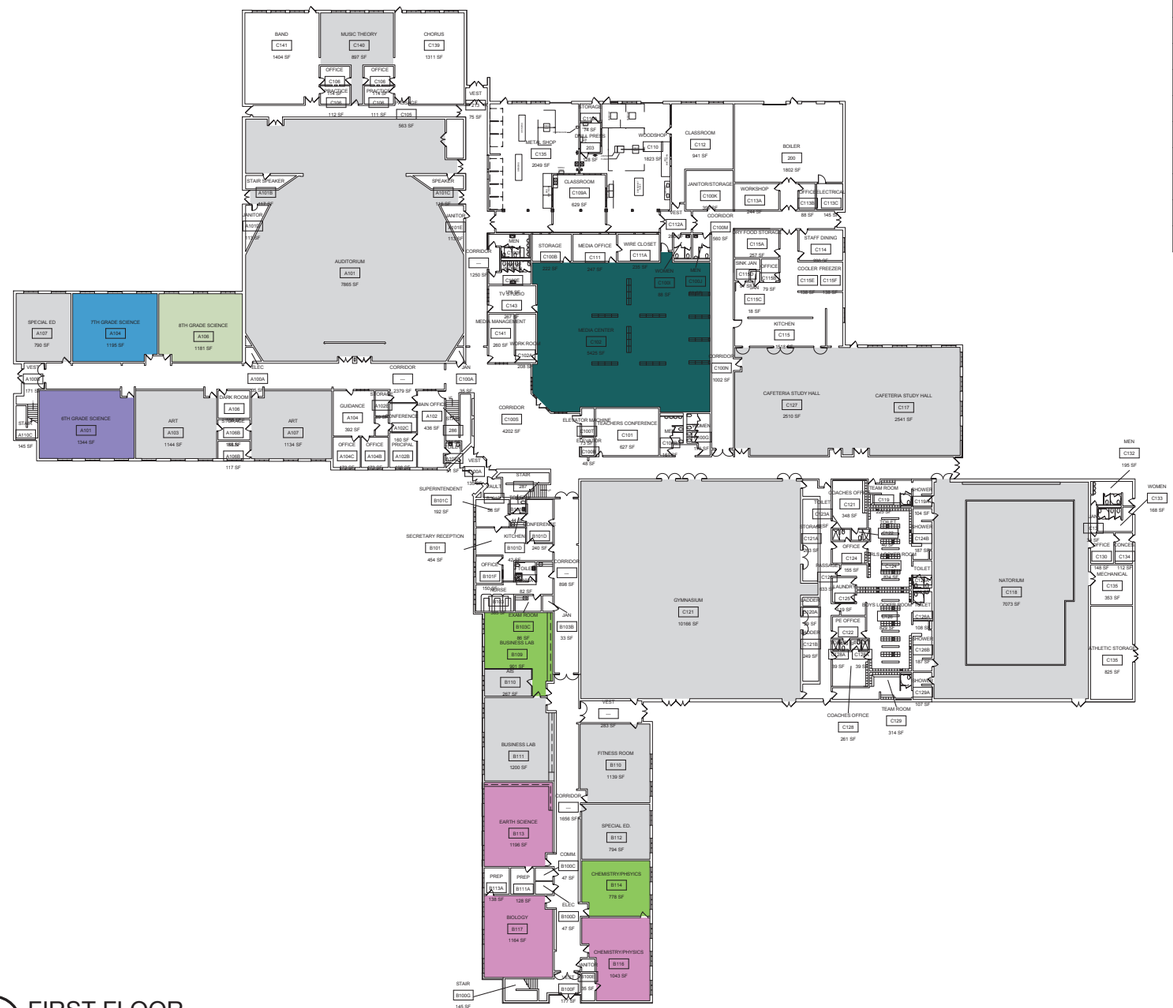
CUBA-RUSHFORD
MIDDLE HIGH SCHOOL
5476 NY-305
CUBA, NY 14727

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN GRADE BREAKDOWN PLAN

SWBR PROJECT NUMBER: 17500.00 DATE: 02/27/2018



GRADE BREAKOUT

- 6TH GRADE
- 7TH GRADE
- 8TH GRADE
- 9TH GRADE
- 10TH GRADE
- 11/12 BOCES
- 11TH GRADE
- 12TH GRADE
- SUPPORT SPACES

CLASSROOM COUNT	
GRADE BREAKDOWN	COUNT
6TH GRADE	4
7TH GRADE	4
8TH GRADE	4
9TH GRADE	5
10TH GRADE	5
11/12 BOCES	1
11TH GRADE	3
12TH GRADE	2
SUPPORT SPACES	14

1 FIRST FLOOR
Not To Scale

CUBA-RUSHFORD MIDDLE HIGH SCHOOL
5476 NY-305
CUBA, NY 14727

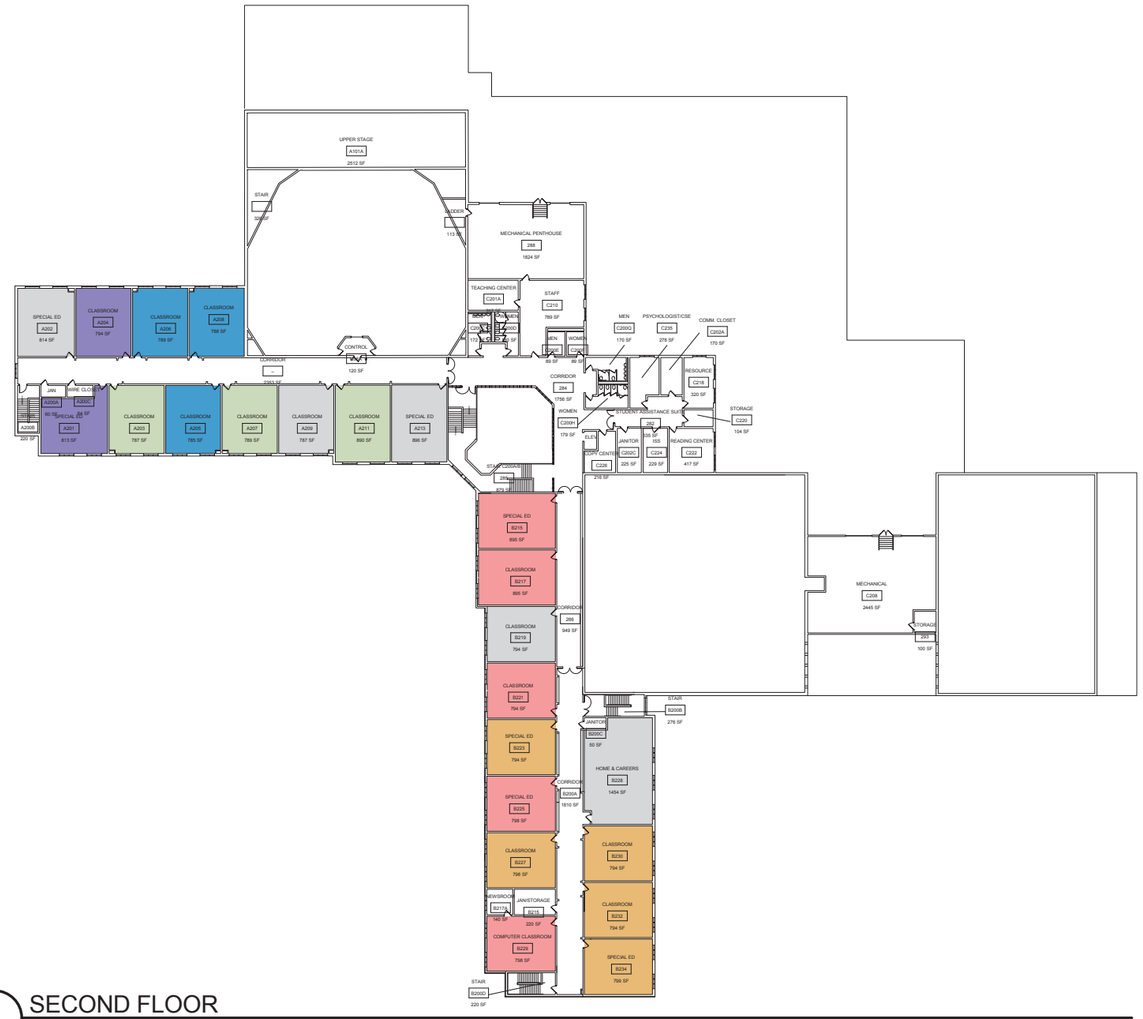
CUBA-RUSHFORD MIDDLE HIGH SCHOOL

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN GRADE BREAKDOWN PLAN

SWBR PROJECT NUMBER: 17500.00 DATE: 02/27/2018



1 SECOND FLOOR
Not To Scale

CLASSROOM COUNT	
GRADE BREAKDOWN	COUNT
6TH GRADE	4
7TH GRADE	4
8TH GRADE	4
9TH GRADE	5
10TH GRADE	5
11/12 BOCES	1
11TH GRADE	3
12TH GRADE	2
SUPPORT SPACES	14

GRADE BREAKOUT

- 6TH GRADE
- 7TH GRADE
- 8TH GRADE
- 9TH GRADE
- 10TH GRADE
- 11/12 BOCES
- 11TH GRADE
- 12TH GRADE
- SUPPORT SPACES

CUBA-RUSHFORD
MIDDLE HIGH SCHOOL
5476 NY-305
CUBA, NY 14727

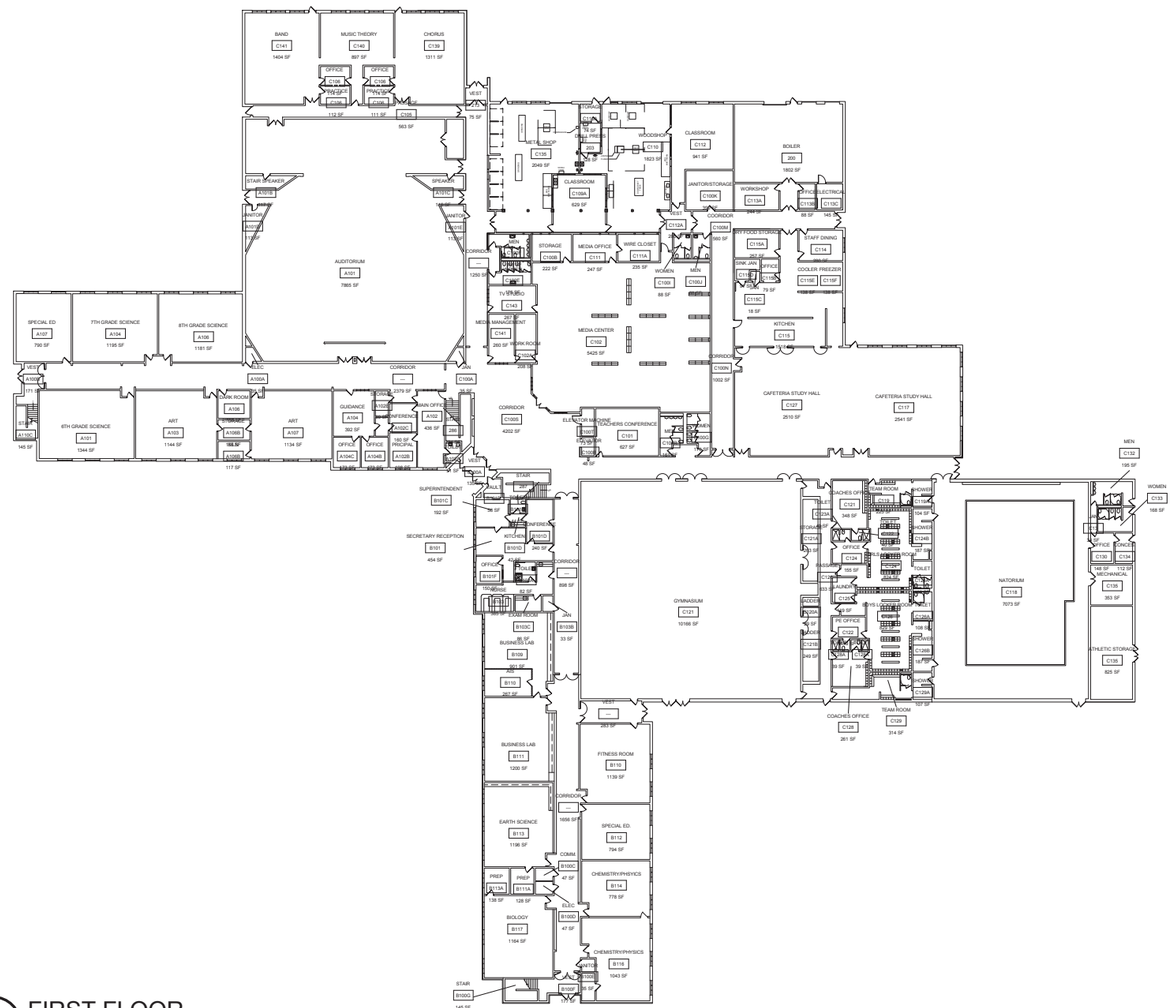
CUBA-RUSHFORD MIDDLE HIGH SCHOOL

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN BUILDING VINTAGE PLAN

SWBR PROJECT NUMBER: 17500.00 DATE: 02/27/2018



1 FIRST FLOOR
Not To Scale

VINTAGES

ENITIRE BUILDING
CONSTRUCTED IN 1996

CUBA-RUSHFORD
MIDDLE HIGH SCHOOL
5476 NY-305
CUBA, NY 14727

CUBA-RUSHFORD MIDDLE HIGH SCHOOL

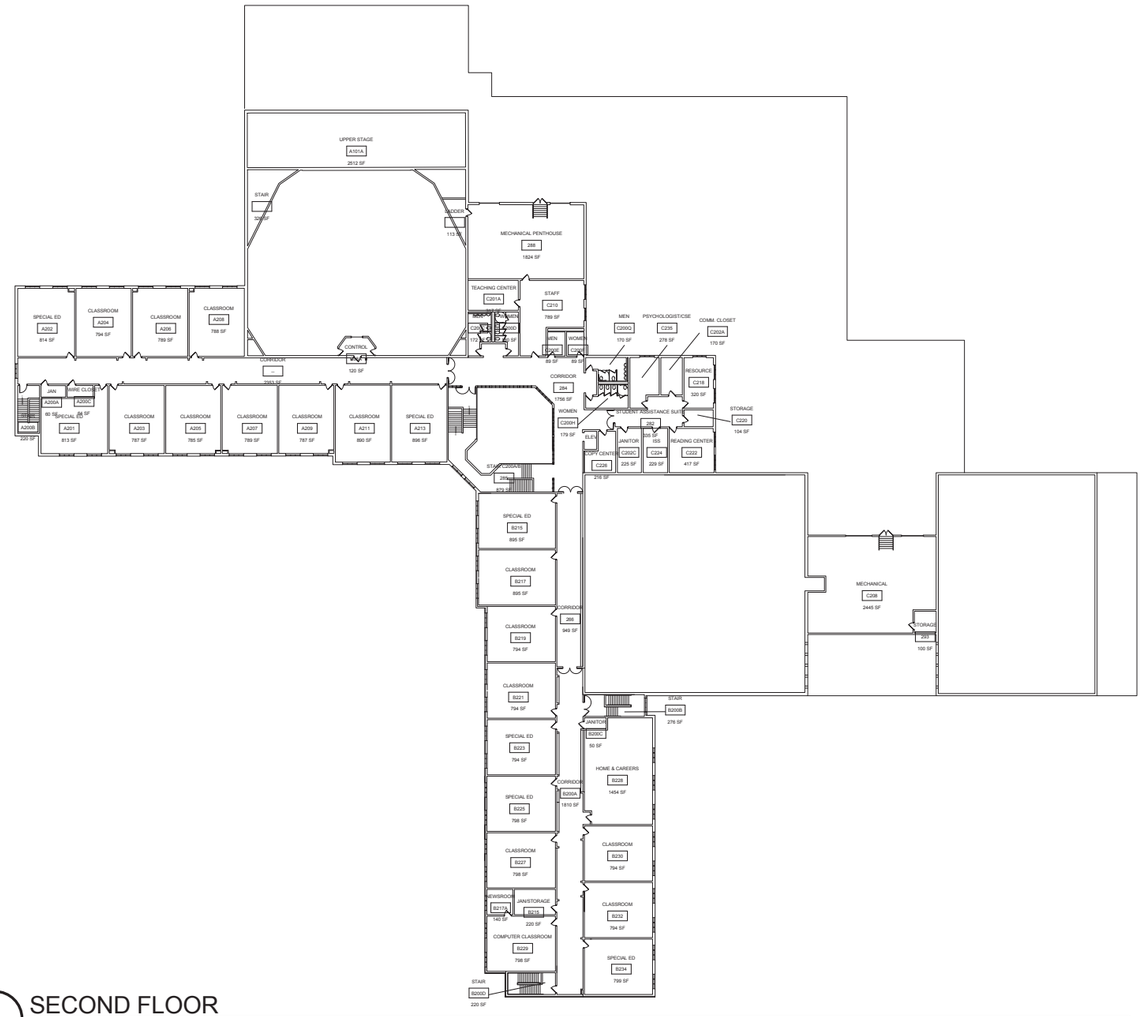
Cuba Rushford Central School District

SWBR

2018 MASTER PLAN

BUILDING VINTAGE PLAN

SWBR PROJECT NUMBER: 17500.00 DATE: 02/27/2018



1 SECOND FLOOR

Not To Scale

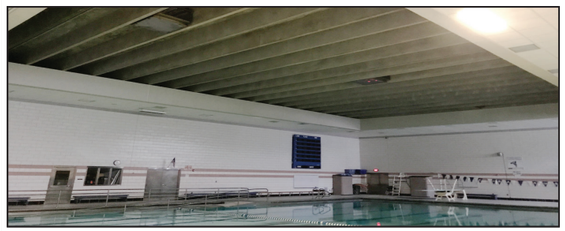
VINTAGES

ENITIRE BUILDING
CONSTRUCTED IN 1996

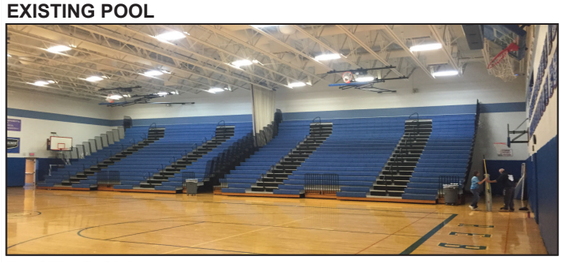
CUBA-RUSHFORD
MIDDLE HIGH SCHOOL
5476 NY-305
CUBA, NY 14727

CUBA-RUSHFORD MIDDLE HIGH SCHOOL

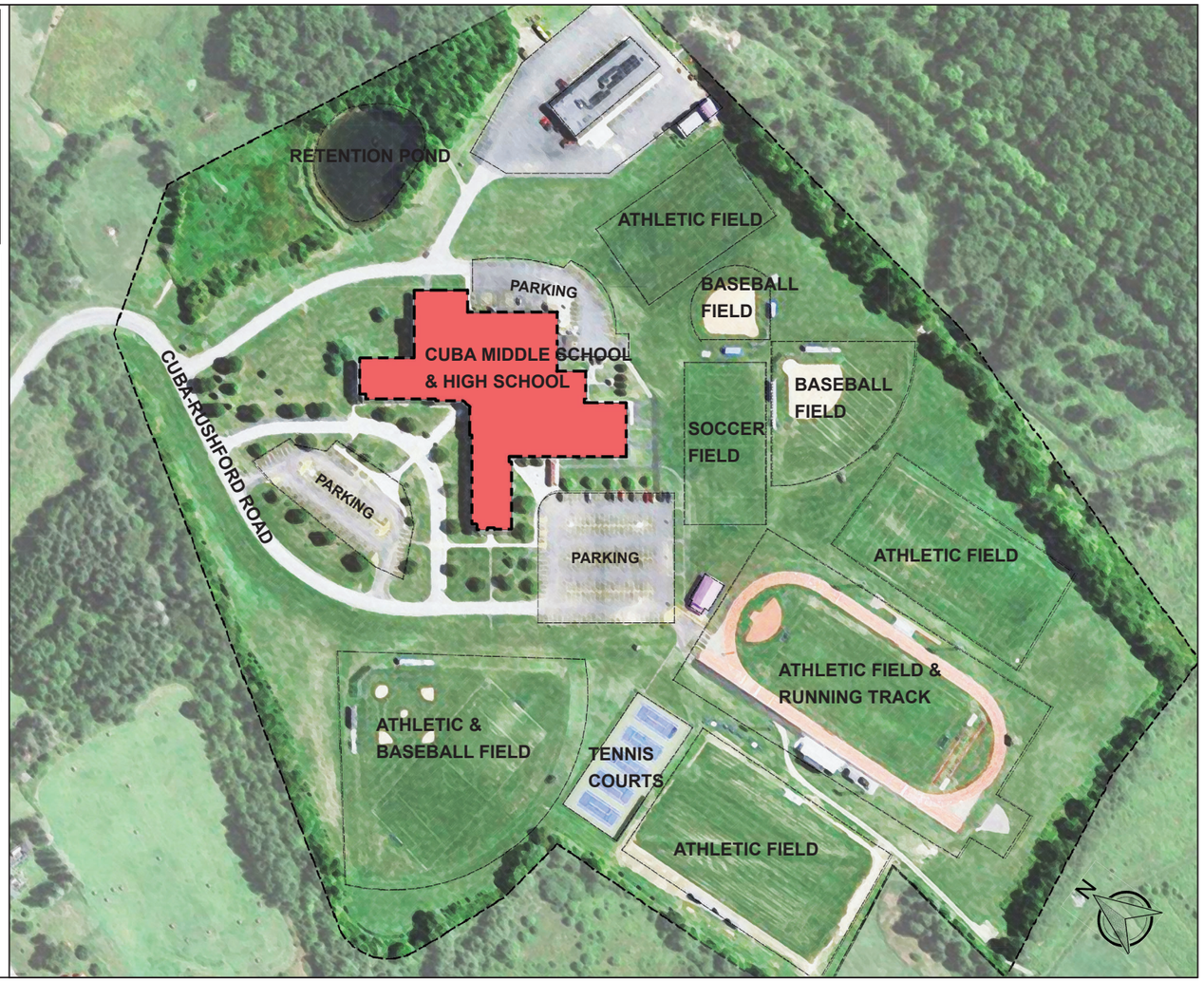
EXISTING MUSIC ROOM



EXISTING POOL



EXISTING GYM



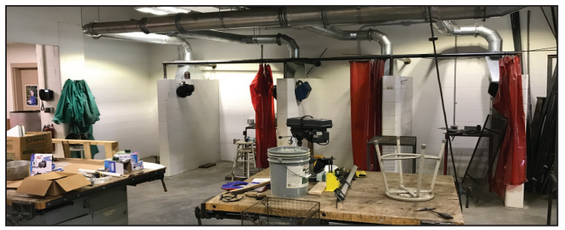
MIDDLE SCHOOL & HIGH SCHOOL
EXISTING SITE CONTEXT

Cuba Rushford District

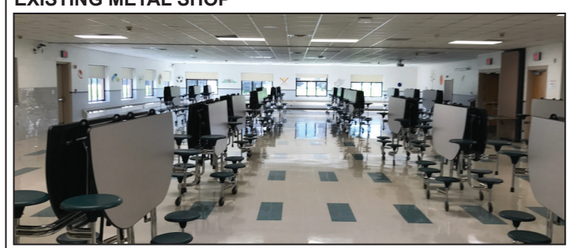
SWBR

EXISTING LOBBY

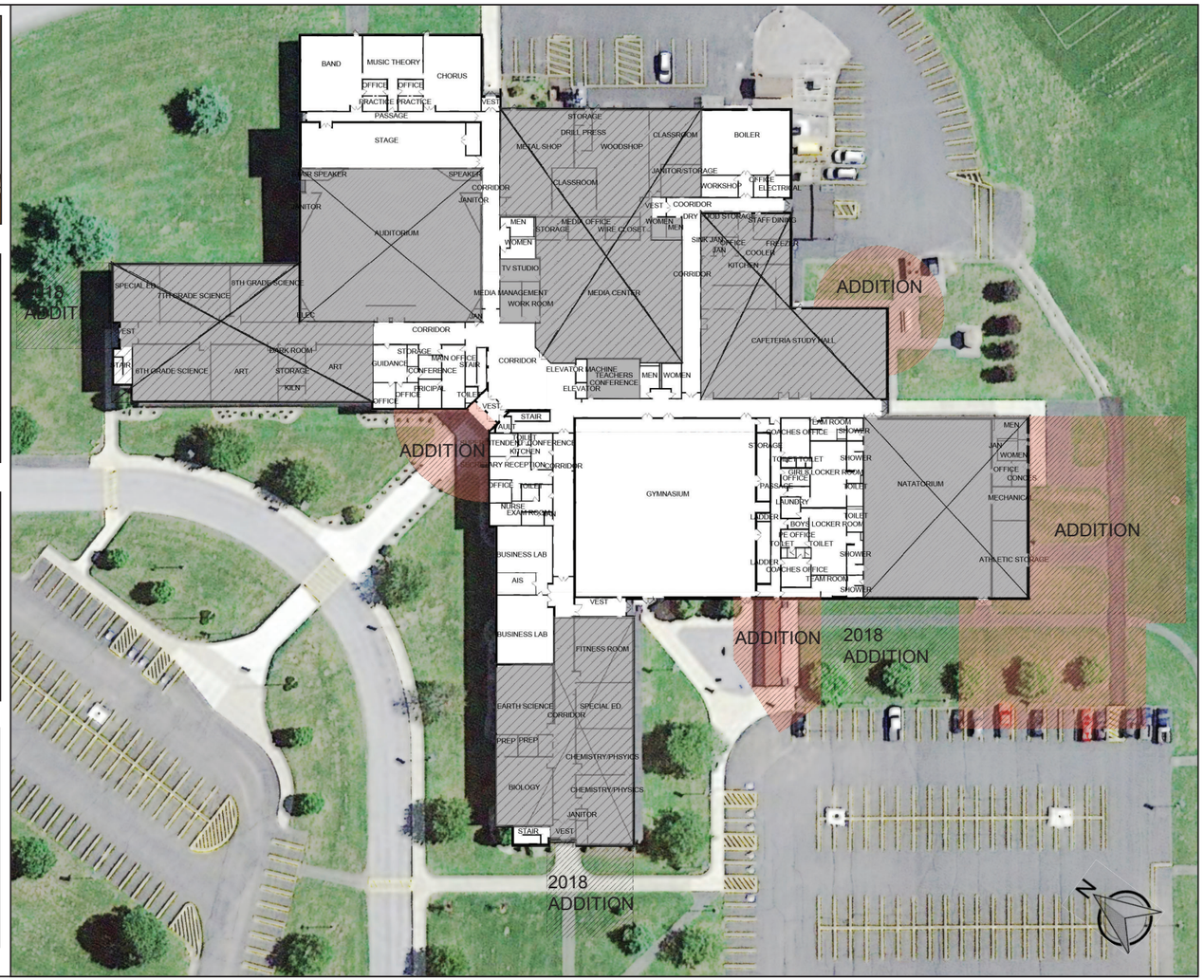
EXISTING MEDIA CENTER



EXISTING METAL SHOP



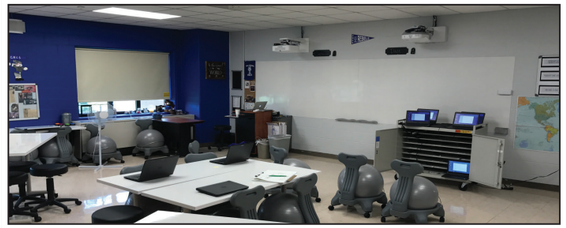
EXISTING CAFETERIA



MIDDLE SCHOOL & HIGH SCHOOL
EXISTING FIRST FLOOR

Cuba Rushford CR District

SWBR

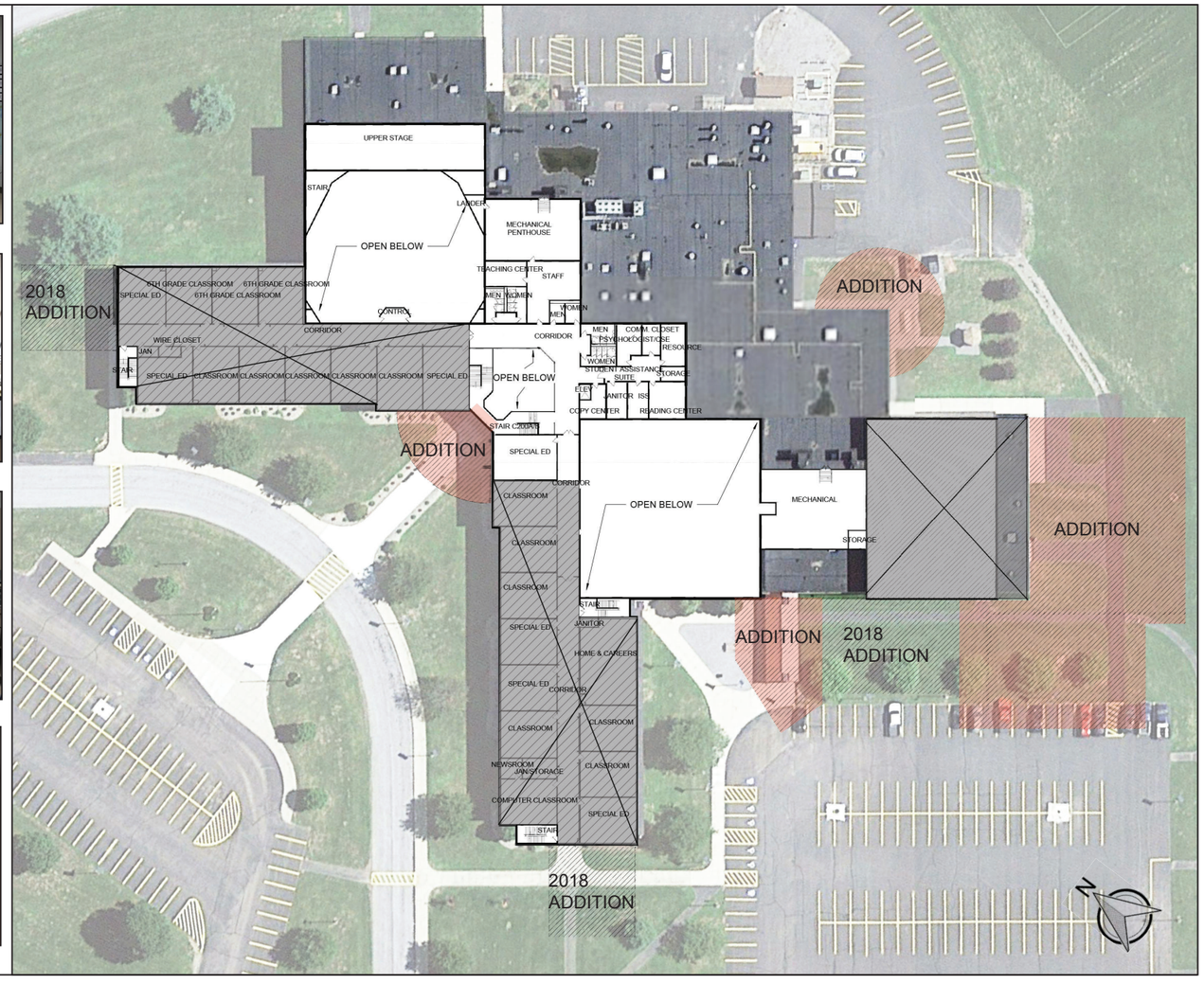


EXISTING CLASSROOM 1

EXISTING CLASSROOM 2

EXISTING CLASSROOM 3

EXISTING CLASSROOM 4

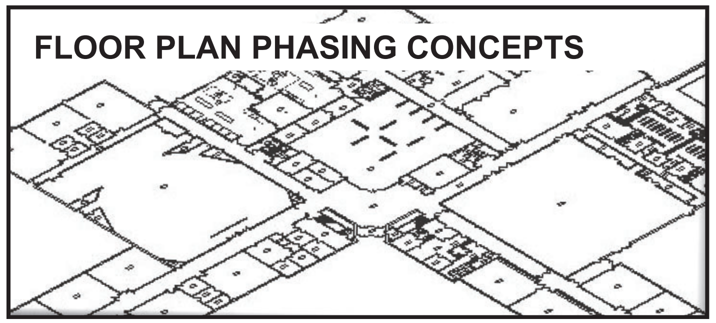


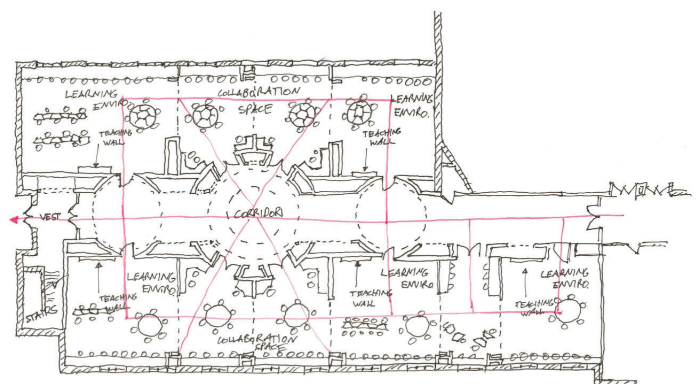
MIDDLE SCHOOL & HIGH SCHOOL
EXISTING SECOND FLOOR

Cuba Rushford District

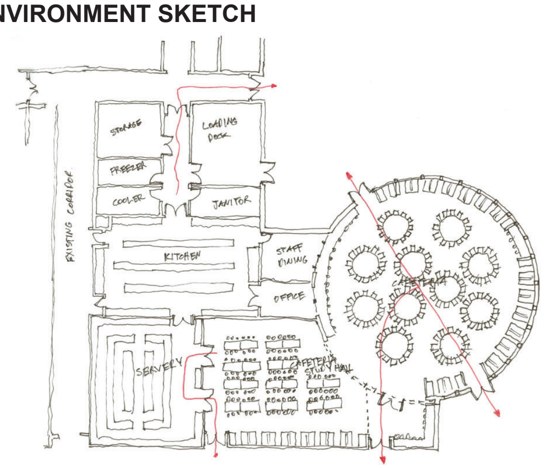
SWBR

FLOOR PLAN PHASING CONCEPTS

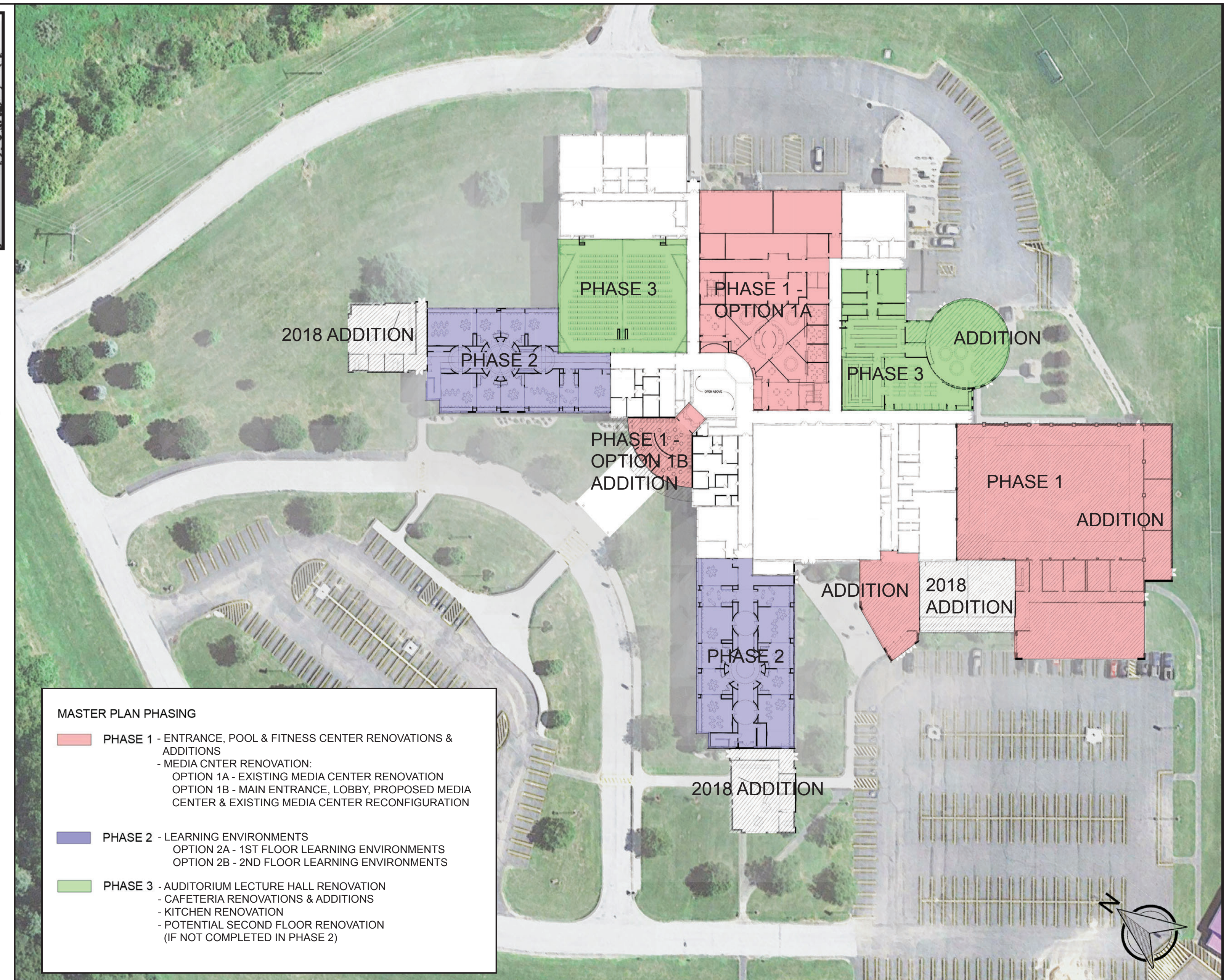




FIRST FLOOR - COLLABORATIVE LEARNING ENVIRONMENT SKETCH



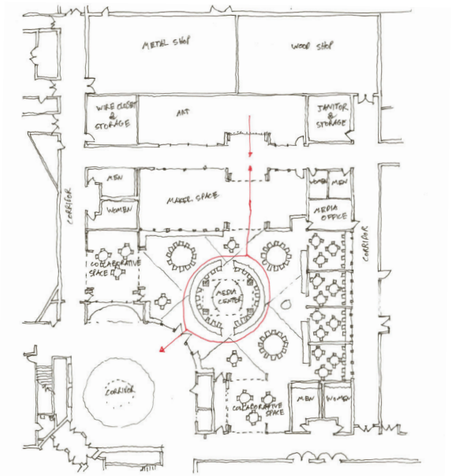
CAFETERIA RENOVATION SKETCH



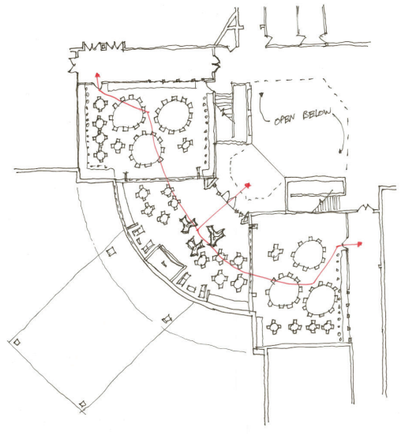
MIDDLE SCHOOL & HIGH SCHOOL

FIRST FLOOR PHASING

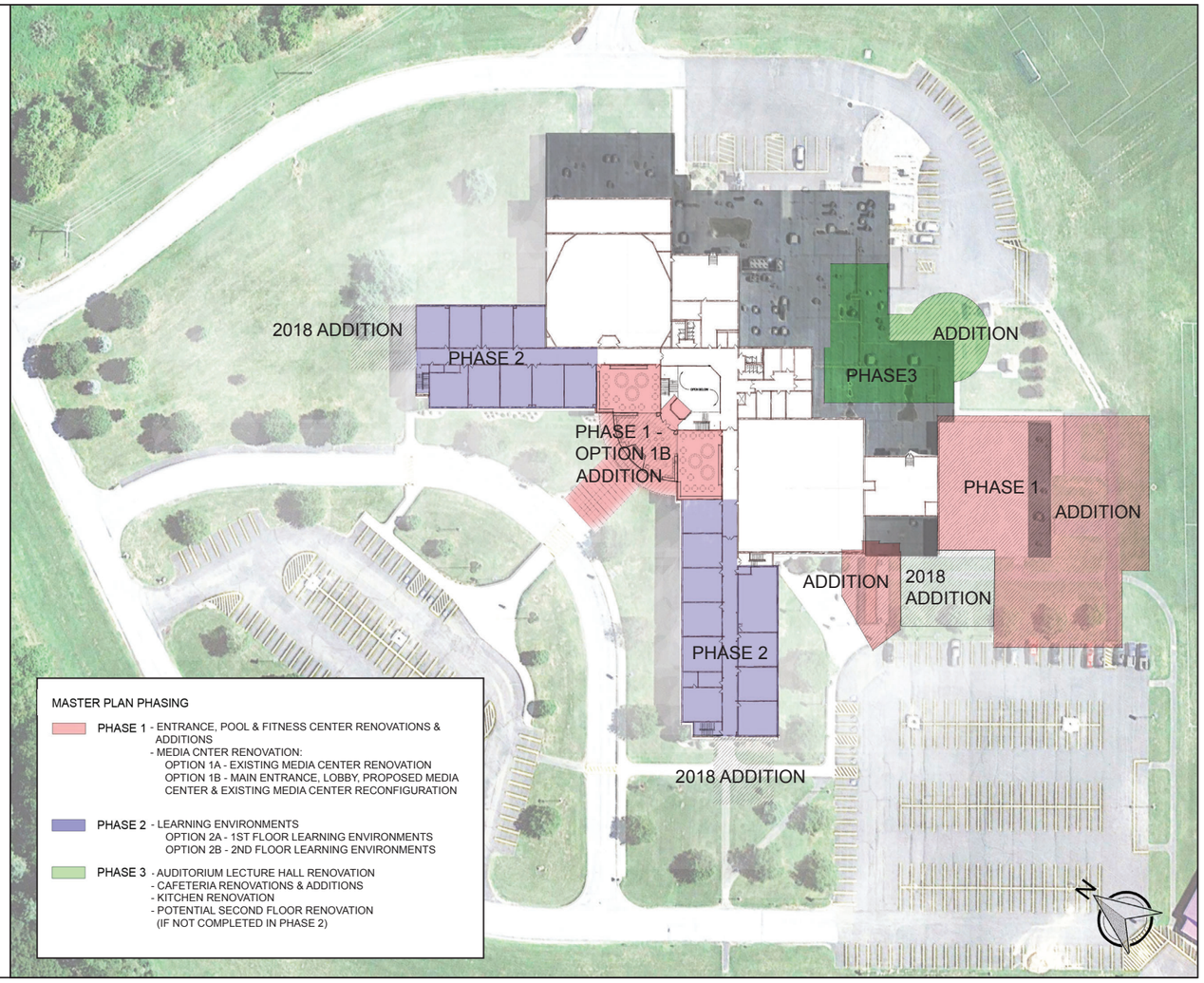
Cuba Rushford District SWBR



FIRST FLOOR MEDIA CENTER RENOVATION SKETCH



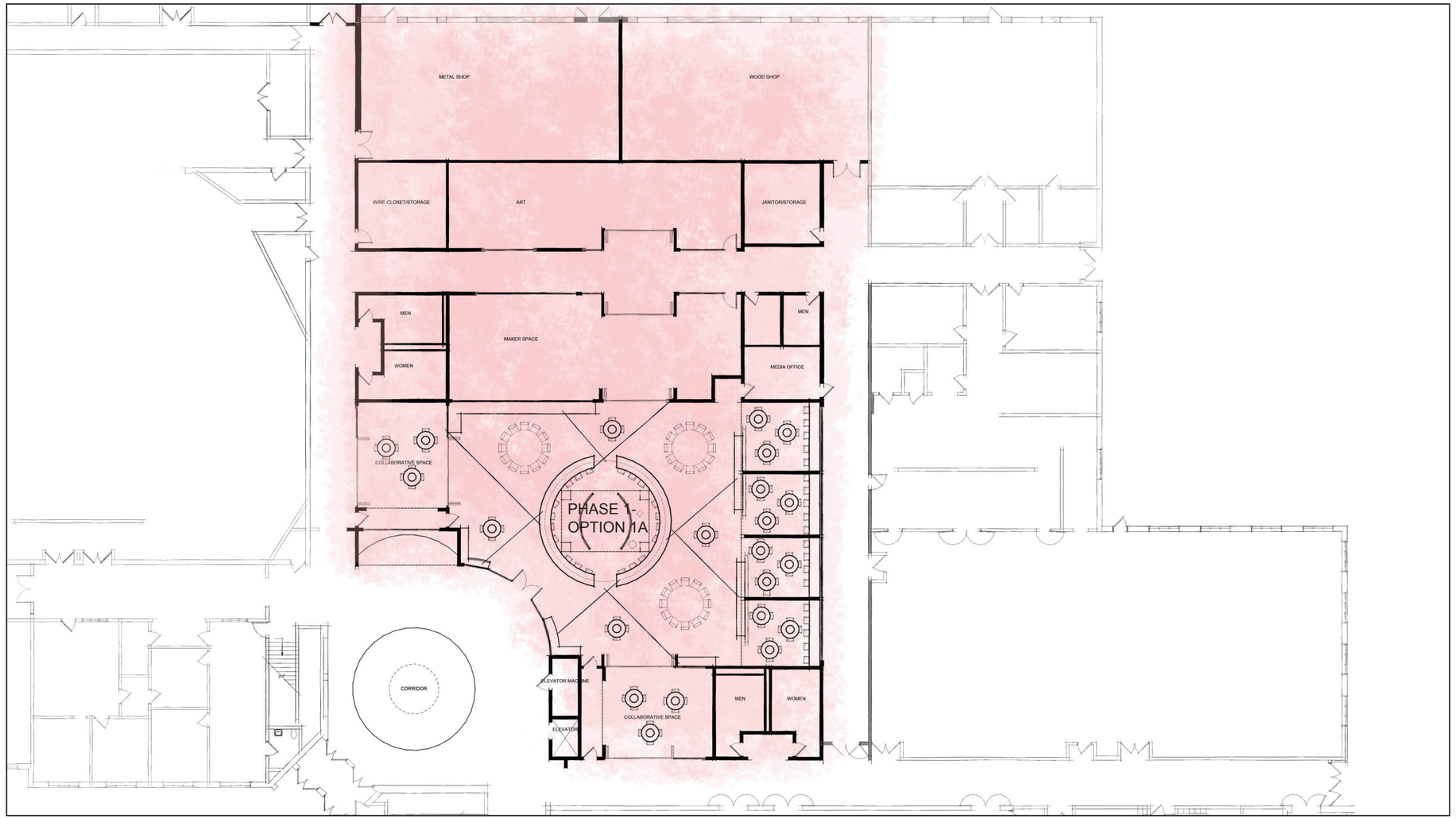
SECOND FLOOR MEDIA CENTER SKETCH



MIDDLE SCHOOL & HIGH SCHOOL
SECOND FLOOR PHASING

Cuba Rushford District

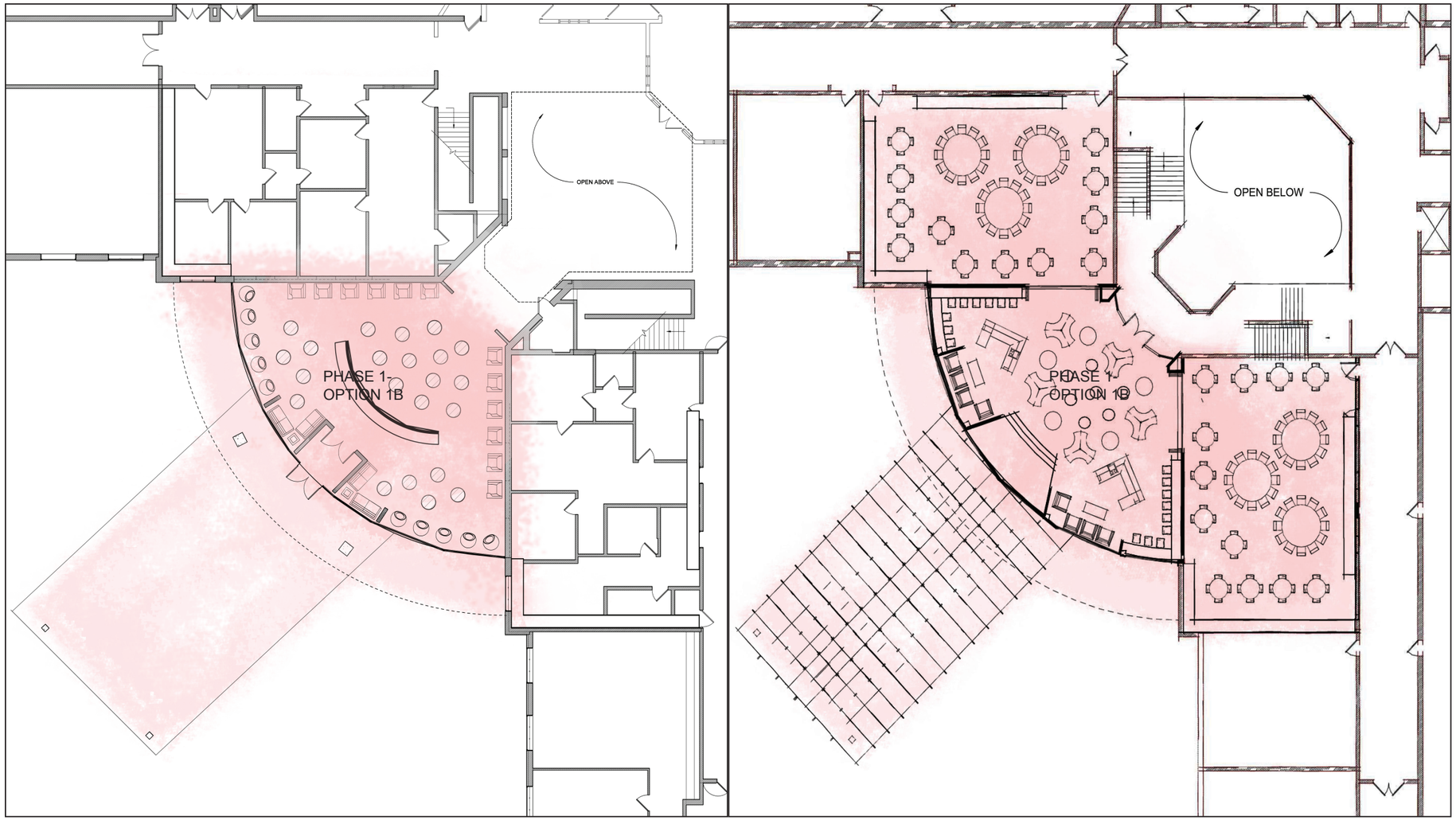
SWBR



MIDDLE SCHOOL & HIGH SCHOOL
FIRST FLOOR - POTENTIAL PHASE 1
MEDIA CENTER RENOVATION - OPTION 1A

Cuba Rushford District

SWBR

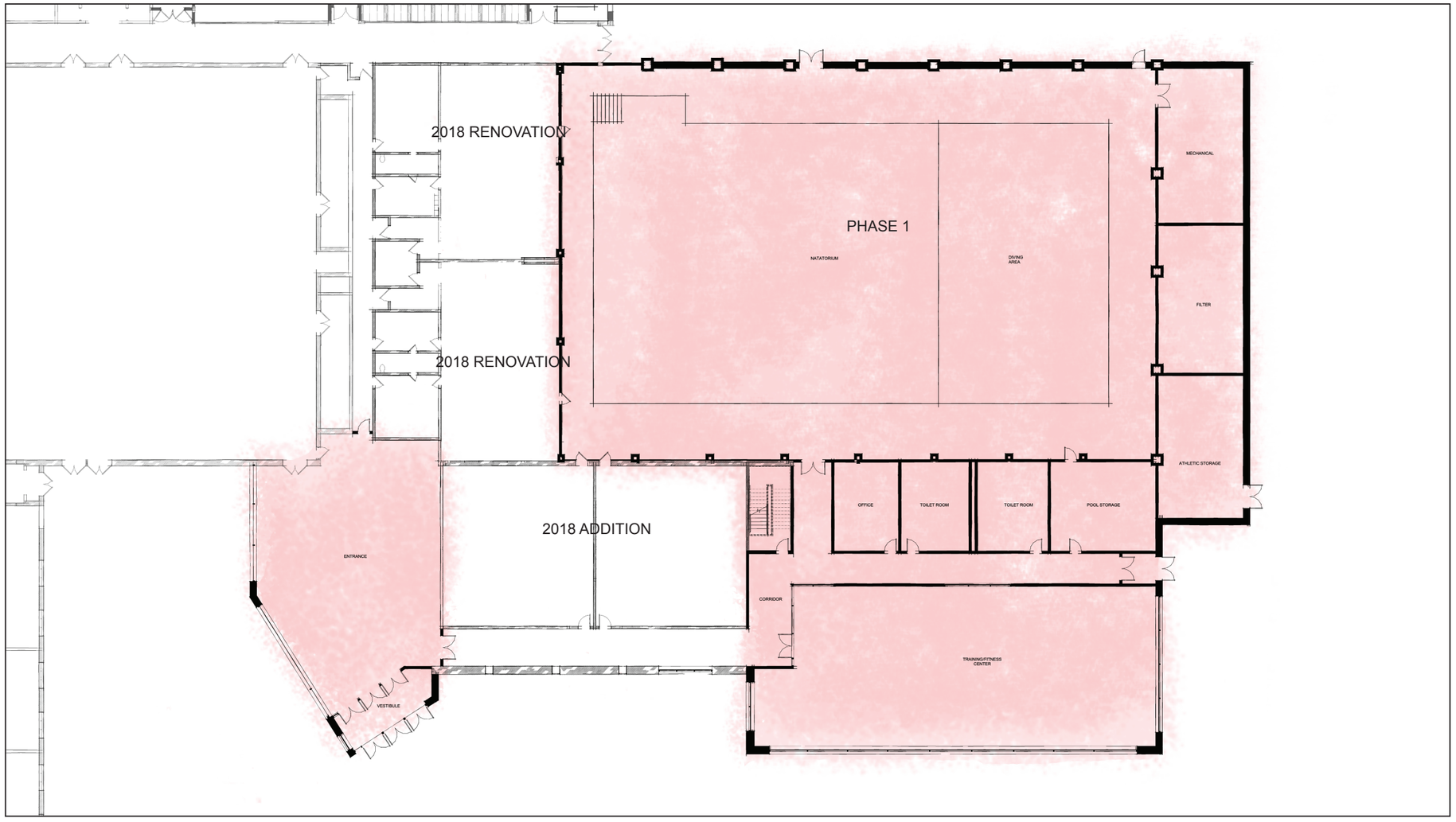


MIDDLE SCHOOL & HIGH SCHOOL
FIRST FLOOR - POTENTIAL PHASE 1
MAIN ENTRANCE RENOVATION

SECOND FLOOR - POTENTIAL PHASE 1
MEDIA CENTER RENOVATION - OPTION 1B

Cuba Rushford District

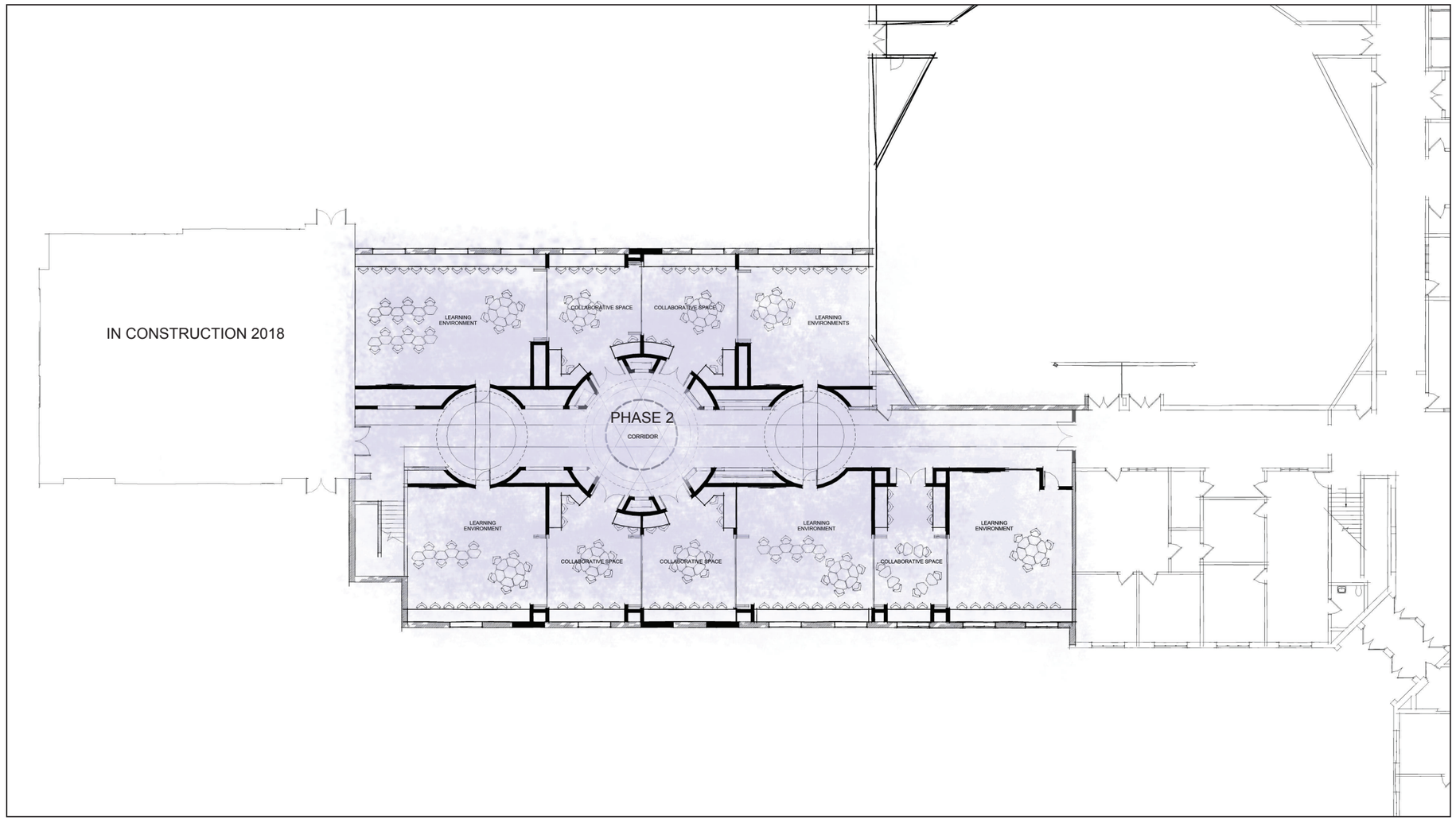
SWBR



MIDDLE SCHOOL & HIGH SCHOOL
FIRST FLOOR - POTENTIAL PHASE 1
POOL & ENTRANCE RENOVATIONS & ADDITIONS

Cuba Rushford District

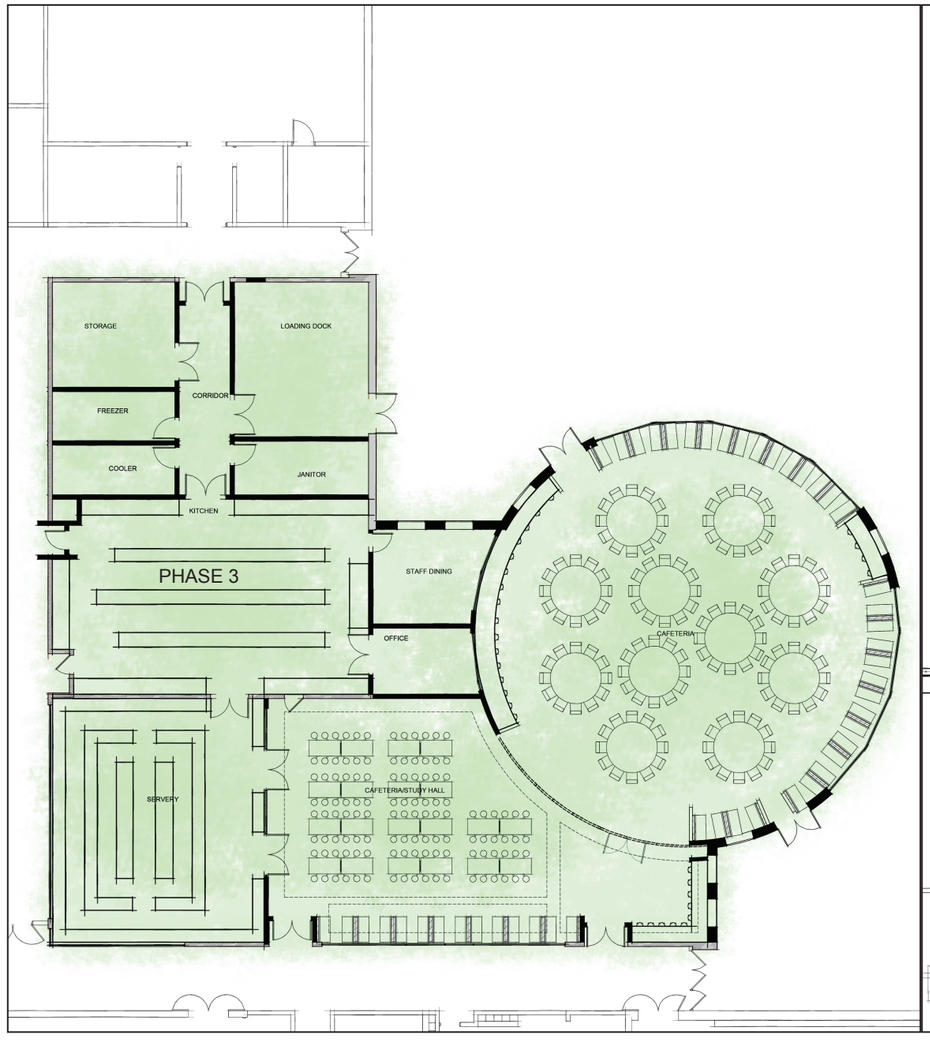
SWBR



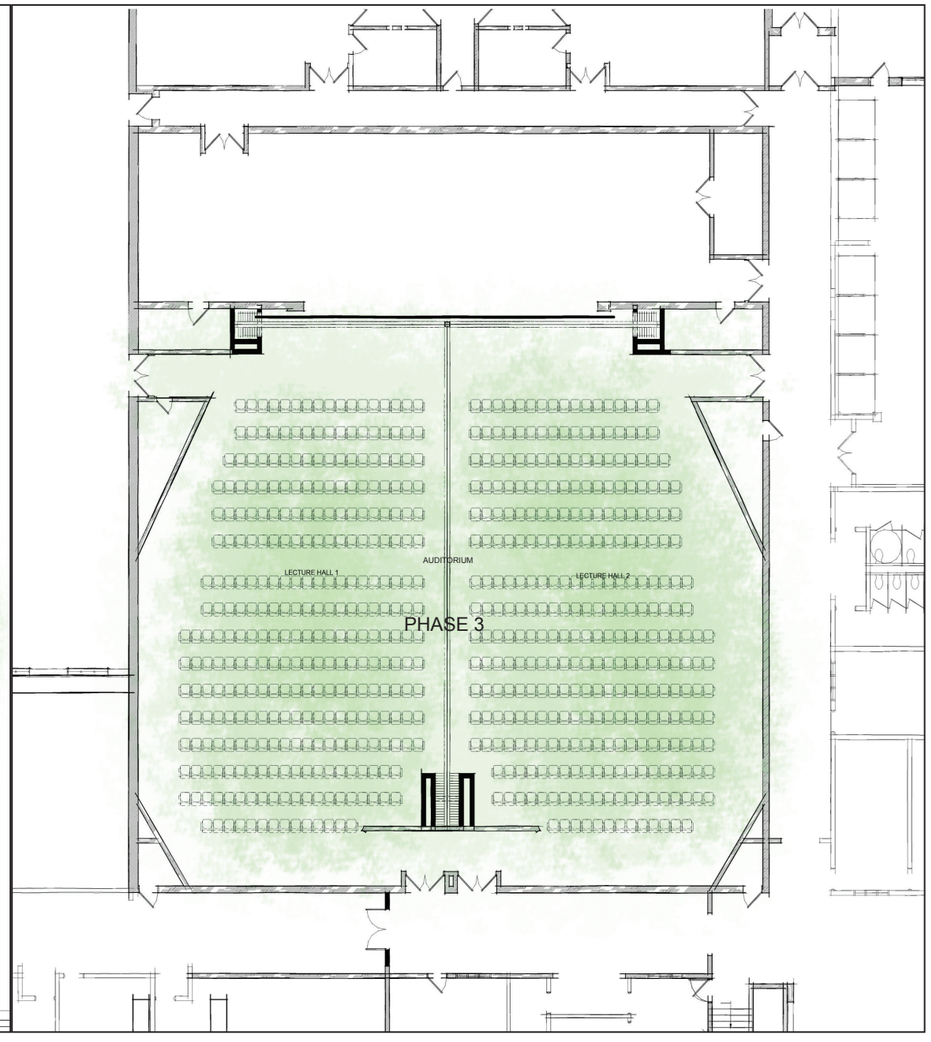
MIDDLE SCHOOL & HIGH SCHOOL
FIRST FLOOR - POTENTIAL PHASE 2
FIRST FLOOR COLLABORATIVE LEARNING ENVIRONMENT

Cuba Rushford District

SWBR



MIDDLE SCHOOL & HIGH SCHOOL
FIRST FLOOR - POTENTIAL PHASE 3
CAFETERIA & KITCHEN RENOVATION



FIRST FLOOR - POTENTIAL PHASE 3
AUDITORIUM LECTURE HALL RENOVATION

Cuba Rushford District

SWBR

Elm Street Academy
Building Condition Assessment

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN — EXISTING SPACE ALLOCATION

SWBR PROJECT NUMBER: 17500 DATE: 02/27/2018

EXISTING SPACE USE

- ADMINISTRATION/OFFICE
- SUPPORT SERVICES/TOILET ROOM
- CIRCULATION
- ASSEMBLY SPACE
- CLASSROOM
- STORAGE
- SPECIAL EDUCATION
- INSTRUCTIONAL SUPPORT
- VERTICAL CIRCULATION

EXISTING SPACE USE SQUARE FOOTAGE...

SPACE TYPE	Area
ADMINISTRATION/OFFICE	1688 SF
ASSEMBLY SPACE	3066 SF
CIRCULATION	3502 SF
CLASSROOM	13574 SF
INSTRUCTIONAL SUPPORT	781 SF
STORAGE	477 SF
SUPPORT SERVICES/TOILET ROOM	2011 SF
VERTICAL CIRCULATION	885 SF
Grand total	25985 SF

1 FIRST FLOOR
Not To Scale

N

CUBA-RUSHFORD
ELM STREET ACADEMY
5476 NY-305
CUBA, NY 14727

CUBA-RUSHFORD ELM STREET ACADEMY

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN

EXISTING SPACE ALLOCATION

SWBR PROJECT NUMBER: 17500 DATE: 02/27/2018

EXISTING SPACE USE SQUARE FOOTAGE...	
SPACE TYPE	Area
ADMINISTRATION/OFFICE	1688 SF
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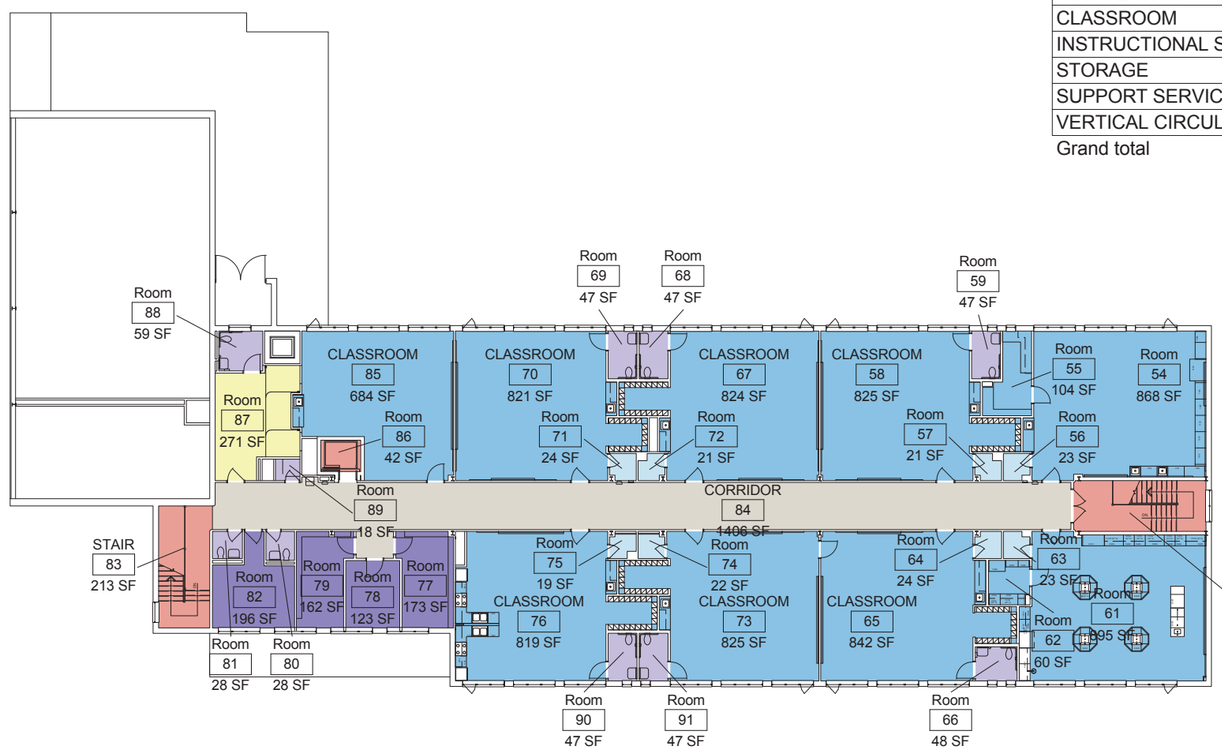


EXISTING SPACE USE

- ADMINISTRATION/OFFICE
- SUPPORT SERVICES/TOILET ROOM
- CIRCULATION
- ASSEMBLY SPACE
- CLASSROOM
- STORAGE
- SPECIAL EDUCATION
- INSTRUCTIONAL SUPPORT
- VERTICAL CIRCULATION

1 SECOND FLOOR
Not To Scale

N

CUBA-RUSHFORD
ELM STREET ACADEMY
5476 NY-305
CUBA, NY 14727

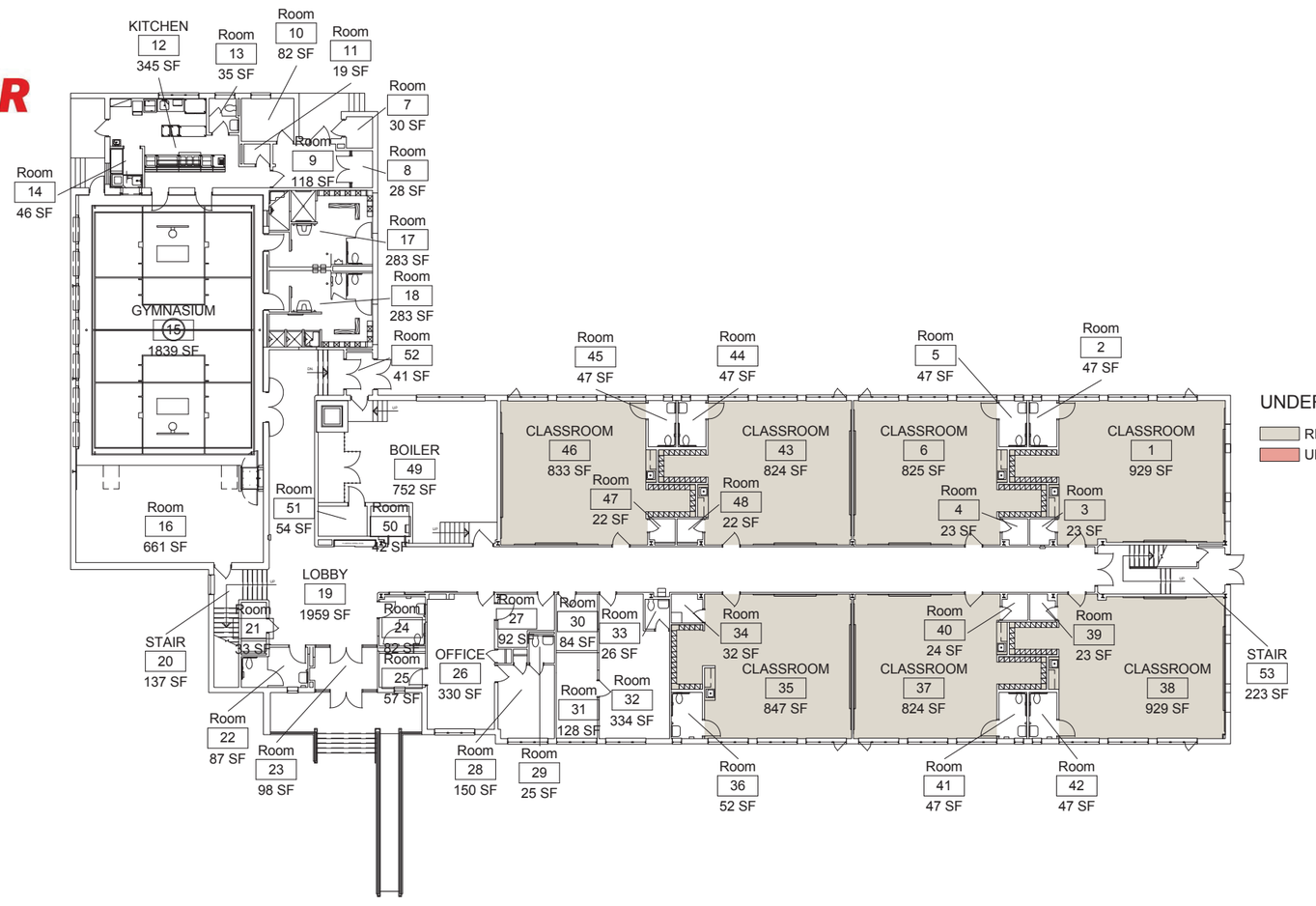
CUBA-RUSHFORD ELM STREET ACADEMY

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN — UNDERSIZED CLASSROOM PLAN

SWBR PROJECT NUMBER: 17500 DATE: 02/27/2018



UNDERSIZED CLASSROOMS

- RIGHTSIZED
- UNDERSIZED

1 FIRST FLOOR

Not To Scale

N

CUBA-RUSHFORD ELM STREET ACADEMY

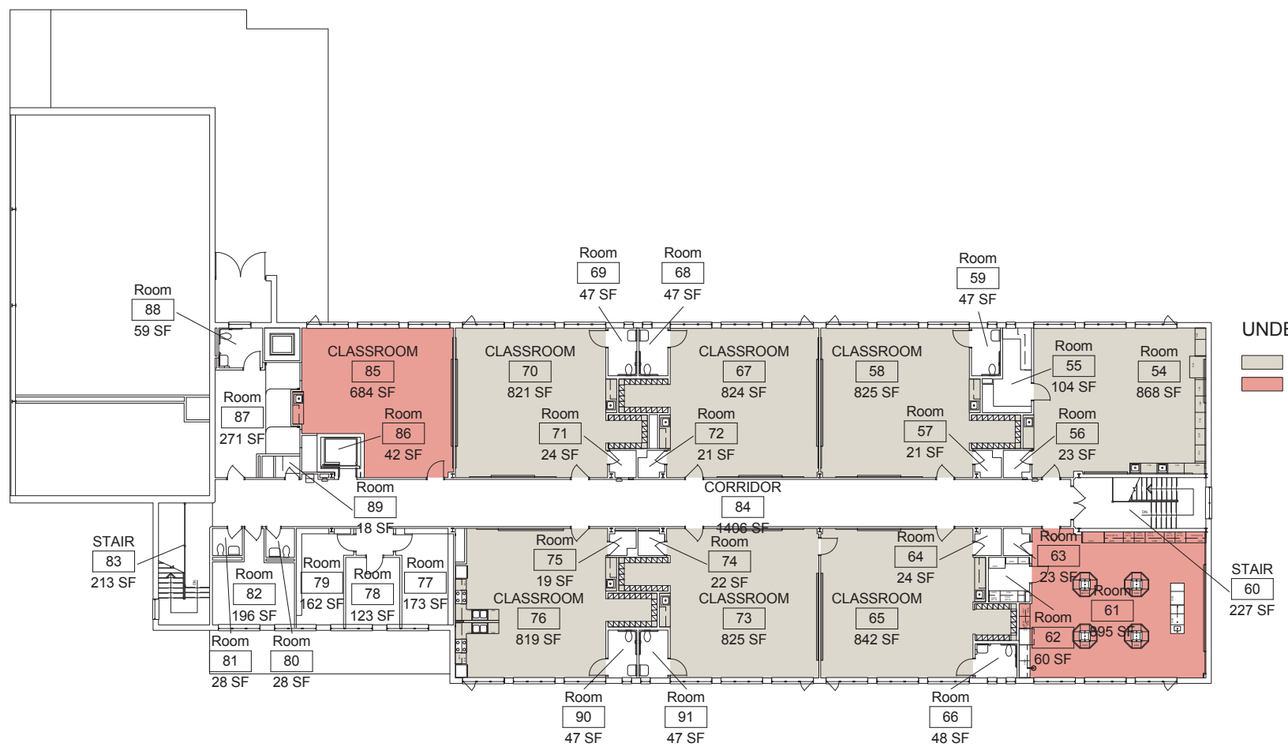
CUBA-RUSHFORD
ELM STREET ACADEMY
5476 NY-305
CUBA, NY 14727

Cuba Rushford Central School District

SWBR

2018 MASTER PLAN UNDERSIZED CLASSROOM PLAN

SWBR PROJECT NUMBER: 17500 DATE: 02/27/2018



1 SECOND FLOOR
Not To Scale

N

CUBA-RUSHFORD
ELM STREET ACADEMY
5476 NY-305
CUBA, NY 14727

CUBA-RUSHFORD ELM STREET ACADEMY

K-12 Staff Leadership Group Meetings

Cuba-Rushford Central School District

21 Year Master Plan – Staff/District Leadership Meetings Review
June 20, 2018

SWBR

1. What, Why & Who?
2. Transformational Map and Q & A
3. Wants and Needs
4. Transformational Map Results
5. What Does This Look Like

SWBR

What, Why & Who?

What & Who:

- Meetings/Interviews:
  - Were held on April 27 and May 4, 2018
  - 31 of the District's Staff Leaders and Educators
  - Selected from all grades, specialties and buildings
  - Were asked to complete the Transformational Mapping Questionnaire
  - Were provided with a series of 4 questions (one week prior to meetings) and were asked to share their responses

Why:

- Determine existing conditions of education and facilities supporting the educational program
- Establish the need for change
- Determine the desire for change
- Understand the extent of change required
- Determine if there are discrepancies between staff and administration

Q & A

How can we provide an environment that allows you the best opportunity to provide your students with an education for jobs that don't exist yet?

- Focus on local/regional opportunities first – Learning in Community
- Flexible learning spaces - Personalized
- Problem solving through STEM and Project Based Learning (PBL) – Collaborative
- Teaching basic life skills – Multiple Educational Models
- Provide more social services – Community Use
- Provide more relationship based opportunities – Collaborative
- Need a greater level of communication between Elementary and MS/HS – Horizontal Decision Making
- Integrate STEAM and Agriculture – Learner Centered
- Provide more non organized sport physical activity opportunities and mentorship – Active Learner
- Flexible schedules and lesson plans – Multiple Educational Models
- Student created spaces and moving teachers around – Learning Centers & Active Learning
- Movable furniture – Flexible & Learning Centered
- Conjoined classrooms including breakout spaces within vicinity – Integrated & Horizontal Decision Making
- Laptops needed for keyboarding skills - Learning Centered

Q & A

What is your vision for how we want to educate students in 5, 10, 15 years?

- Experiential Learning - Field Trips to local businesses, VR Field Trips
- Increase student empathy and perspective
- Student driven mindset – Independent learning
- Continued progress with technology
- Provide more advanced studies programs
- Workforce Development as a pathway for success
- Educate, “Whole Student” Life Skills integrated
- Teacher as Facilitator
- Flexible educational model starting from Kindergarten

Q & A

What do you believe are the historical and current strengths of the District?

- Leadership respects tradition while understanding the need for change
- STEM is great and should be embraced even more
- Outdoors programs – Hunting and Wildlife
- Athletics – Girls Volleyball, Boys Basketball, Football is a big community draw, Rebel Yell publication
- Technology – Ahead of the game compared to other local districts
- The opportunity for educator autonomy is always there
- Culture that embraces everyone
- The shift towards a more collaborative model is already happening

Q & A

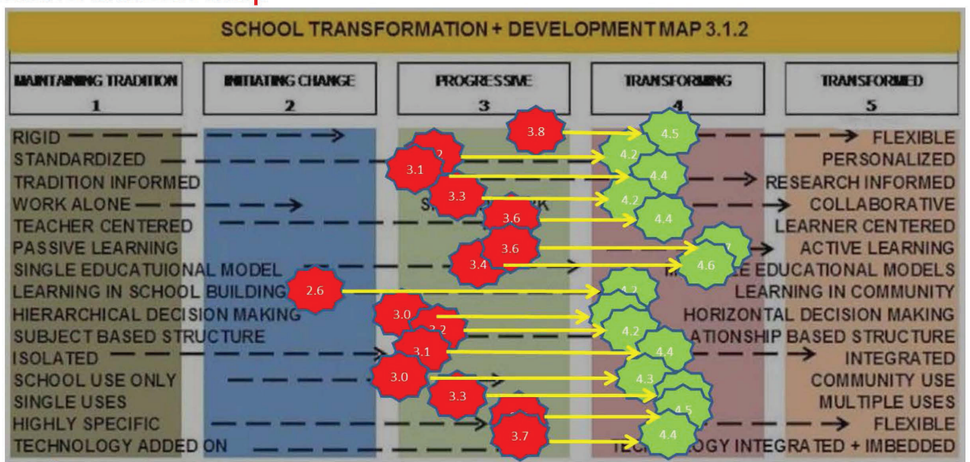
Educator to educator and educator to student (student to student) mentoring – does this happen and what does it look like?

- Educator to educator mentoring is not happening enough
- Need more educator Professional Development
- Athletics is perceived as the greater opportunity for mentoring than educational
- MS educators meet as a group – HS meets by grade level or course grouping (English & Social Studies)
- Student to student mentoring is not happening naturally and as frequently as desired
- Career Hub desired for more educator to student mentoring opportunities
- Educators need to collaborate more during provided preparation time
- There is a desire for cross grade educator to educator mentoring
- Student to student mentoring will create more time for teachers to provide personalized education
- Use technology to create/support these opportunities – Seek new applications to support curriculum

Needs and Wants

- Vibrant learning environments – Less sterile and institutional
- Accessibility and Safety at the Elementary
- Privacy for physical and mental health needs at the Elementary
- Health and Wellness program – Utilize the pool more
- Collaborative, inclusive physical space for more PBL and group learning
- PBL and Technology Liaisons
- Smaller student classroom size – 16 students per classroom
- Breakout space – Quite space
- Flexible furniture
- Connectivity of classrooms – Sense of Place
- Outdoor classroom
- Increased community involvement – Career based opportunities
- More mentoring opportunities at all levels
- Variety of Space - Meeting the needs of traditional and non traditional learning styles

Transformational Map



Transformational Map

Takeaways:

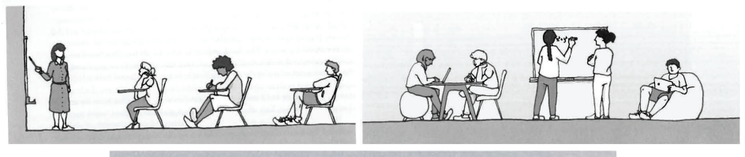
- Moderate (MS/HS) to Significant (Elementary) change required to make the existing learning environment adequately flexible
- Active Learning and Multiple Educational Models are the two top priorities
- Learning in the Community will require the most significant amount of change – This is further reinforced by multiple comments during the questionnaire process that there is a lack of empathy from students towards entities outside of the community and school district.
- Learning In the School Building Only is a significant existing condition/weakness requiring the most significant amount of change
- There are no significant discrepancies between the Transformational Map questionnaire and Q & A
- Overall score (3.30 Existing to 4.37 Desired = 1.07 Delta) indicates that Staff Leaders in the District:
  - Perceive the existing educational environment as less than average or adequate
  - Desires of the educational environment are consistent and not excessive
  - Change delta is above average and will require more than one phase for transition
- Are there significant discrepancies between administration understanding and vision and educator/staff responses?

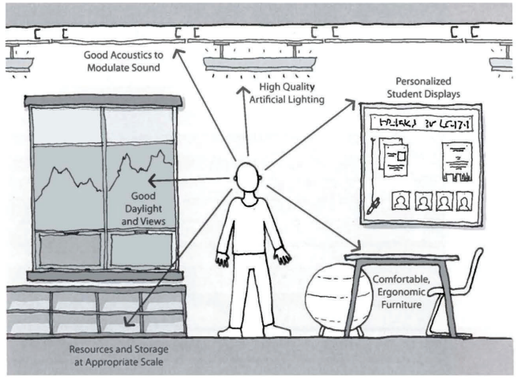
What Does This Look Like

Flexible & Personalized

- Project Based Learning (PBL)
- Space Options
- Variety of Learning Styles
- Sense of Place

Research Informed & Collaborative





Learner Centered & Active Learning

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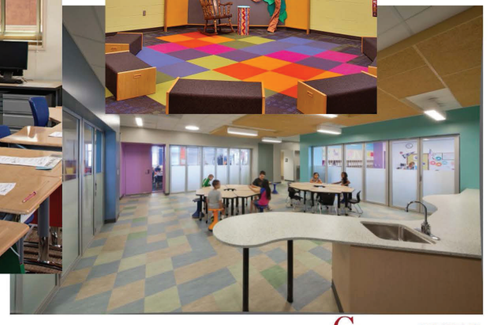

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Learner Centered & Active Learning

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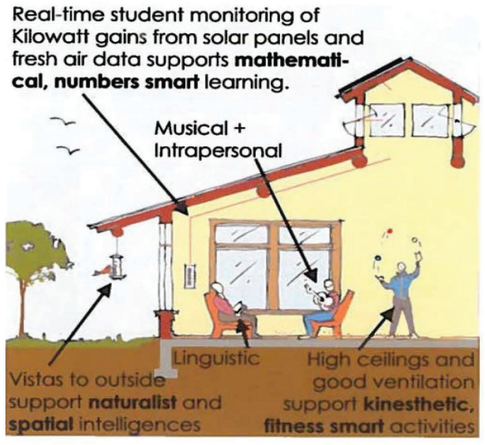

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Relationship & Community Based

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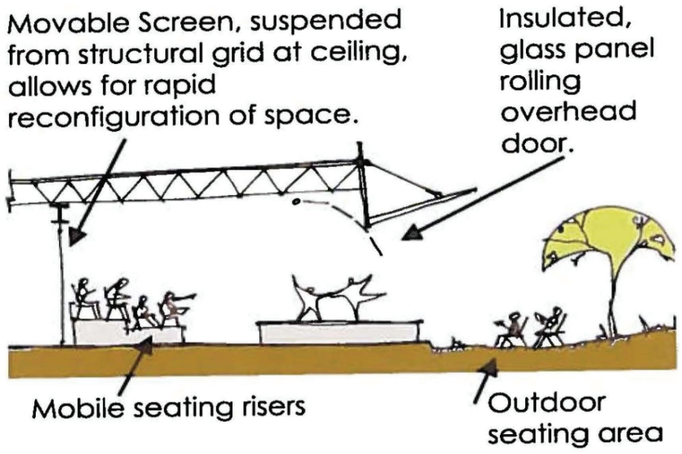

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Integrated & Multiple Uses

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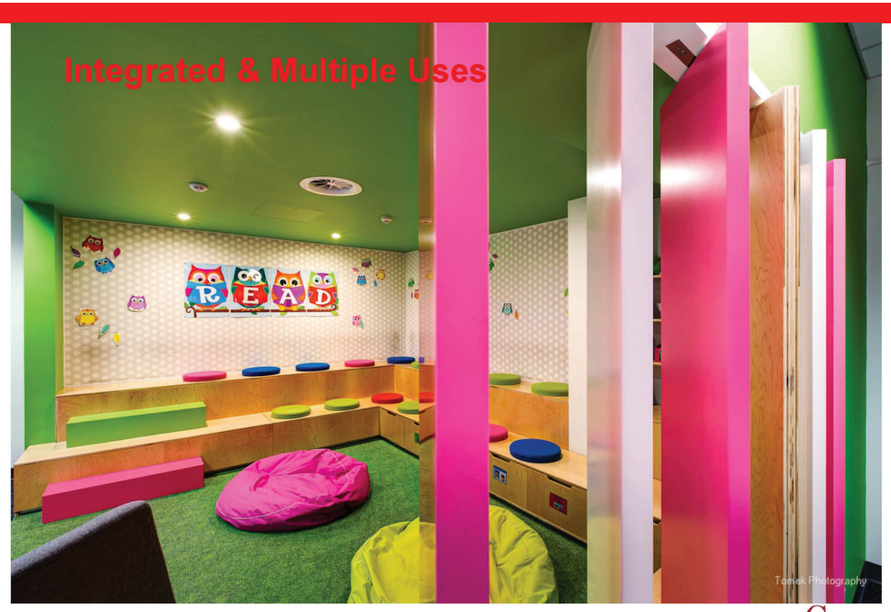

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Integrated & Multiple Uses

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Integrated & Multiple Uses

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Integrated & Multiple Uses

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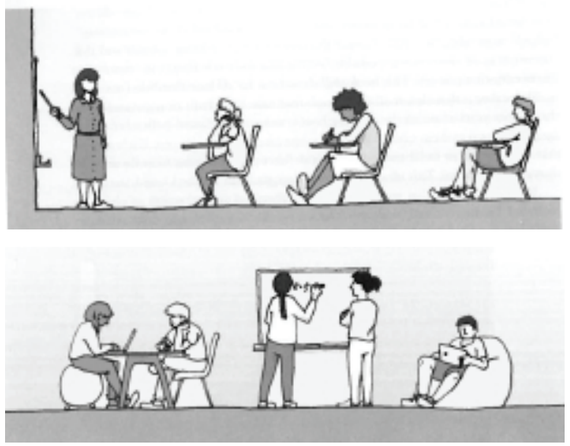
21st Century Learning Environment Evaluation

21st Century Learning Environments: Basic Elements



Flexibility & Personalized
Shared spaces that can grow or be reduced in size have multiple benefits. Shared space and resources reduces classroom size and allows educators and students to collaborate where they might not have before. Physical space can expand or contract from one classroom to another and from the classroom to the corridor creating a community based or Small Learning Community (SLC) opportunity. Personalized environmental controls; adjustable lighting levels (natural and artificial) appropriately sized and multiple choices of storage and furniture all affect a student's ability to learn and a teacher's ability to educate.

Research Informed & Collaborative
Project Based Learning (PBL) requires and environment that allows students to discover and share. The subject may require multiple STEM activities that will produce a more comprehensive outcome if done in an environment that does not intimidate a student from engaging technology, peers or the teacher.

Learner Centered & Active Learning
Active Learning is hands-on, it is an exchange of ideas in independent and group settings that engages the body as well as the mind. Spaces that allow for large motor activity as well as small group and independent critical thinking in shorter, multi-station sessions increases student comprehension.

Relationship & Community Based
Sense of Place, a student's connectivity to community and recognition of their relationship as a smaller part of a larger world allows curiosity to be realized outside the walls of academia. Bringing the exterior environment into the learning space reduces institutional behaviors.

Integrated & Multiple Uses
Technology should be integrated and seamless not an afterthought that is fixed in a static location. A 21st Century Learning Environment has no front of room and adapts to be used in multiple ways. Physical space adaptability to the following three space types is critical.

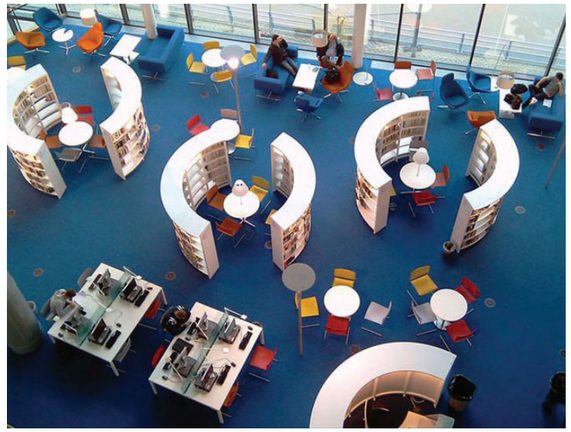
Three Space Types:
The elements of 21st Learning can be broken down into three basic space types. Each student's learning style can be addressed by a variety of spaces. By offering a collective of all three learning environments, more students will engage at their own pace and in an environment that is most suited to their pathway for success.

Campfire
The Campfire is an instructional environment where the teacher becomes the, "Guide on the Side" as opposed to the traditional, "Sage on the Stage." A portion of the classroom becomes a gathering space and a coaching environment where students are encouraged to be part student and part teacher.

Watering Hole
The Watering Hole is a gathering area for students to apply and share the information that they have collected. It is a space for opportunity to collaborate, network and validate findings. The project that was crafted at the Campfire is discussed and transformed in team settings at the Watering Hole. The Watering Hole can be an opportunity for both active and passive learning.

Cave
The Cave is a place for independent gathering of information, reflection and planning for the next exercise or project.

Library/Media Center Evaluation



Library as "Career-Center"
The Cuba-Rushford Elementary and Middle/High School Libraries have been well maintained throughout the years. They will continue to be a vital educational resource as they experience an evolution that meets the needs of students, educators, and community stakeholders for the foreseeable future. Transforming the library is a natural first step or transition into providing a 21st Century Learning Environment culture in district wide environments that may be resistive to a more flexible and inquiry based model for education.

Through a "Career-Centered Library" the school district is better able to support student interests in a collaborative atmosphere with direct connectivity to "life-long careers", and encourage the community to participate in the District's student mentoring and curriculum goals.

Today's student has many resources for finding information. However, they often don't know what to do with the information they gather, nor understand the credibility of that information. Today's library has the opportunity to provide guidance on how to select credible information and also how to make it relevant to the individual student.

21st Century Learning requires that every student understand lessons through Project-Based Learning and "real-life" examples. The "Career-Centered Library" is a student-centric and collaborative environment that encourages students to play an active role in the integrated learning content they receive. Student collaboration is one of the most effective forms of learning, as it assists in retention while giving an "out of classroom" opportunity to take responsibility for their learning experience, a critical 21st Century skill. The District also gains a specialized resource and is enabled to provide a link between "curriculum and application" while giving the opportunity for individual guidance toward each student's search for a "major" in higher-education, or a "life-time" career in the workforce.

The "Career-Centered Library" can be a bridge that encourages local businesses to get involved with students, participate in District activities and engage the future, local workforce. Through this involvement, the community is better able to understand the needs of the District and how they are applied, providing a more comprehensive knowledge of annual budgets and capital improvement referendum votes.

Most importantly, each student may follow their individual interests, giving meaning to learning, encouraging the freedom to learn at their own pace. With appropriate, specialized technology that supports a variety of curricula, this centralized environment can provide cost savings and shared resources to become a "hub" for teacher-student-administrator-community member interaction. Improved interaction fosters better communication, understanding and an opportunity to support the common shared goal, "to prepare today's student for their 21st Century opportunities."

Sustainability Approach

IX. Sustainability Approach

Utilizes Toxin-free materials and cleaning to prevent environmental and human health concerns –
Eliminates the use of materials and cleaning agents that contain toxins such as PVC, urea-formaldehyde, and VOCs

Uses Energy and water efficient building systems –
Mechanical, electrical, and plumbing systems installed reduce the school's dependency on the grid and natural resources

Is built with environmentally-conscious material selections –
Materials contain recycled content, are extracted and manufactured locally, and/or are rapidly renewable

Focuses on indoor air quality –
Promotes occupant health and productivity reducing asthma attacks and improving test scores

Incorporates environmental education into the course curriculum –
Uses sustainable principles to develop STEM knowledge and thinking skills

Participates in waste diversion –
Diverts waste not only during construction, but through programs such as composting during school operations

Is health and fitness aware –
Addresses integrated pest management, moisture and mold concerns, student health, and nutrition

Promotes the use of alternative transportation –
Encourages carpooling, biking, and walking to school in addition to employing "no idling" policies for buses and drop-off

Green Ribbon Schools

The Aim: The US Department of Education's Green Ribbon Schools program is to inspire schools and districts to strive for excellence by highlighting exemplary practices and resources that all can employ. The ED-GRS program recognizes schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates environmental learning with improving environmental and health impacts.

This award is a tool to encourage, identify and communicate practices that result in improved student engagement, academic achievement, graduation rates, and workforce preparedness along with reinforcing federal efforts to increase energy independence and economic security. Encouraging resource efficient schools allows administrators to dedicate more resources to instruction rather than operational costs.

The Details: New York State is invited to nominate up to five PreK-12 schools that they assess to be high performing in their jurisdiction to the US Department of Education. Assessment is based on three Pillars:

Pillar I: Reduce environmental impact and costs;
Pillar II: Improve the health and wellness of students and staff;
Pillar III: Provide effective environmental and sustainability education incorporating STEM, civic skills and green career pathways.

How to Apply: NYS schools must have their application into NYSED by the mid-December deadline for NYS review and selection. All NYS nominations must be sent in to the US Department of Education by February 1st of each year. Honorees from each state are announced by the US Department of Education on Earth Day, April 22nd.

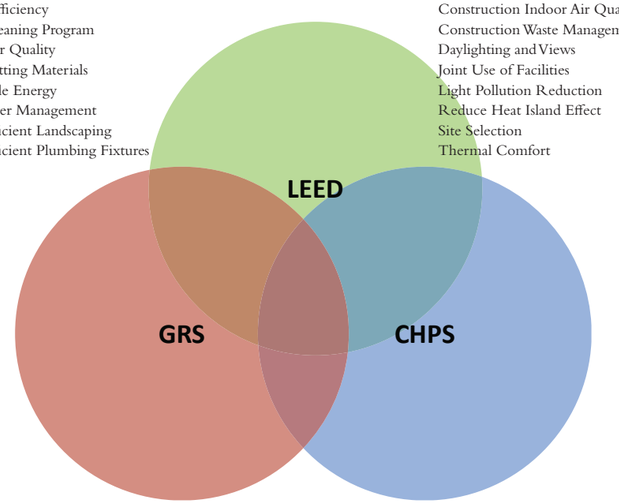
K-12 Sustainable Design Rating Systems: Overlapping Strategies

LEED + CHPS + GRS

Alternative Transportation
Chemical and Pollutant Source Control
Collection of and Programs for Recycling
Energy Efficiency
Green Cleaning Program
Indoor Air Quality
Low-Emitting Materials
Renewable Energy
Stormwater Management
Water Efficient Landscaping
Water Efficient Plumbing Fixtures

LEED + CHPS

Acoustical Performance
Building Reuse
Commissioning of Building
Construction Indoor Air Quality Plans
Construction Waste Management
Daylighting and Views
Joint Use of Facilities
Light Pollution Reduction
Reduce Heat Island Effect
Site Selection
Thermal Comfort



LEED + GRS

Mold Prevention
No Smoking Policy
Sustainability Incorporated into Education

CHPS + GRS

Alternative Fuel Buses and Transportation
Anti-idling Measures
ENERGY STAR Appliances and Equipment
Integrated Pest Management

Technology Network Assessment

DRAFT
NETWORK ASSESSMENT
JUNE 18, 2018

Prepared By:

ECC TECHNOLOGIES, INC

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Table of Contents

PURPOSE:

Network Assessments are important planning tools to understand and document the current state of the District Wide Network, Local Area Network and Wireless Networks and end user equipment requirements that supports the curriculum, administration, operations and security of a District. Cuba – Rushford Central School District has requested improvements to the Wireless Network to allow for web-based video to stream on up to 25 devices in each classroom. This assessment will focus on improvements to the wireless network and downstream wired network hardware improvements to achieve this goal.

This assessment can also be utilized to augment the District's Building Condition Survey and Five-Year Plan. The majority of the recommendations for network improvements can also access NYSED Capital Construction Aid, BOCES, E-rate and Operational funding. Each of these funding categories can be reviewed once and overall scope of work is selected to determine the most beneficial manner in which to fund the various improvements.

Facilities to be included in Assessment:

- Cuba – Rushford Middle – High School
- Cuba – Rushford Elementary School

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NETWORK ASSESSMENT
JUNE 18, 2018

1. Network Assessment

1.1 Purpose

Data networks in schools are now utilized for much more than the transmission of administrative and educational data. Along with these important applications, the network is utilized for other applications associated with life safety systems. Fire alarm, direct digital control, emergency alert, IP based security and surveillance, and VoIP telephone systems are just some of the systems now relying on the data network. To provide better wired and wireless network performance, supporting high bandwidth applications, and support critical life safety systems it is important to assess where improvements may be made to create a more reliable network.

This document assesses the following data network components:

- Horizontal (copper) cabling infrastructure
- Backbone (fiber) cabling infrastructure
- Network switches and their power over Ethernet (PoE) capabilities
- Wireless Access Points and associated downstream wired network connections
- Overall review of current network architecture for Virtual LANs (VLans), Quality of Service (QOS), routing, network segmentation
- Network Redundancy
- Network Bandwidth

1.2 District Wide Area Network:

The Cuba – Rushford Central School District has two major campuses and one additional off -site school that is leased to CA BOCES.

The Middle - High School Campus includes:

- Middle – High School facility housing the Network Operations Center
- Bus Garage
- Fish Hatchery

The Cuba – Rushford Elementary Campus Includes:

- Cuba – Rushford Elementary housing the Disaster Recovery Equipment.
- Annex - Police Department now owns but the District has a minor network in the facility
- Elm Street School – Lease to CA BOCES, District provides wired & wireless network services.

Cuba-Rushford CSD currently holds a dark fiber lease with Spectrum allowing the district to provide a very robust WAN connection of 20GE between the Middle-High School and Elementary School Campuses. The district should research the contract term of this fiber lease to determine when it will expire and if there is an option for the district to renew this lease.

1.3 Campus Fiber Backbones:

Middle – High School Campus:

The Middle – High School campus has Multimode Fiber (MMF) Optic cable interconnecting the Bus Garage to the Middle – High School. The Bus Garage then connects the Fish Hatchery with Multimode Fiber (MMF).

Multimode Fiber (62.5 micron) can support 10 Gigabit Ethernet (10GE) up to 220 Meters. Therefore, any MMF cable distances longer than 220M would need to operate at 1GE. The Bus Garage and the Fish Hatchery both currently operate at 1GE network connection speed back to the HS NOC. This has been sufficient for the network applications required at these facilities.

Elementary School Campus:

The main telecom closet (IDF-1) in the Elementary School serves as the connection point for both the Annex and Elm Street School. Separate dedicated multi-mode fiber optic cables connect both the Annex and Elm Street School back to the Elementary School's IDF-1.

1.4 Building Fiber Backbones:

ECC reviewed all of the fiber backbone cables. All existing backbone cabling is Multi-Mode Fiber (MMF). New Single Mode Fiber (SMF) is desirable as it will support future higher bandwidth network technologies over longer distances.

High School / Middle School:

a. IDF-1 to IDF-2: MMF
b. IDF-1 to IDF-3: MMF
c. IDF-1 to IDF-4: MMF

Elementary School:

d. IDF-1 to IDF-2: MMF
e. IDF-1 to IDF-3: MMF
f. IDF-1 to IDF-4: MMF

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NETWORK ASSESSMENT
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1.5 Local Area Networks / Network Switches:

In 2016 the district completed a network switch upgrade. The district currently utilizes a Cisco 4500x aggregate as its core network switch. Supporting user connections are stackable Cisco 2960X edge switches. All switches excluding those in the Bus Garage and Fish Hatchery utilize 10GE backbone connections with 1GE PoE switch ports. Each telecom closet utilizes redundant backbone fiber connections between the core and switch. The Cisco core and edge switches in use are best in class.

The network architecture also includes multiple network segments, Virtual LANs (VLans), Quality of Service (QOS) and Routing features to provide the necessary bandwidth for each application.

In order to implement the next generation multi-gig (mgig) wireless network, new Cisco 3850 series mgig network switches should be installed in all telecom closets where wireless access points terminate/connect to the network.

1.6 Wireless Networks

The existing Wireless Network utilizes Cisco Wireless Access Points (WAP's), two Cisco 5520 Controllers with associated software and licenses. The Access Points are a combination of older, end-of-life Cisco 3602i access points and newer, current Cisco 3802i Access Points.

- ES currently has (70) 3602i Access points and (1) 3802i Access Point.
- HS/MS currently has (48) 3602i Access points and (17) 3802i Access Point.

Access Point inventory per 5520 Controller Report, dated Nov. 14, 2016

The Cisco 3602i is and 802.11 a/g/n Access Point with (1) 1GE network Interface to backhaul network traffic. This Access Point had an "End of Life Announcement" issued on June 30, 2016. See below:

https://www.cisco.com/c/en/us/products/collateral/wireless/aironet-3600-series/eos-eol-notice-c51-737511.html?referring_site=RE&pos=2&page=https://www.cisco.com/c/en/us/products/collateral/wireless/aironet-3600-series/data_sheet_c78-686782.html

The Cisco 3802i is an 802.11 a/g/n/ Wave 2 ac Access Point with (2) network interfaces providing up to 5GE (Multi -GigE) backhaul of network traffic. This access point is Cisco's flagship access point that should be used for next generation multi-gig backhaul wireless network applications. Please refer to the following Cisco 3800 Data Sheet:

https://www.cisco.com/c/en/us/products/collateral/wireless/aironet-3800-series-access-points/datasheet-c78-736498.pdf

1.6 Wireless Networks (continued):

It is recommended to replace all of the Cisco 3602i wireless access points with new Cisco 3802i and 3802e, 802.11AC, Wave 2 access points utilizing Multi-Gig network interfaces to improve wireless connectivity, performance and density of users per access point. This will also require the installation of new Cisco Multi-Gig Ethernet Switches in all telecom closets and new Cat 6a horizontal wiring to support the higher network speeds provided by the M-Gig Switches.

The new Wireless Access point configuration per school would utilize the existing 3802i assets and add the following new Access points:

Middle – High School:

(17) existing 3802i, (34) new 3802i and (17) new 3802e Cisco Access points.

Elementary School:

(1) existing 3802i, (56) new 3802i and (12) new 3802e Cisco Access points.

1.7 Exterior Wireless Improvements

Install new Cisco 3802e wireless access points with specialized exterior antennas on the Middle - High School Building and the Elementary School to provide exterior wireless coverage on both campuses. This would also include the necessary Cat 6a cabling and associated mounting cost.

Middle – High School:

(8) new Cisco 3802e wireless access points with antennas.

Elementary School:

(4) new Cisco 3802e wireless access points with antennas.

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NETWORK ASSESSMENT
JUNE 18, 2018

1.8 Horizontal (Copper) Cabling

The current network cable infrastructure is rated to Cat5e standards. Cat5e will support the 1 Gigabit Ethernet speeds utilized by the District's current hardwired IP devices. This cabling was professionally installed approximately 15 years ago and should sufficiently serve the district for at least five more years as hardwired device connections have yet to pervasively utilize speeds greater than 1GE. Existing cabling pathways and faceplates observed in offices and classrooms appear to be in good condition.

ECC identified locations in the Elementary School where cabling improvements should be implemented to better dress cabling and replace outdated patch panels. Refer to figures 1-3 below illustrating these conditions.

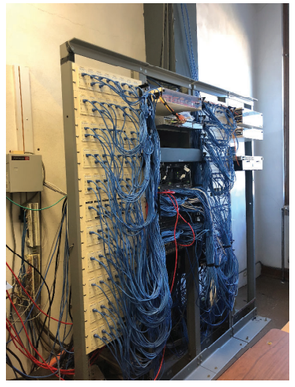

Figure 1: CRES Telecom Room #1

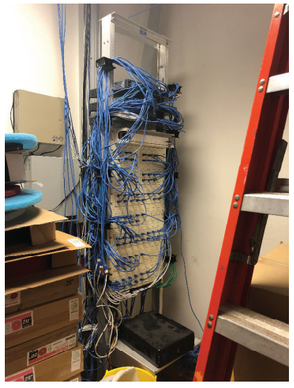

Figure 2: CRES Telecom Room #2

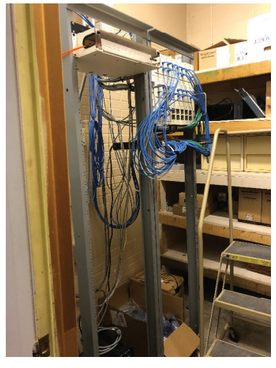

Figure 3: CRES Telecom Room #3

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NETWORK ASSESSMENT
JUNE 18, 2018

1.8 Horizontal Cabling (Continued):

To implement the next generation multi-gig wireless network, new Cat 6a cabling supporting Ethernet speeds of up to 10 gigabit must be installed. This cabling will be installed at all new and existing wireless access point locations. This new cabling will be terminated in the existing network racks located in each telecom room on new Cat 6a patch panels. These patch panels will be installed adjacent to the new multi-gig switches allowing for proper management of the patch cabling connecting the access point termination point to the switch.

1.9 Uninterruptable Power Supplies (UPS):

UPS units are installed in all network racks providing conditioned backup power to network switches providing PoE power to the districts VoIP telephones. The district should continue to monitor UPS battery life and plan on replacing batteries per manufactures recommendations.

New UPS units will not be required for the wireless network upgrade, power loads in all telecom closets will remain similar to current levels.

1.10 Grounding:

All of the racks do not have grounding that is required by the National Electric Code (Section 70-2005) and the TIA/EIA Standards, J-STO-607-A-2002: Commercial Grounding and Bonding Requirements for Telecommunications. Therefore, this recommendation is included in the cost estimate so the installed system complies with industry standards.

Cuba - Rushford Central School District

Network Assessment - DRAFT
Capital Construction Cost Analysis

ECC TECHNOLOGIES, INC

Date: June 18, 2018

Site	Network Switches MULTI-GIG	Wireless Access Points	Cat 6a Cabling & Mounting AP's	New Exterior Wireless	Exterior Wireless Cat 6a Cabling & Mounting AP's	Cabling Re-Termination	Telecom Grounding	Subtotal
Middle - High School		$75,960	$44,200	$12,000	$8,000			$140,160
IDF-1	$30,600						$1,500	$32,100
IDF-2	$15,300						$1,500	$16,800
IDF-3	$15,300						$1,500	$16,800
IDF-4	$15,300						$1,500	$16,800
								$0
								$0
								$0
Cuba Elementary School		$101,850	$43,550	$6,000	$4,000			$155,400
IDF-1	$15,300					$16,000	$1,500	$32,800
IDF-2	$15,300					$5,600	$1,500	$22,400
IDF-3	$15,300					$2,400	$1,500	$19,200
IDF-4	$30,600						$1,500	$32,100
								$0
								$0
Subtotal	$153,000	$177,810	$87,750	$18,000	$12,000	$24,000	$12,000	$484,560

Costs do not include Construction Contingency and Incidental costs.

Notes:

Capital Construction Cost:		**$484,560**
5% Construction Contingency:		**$24,228**
Subtotal:	**$**	**508,788**
20% Incidental Costs		**$101,758**
Total Project Costs	**$**	**610,546**

Appendix

Appendix A: K-12 Staff Leadership Group Meeting Notes

SWBR

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Architecture
Graphic Design
Interior Design
Landscape Architecture
Structural Engineering

Minutes of Meeting

Project:	Cuba-Rushford CSD
Project No:	17500.00
Date:	April 27, 2018
Purpose:	Long Range Master Planning (Day #1)
Location:	CRCSD Elementary School & High School

Participants	
Joe Kosiorek	SWBR
Dave Phelps	SWBR

8:30 am- Board Members and Administration

Mark Neu- Board Member
Dave Crowley- Board Member
Kevin Erickson- Elementary Principal
Paul Young- Board Member
Katie Ralston- Middle School Principal
Carlos Gildemeister- Superintendent

Carlos: what is the timeline?

Joe: After the staff meetings, we will about 75% complete. Have collected all existing data. Collecting current data today and next Friday. Next is the future. By the end of May we will have a draft ready for the board to review. First draft will be prepared for public conversation in June.

Preliminary questions:

Carlos: everyone will bring a different perspective. There is a fear that the administration may be out of touch depending on the answer we receive from the educators today.

1. How can we provide an environment that allows you the best opportunity to provide your students with an education for jobs that don't exist yet?
    a. Should we be educating our students for the jobs today first and not focus on the jobs that don't exist.

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        i. It comes down to the district wishes, maybe its robotics, coding.
        ii. Need to look at the jobs that are in the region that the district can focus on
    b. Want to make sure that we don't lose the students that aren't interested in those robotics or coding jobs. We still need to teach general education components (public speaking as an example)
    c. Skills that will never go away are more important than future thinking.
    d. To become more flexible in the classrooms
    e. The "older" generation may have pushed the mentality that their children need to be better than they were.
    f. STEM is not just about the technical side of the education. It is to teach problem solving.
    i. Teaching kids about future jobs is not about the jobs themselves, it is more about teaching them the life skills to prepare them for the future

2. What is your vision for how you want to educate students in 5, 10 15 years?

3. What do you believe are historical and current strengths of the district?
    a. We all came from somewhere but the board is not an antiquated model. The board is very progressive and understands the times and respects where the district came from. Its huge to have the support from the board to take risks going forward
        b. Vision statement: "To become a regional model of excellence"
    c. Understand tradition but also understand the need for changes in the future.

4. Educator to educator and educator to student mentoring- does this happen and what does it look like?
    a. Educator to Student mentoring: giving the students a flexible learning spaces to allow students to learn in their own environments.
    b. Current co-teaching:
        i. Middle School:
            1. Main co-teaching is general ed with special ed
            2. Issue seems to be coming down to schedule and space availability
            3. Discussions are happening to expand the co teaching opportunity to other levels.
        ii. High School:
            1. Small applications happening now between English and social studies
    c. Having the teacher learn from the student builds respect from the student to the teacher.

5. Future needs/wants:
    a. Family structure:
        i. How can the district help influence something they have no control over?

1. Teaching the students those life skills and giving them the best opportunity to grow and develop those life skills

b. Environment:
   i. Want vibrant learning space. Buildings need to be less sterile.
c. Programs:
   i. Need social workers at every school.
      1. More and more parenting is happening at the school.
d. Great ratio of student to teacher:
   i. Students are touching base with staff members every morning.
   ii. Need more faces available for students as they are walking into the building from the outside environments
e. May need more leaders to be able to free up the current leaders to be in the classrooms more often. More at the ES than the MS/HS because Carlos can step in to assist
f. Safety is a major concern. Especially at the Elementary school.

10am- K, 1st, 2nd grade teachers

Melissa Grover- K

Cindy Roberts- 1st

Sally Retz- 2nd

1. How can we provide an environment that allows you the best opportunity to provide your students with an education for jobs that don't exist yet?
   a. Not preparing kids for college
      i. Not knowing how to study properly
      ii. No life skills, no home economics room anymore
      iii. Need to know new jobs or know there are jobs that are available in trades
   b. Need to learn soft skills
   c. Concerned about anxiety, stress, depression
   d. Basic needs to be met, home life may not be there.
   e. Need more social workers in every building. Overwhelming for teachers to deal with social worker issues and focus on teaching
   f. Teach the kids to be thinkers. Putting kids on an iPad right away doesn't let them learn to be critical thinkers.
      i. Eye contact
      ii. Focus
   g. Parent education needs to happen also.
   h. Social and environmental learning should take place.
      i. This needs to be reactionary in the lesson plans

   ii. Teachers need to learn the home environment so they can relate to the more struggling students. Do teachers know where they live? Do they know if grandma is raising them or if they have broken home?
i. Build a community within the school
   i. Building wide? Grade level?
      1. Can the students share what they did after school or in school the day before?
   ii. Need to have those relationship building opportunities.
      1. Don't have time to do that because there seems to be a dictated time schedule in the day.
j. Need a relationship with the middle school and high school
   i. Do they want a relationship?
   ii. Do they meet the needs of all students?
      1. Are they having those conversations with previous year teachers about the students they are getting?
      2. There appears to be a huge gap between 5th grade and 6th grade teachers
      3. 6th grade teachers appear to support the incoming students but no conversations with 5th grade.

2. What kind of continuing education (professional development) re teaching getting?
   a. Not much being provided. Last summer was a half day PD session, but not so much regarding social issues
   b. Can be more intentional

3. What is your vision for how you want to educate students in 5, 10 15 years?
4. What do you believe are historical and current strengths of the district?
   a. STEM is great.
      i. Its teaching the kids to work in groups but needs to be extended.
5. Educator to educator and educator to student mentoring- does this happen and what does it look like?
   a. Need cross subject and grade level communication
      i. Would like to know what the expectations are for future grade levels. Not on a structured level but more conversational.
6. Future needs/wants:
   a. Lack of teaching study skills and writing skills
      i. No consistency for writing skills between grade levels and buildings.
      ii. Would love more time to do a writing program (lesson plan)
         1. No time to work in small groups, would have to the time to teach in small groups but not possible
   b. Every K & 1 grade should have an aid in the classroom to give them the time to work in small groups

SWBR

c. Special needs students should stay in the rooms. Kids who are taken out of the classroom are missing out on many opportunities to learn skills that are happening in the classroom.
   i. Gains being seen this year are thru the roof vs pulling the kids out of the
d. Flexible rooms are needed
   i. Would to have a small breakout space in the classrooms
   ii. And flexibility between grade levels
      1. Students crossing grade levels would be great!
      2. Teacher also
e. Don't be tied to a bell
f. Another learning space to create and build other than the current STEM room.
g. Music is an additional outlet that should be brought back
h. Smaller number of students in the classroom

11am - 3rd, 4th, 5th grade teachers

Hannah Weaver - 3rd grade

Jenn Lex - 4th grade

Tracy Knavel - 5th grade

1. How can we provide an environment that allows you the best opportunity to provide your students with an education for jobs that don't exist yet?
   a. Exposure/encouragement is limited
   b. Take a half step back that allows the students to explore jobs that do exist now.
      i. Get them out in the community
         1. Show the other opportunities for jobs. Most kids don't ever leave Cuba.
2. What kind of continuing education (professional development) re teaching getting?
   a. See below
3. What is your vision for how you want to educate students in 5, 10 15 years?
   a. School should have gifted and talented program. We focus on special ed a lot but not so much of the advanced students.
      i. An individual that would support the teachers with the advanced students.
   b. Morning meetings with students where the teacher is a facilitator and the students help each other. It builds a good student environment and culture. Students doing it from kindergarten will learn not to take advantage of this time.
4. What do you believe are historical and current strengths of the district?
   a. Amazing school to work for.
      i. Lots of freedom to explore on their own but still maintain the theory of the state requirements
      ii. Very forward-thinking district when looking at 21st century learning
         1. 1-1 iPad devices.
            a. But need to take the next step
               i. Need 3D printers in ES and want more resources similar to HS

SWBR

2. Keyboards for iPad may be needed based on student needs
3. Apple pens for teachers to use on their iPads.
4. Lack of training on programs or apps.
   a. Other districts have a meeting weekly that had a subject (maybe an app, interactive lessons or something) that taught them how to use those apps and technology.
5. Need a tech interventionist in the ES. Someone to teach the educators how to use the technology on a daily basis.
6. Computers are a better item for students, this allows for more collaboration between students. iPads are more isolated than computers. Typing on an iPad is much more difficult than on a laptop. iPads are great for not taking or quick items. Laptops are better for long term items.

5. Educator to educator and educator to student mentoring- does this happen and what does it look like?
   a. This year has been much lower for educator to admin mentoring time. Not that previous years have been high, but this year seems to be lower than others.
   b. Need veteran teacher to young teacher for educational pieces AND younger to older for technology.
   c. Need Student to student buddies and need adult to student buddies.
      i. Home life might be bad, students need a person to talk to sometimes.
   d. St. Bonaventure- has a program where college students would meet with local school students and mentor them in day to day functions.

12:30pm - 6th, 7th, 8th grade teachers

Shannon Albert - 7th Grade Science

Nicole Williams- 6th Grade Social Studies

Dave Volz - 8th Grade Math

1. How can we provide an environment that allows you the best opportunity to provide your students with an education for jobs that don't exist yet?
   a. Can't imagine something that doesn't exist yet. If we prepared them as a whole then they can be prepared for any job.
   b. Students come from low socially economic backgrounds. ¾ of the job deals with those issues. The rest is easy.
   c. Providing opportunities for the kids to work with robotics and technology is happening a little bit in 8th grade science.
   d. Still educating kids like it is 1960-70. Kids are not prepared for higher level colleges.
   e. Currently offering a lot in STEM but not so much for preparing them for things outside of STEM.
   f. Some kids have no concept of what exists outside this area.

g. Tried to push forward but getting some resistance (not necessarily from Carlos) change is uncomfortable for some. Push back from peers and students.
h. Get the community involved more.
i. STEM was mandatory this year but do to pushback it is no longer next year. Lots of negativity throughout the students (in class meetings).
    i. Lots of wasted time in planning now. Other districts were coming in to view it now it is gone. Teachers are giving up
j. The excuse of a scheduling issue is not acceptable anymore. Change the schedule to make this work.
k. Communication
    i. Need admin approval, sometimes get the feeling that admin is not available to approve new ideas.
l. If a "dean of discipline" or something like that would allow for the admin to be more available.
    i. Specifically, there are issues at 6th & 7th grade.
    ii. There are about 15-20% students in each class that have bad home lives.
        1. When they get home, school is not on their mind, survival is.
    iii. Need a behavior specialist, social worker, mental health person that can make the connection between home and here and discipline.
        1. What do we do with those kids that need mental health assistance?
    iv. Admin is doing 4-5 jobs now, that are preventing them from assisting the staff.
    v. After school program was great for the kids to get social experiences and get away from those bad home lives.
        1. It gave an opportunity for high school students to mentor younger students with homework

2. What is your vision for how you want to educate students in 5, 10 15 years?

3. What do you believe are historical and current strengths of the district?

4. Educator to educator and educator to student mentoring- does this happen and what does it look like?
    a. There is no student to student mentoring taking place
    b. Small pockets of it is happening, specifically the fish and wildlife group.
5. Future needs/wants?
    a. Relationships with the students need to take place
    b. Smaller class sizes will allow for more relationship building opportunities.
    c. 15-18 (16 ideal) student class sizes would be ideal for 21st century learning styles

1:30 pm - High School teachers

Joe Franzen – 9th grade global studies

SWBR

Tom Kenyon – Geometry, Calculus and Physics

Michelle Grillo – 11th Grade English, Photography, SAT prep

Jill Schwab – 12th grade English, 1510 & 1530 College Composition, journalism

1. How can we provide an environment that allows you the best opportunity to provide your students with an education for jobs that don't exist yet?

2. What is your vision for how you want to educate students in 5, 10 15 years?
    a. Would love to teach electricity, flow rates. Just need the physical space.
        i. Here's how you wire a house, change a tire, wire a switch, how does your house work.
    b. What do you believe are historical and current strengths of the district?
    c. Big perception that we are big in technology but feel it is very weak in using it and don't have basic computing skills.
        i. Yes, we are one to one but there are no typing skills.
        ii. Keyboards are not included with ipads
        iii. Kids need to know how to use excel, most kids graduate with minimal excel skills
        iv. No programming backgrounds. Little bit of coding with robotics stuff but developing broader skills
        v. Some kids don't know what a spreadsheet is.
    d. Kids don't have the much diversity in this area. They just don't have the exposure to diversity. Most kids can't understand when a presenter from (YouTube) has an accent.
    e. Bad at empathy
    f. They don't understand that there is more outside Cuba, NY.
        i. Kids don't understand that they cant speak the way they speak here in the outside world.
    g. Teachers are strong in the school
        i. Teachers know all their names and the students know everyone in their grades.
3. Educator to educator and educator to student mentoring- does this happen and what does it look like?
    a. Teachers need empathy dealing with students from different social platforms.
    b. Students could be more supportive
    c. Students have extremely high competition.
    d. Educator to Educator
        i. Need a strong mentor program
4. Future needs and wants?
    a. Service learning

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i. Doing things as a group and/or class that will be productive in the community. Sense of place.
    1. Students understand they are a part of a larger community
b. Donating services as part of the senior projects
    i. Kids take some money from their class account and spend it giving it back to the community. Has been done with in the past, but there is no continuity of class advisers.
c. Students want hands on projects.
    i. Students want to be empowered and the teachers would like to have the ability to give the effort to continue these hands-on projects.
    ii. Would like to get a project based liaison to provide this to the students.
d. Still need to keep rote memorization in some degree. But need to keep the second ring of careers into the realm.
e. The indoor building is very institutional but the outdoor environment is amazing!
    i. Can we have an outdoor classroom that will allow us to teach outside.
        1. A pavilion with a firepit that has desks around it all the time. Allows students to work in a non-instructional environment.
    ii. Some teachers are allowed to go outside and some aren't. There appears to be a disconnect with who is allowed to be out and others aren't.
f. Teachers and students need to have a voice in the school.
    i. How do you unleash the teacher and the students ability in this school.
g. Capstone or long term projects.
    i. Giving the students a project at the beginning of the year to have them work on throughout the year on their own time. They would need to check in throughtout the school year. Much like a senior thesis in a masters program
h. School eliminated labs this year, students are very frustrated.
i. Time and structure of the school day needs to be addressed.
    i. Is there an ability to have a block of time throughout the day that will allow the students to focus on what they need/want to focus on. If they want to focus on reading, cooking, or something like that.
j. Activity period

The foregoing constitutes our understanding of matters discussed and conclusions reached. If there are any errors or omissions in the basic discussion, please notify the Architect in writing.

By: Dave Phelps

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SWBR

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Architecture
Graphic Design
Interior Design
Landscape Architecture
Structural Engineering

Minutes of Meeting

Project:	Cuba-Rushford CSD
Project No:	17500.00
Date:	May 4, 2018 at 8:30am
Purpose:	Long Range Master Planning (Day #2)
Location:	CRCSD Elementary School

Participants	
Joe Kosiorek	SWBR
Dave Phelps	SWBR

8:30am

Wendy Sprague – Library
Jay Morris – Tech
Eric Talbot – STEAM Elementary, Tech.

1. How can we provide an environment that allows you the best opportunity to provide your students with an education for jobs that don't exist yet?
    a. Information literacy – validating real news
    b. Read read read
    c. Keeping students exposed to the possibility of the future – sci fi
    d. Problem solving – collaboration
    e. Tying in traditional education with STEAM and Ag
    f. How do we measure – all students have the opportunity in the elementary, it is more selective in the HS
    g. Keeping teachers involved with the STEM class
    h. STEM curriculum meets the standards or the requirement of each grade level.
    i. State Standards for science will be changing in approx. 2020-2021
    j. Laptops are needed for students. They will be measured by what they have to input into the computer.
        i. Adults are usually 2 or 3 to 1 with devices, yet we are requiring our students to be 1 to 1.

SWBR

2. What is your vision for how you want to educate students in 5, 10, 15 years?

3. What do you believe are the historical and current strengths of the District?

4. Educator to educator and educator to student mentoring - does this happen and what does it look like?
    a. Educator to educator mentor- in to do a better job broading and needs to improve as a whole. Mentoring should be up and down, "pineapple chart" that would allow teachers to see what is going on in other classrooms so they can stop in and observe to learn.
    b. Teacher/student mentoring: currently dealing with high risk students only. Let's those students vent to the teacher. Will allow the teacher to learn what's going on in the students' life.

5. Current Needs

6. Potential Wants

7. Elementary School is a much more traditional schedule
    a. What's not working:
        i. ES- 40-minute periods for library (20 mins of this is taken by looking for books).
        ii. Very difficult to get more time by combining classroom time and library time. Teachers use library time as planning time.
    b. What's working?
        i. Engaging the students
        ii. Creative promoting
    c. Using social media
        i. MS/HS a lot more working with the teachers
    d. Schedule is an overarching issue. How do we break that cycle?
    e. State mandates 900hrs of teaching time in ES (K-6) and 990 hrs. in HS (7-12)
    f. How can we maximize the day (break the schedule) and still meet the state's educational needs?
    g. Common prep space (avoid teachers staying in their rooms during prep time)

8. Community Involvement
    a. Getting more community events within the district. Staff wants to bump into the community more other than grocery store and coffee shop.

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10:00am

Kerrie McNeil – Nurse
Danette Green – OT/PT

1. How can we provide an environment that allows you the best opportunity to provide your students with an education for jobs that don't exist yet?

2. What is your vision for how you want to educate students in 5, 10, 15 years?

3. What do you believe are the historical and current strengths of the District?

4. Educator to educator and educator to student mentoring - does this happen and what does it look like?
   a. Doesn't apply to this staff

5. Current Needs
   a. Nurse
      i. More state mandates are coming
         – Fall 2018: all students need to have physicals done in physician's office (PCP). Shortage of doctors in area, lack of finical resources to pay for private Drs.
         – What's going to happen to those students who can't get their physicals by their PCP? Are they not going to come to school?
      ii. Need more privacy; door needs to be open all the time since there is no window in the door.
      iii. Current location is pretty good, it could be closer to the gymnasium, but that doesn't solve the issue that students need to be closer to the office when they need to get picked up.
   b. OT/PT
      i. ES is not easily handicap accessible/HC safe.
         – Mother had to carry the student into the building, recently.
         – Accessible door is very small and doesn't function well.
         – Grandparents sometimes have issues getting into the building.
      ii. With more special ed classrooms opening in the building, accessibility will become a more significant issue
      iii. Need a sensory room for students to decompress.
         – Not sure where to take students currently
         – Extra training for the staff that need to deal with these students.
      iv. More flexible seating in each classroom (not just special Ed rooms).
      v. More time to work with the teachers in the classroom

SWBR

      vi. Spending more time on the electronics, yet a not spending time on large motor skills.
      vii. We don't have large number of Pre-K students due to lack of busing and or all-day pre-K.
         – Kindergarten students are being held to a higher standard and need Pre-K in order to better prepare students for K.
         – Not enough room in the building for Pre-K
      viii. 25% of first grade students are discussed about being held back every year.

6. Potential Wants
   a. Health and wellness program- not sure how we would go about doing that.
   b. Every student should be using the pool and learning how to swim especially with the community having 2 lakes in the area.
      i. Might be a good time since there are new PE teachers in the district
      ii. Having a HC lift for access to the pool
   c. Technology is top of the line, but HC accessibility is not at all.
   d. Establish a therapy club for students
      iii. What would be done in the club
         – Writing
         – Drawing
         – Physical skills

11:00am

Tim Ellison – LOTE
Megan Tackentein – Music

1. How can we provide an environment that allows you the best opportunity to provide your students with an education for jobs that don't exist yet?

2. What is your vision for how you want to educate students in 5, 10, 15 years?
   a. Reaching out to local, region and statewide communities to come in and speak to students about what other careers are out there.
   b. More experiential learning.
      i. Situational learning. Eg. Car broke down in Mexico, what do you do?
         – Here's a list of words that are related to a car
      ii. How do you make situations real for kids?
         – More field trips to the grocery store, mechanics shop
      iii. More VR field trips (currently using Google cars for VR)
         – Example: A trip to Cuba that they speak Spanish in, makes for a more memorable lesson. Cooking it, smelling it, seeing it lets you understand it better.

SWBR

3. What do you believe are the historical and current strengths of the District?

4. Educator to educator and educator to student mentoring - does this happen and what does it look like?
   a. Tim's comments:
      i. Once a month meeting with mentee
         – But lack in terms of time to sit down and find out what other staff are doing. (between departments)
   b. Megan & Tim – Unique because they have the students for many years in a row so there is a bigger opportunity to develop relationships with the students.
      i. Clubs also offer the same opportunity but students often fizzle out
      ii. Sports are better for developing relationships
         – Most coaches are teachers in the district
   c. How do you replicate that mentoring in the educational world?
      i. Be more open and available? Passionate teachers will care more and be more open.
         – High School level allows for more real discussions with the students if they allow it.
   d. Student to student mentoring
      i. Depends on the student. If they are willing to do it then it happens, but the majority of the time it isn't happening.
      ii. 6th graders are paired with 5th graders at a "moving up day" to help with the transition to the MS building
      iii. There is a huge disconnect between the 8th graders and 9th.
         – Maturity level socially is needed more. This year there seems to be more immaturity.
         – Eliminate the MS mentality that MS doesn't matter.
   e. Allowing more student to student activities is good, need time for it.

5. Current Needs
   a. Schedule is packed.

6. Potential Wants
   a. Interdepartmental work
      i. Example: Social studies teacher is talking about the Spanish American war, bring in the Spanish teacher and Music teacher to talk about their applicable components of that topic. Eat the food they ate back then.
      ii. Can't teach chorus with an iPad. 1 to 65 ratio is difficult using technology.
      iii. Digi media computer classes using the technology

SWBR

   b. Create your own music and/or scores to a movie. Tie in with video creation/editing classes.
      i. Lighting and curtains in the auditorium
         – Mainly stage lighting
         – Someone might get hurt
      ii. Curtains are dry rotting
   c. Aud is used 4 times a year for concerts (need time for practice as part of that) and once (longer period of time for musical)
      i. Practicing using the stage and a few rows of the seating only
   d. Kids aren't learning to type
      i. iPads are great for some things, but it is not preparing them for college
      ii. Students have asked for pencil and paper to take notes
   e. Master schedule is not good
      i. Kids are too technologically shielded
      ii. After hours rehearsals are being done to keep students up to speed because there isn't enough time in their schedules
   f. Need more music teachers.
      i. Started with 5 now down to 3.
   g. Music attendance is growing
      i. Started with 22 now have 65

7. How do you (Tim) find the time to plan for lessons
   a. A bit more flexibility with his curriculum. A lot of conversations and flexibility globally.
      i. There needs to be an inherent skill in a teacher for them to start/continue this.

12:30pm

Josh Tompkins – PE/Health

1. How can we provide an environment that allows you the best opportunity to provide your students with an education for jobs that don't exist yet?
   a. PE curriculum can choose classes for gym that fit into their personal goals.
      i. Choices in activities and games
      ii. Focus more classes on fitness only or team games
      iii. Integrate swimming, hiking, biking, running more skills that they would be using in their futures as they get older.
      iv. Hopes that when they become jr/sr level they can be more self-driven
         – Student would choose a goal and the teacher would help them achieve that goal via mentorship.

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2. What is your vision for how you want to educate students in 5, 10, 15 years?
    a. Would like to see a more student driven mindset
        i. By the time they graduate they have the ability to know how to achieve a healthy lifestyle with no thoughts.

3. What do you believe are the historical and current strengths of the District?
    a. Lots of opportunity for physical activities in district
        i. Outside- Hunting, trap shooting
        ii. Inside- not much
        iii. Strong athletic programs
            – Girls volleyball
                • Good coaches
                • Kids come out because they are successful; kids are looked up to by younger students.
            – Boys basketball
            – Football has a big draw (students are coming out more to play)
                • Big community draw
                • Little kids are taught to play football at a very younger age, adults are driving them to play
    b. Rebel yell – students are writing about the sports program

4. Educator to educator and educator to student mentoring - does this happen and what does it look like?
    a. Gym teachers are reaching out to students who show interest and working with them to find out what works for them.
    b. Student mentoring:
        i. In athletics- you will see more mentoring on the field. Some teams bring that back into the classroom setting.
            – Girls' varsity athletes go down to the modified teams and assist coach.

5. Current Needs

6. Potential Wants
    a. Other schools have a sports management class, would like to develop that again. Used to have the course but it disappeared.
        i. Scheduling might cause problems with that.

1:30pm

Diane Weatherhall – Business Official

- Evolved in a positive way in the last 27 years
- More flexible

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- Diverse opportunity
- Last two negotiations have been very positive
- Above 95% graduation rate for the last 5 years
- 90% aid ratio for projects

1. How can we provide an environment that allows you the best opportunity to provide your students with an education for jobs that don't exist yet?

2. What is your vision for how you want to educate students in 5, 10, 15 years?
    a. Continue down the road utilizing technology.
    b. More teacher collaboration
    c. Business side of things

3. What do you believe are the historical and current strengths of the District?
    a. Technology based
        i. CRCSD is far beyond a number of colleges

4. Educator to educator and educator to student mentoring - does this happen and what does it look like?
    a. Every week MS teachers get together as a group
        i. Planning
    b. HS either meets by grade level or course groupings

5. Current Needs

6. Change:
    a. There is still a little resentment coming from the Rushford residents regarding the consolidation

7. Potential Wants:
    a. Cafeteria needs to be more inviting in the MS/HS
    b. Technology infrastructure is a positive
    c. Reintegration of special ed is a good thing
    d. Need to bring business program back
    e. Basic life skills – accounting – business math – interview skills
    f. Students might not be ready for college yet.
        i. Preparation is missing still
        ii. Study skills
    g. Survey 1-2 year out students that graduated to know if they were ready for college.
    h. Central Air in each building
    i. Domes on fields

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2:30pm

Nicole Ringleberg – Cafeteria
Ryan Lewis – Custodians

1. How can we provide an environment that allows you the best opportunity to provide your students with an education for jobs that don't exist yet?
   a. Coding
   b. High technology
   c. Don't push all kids to college. Blue collar skills/jobs are just as good.
      i. Teach kids about all available jobs/skills that are available.
   d. Have kids learn about the BOCES program
   e. Kids aren't ready for college
      i. Writing skills
      ii. Can consume a lot of information but can regurgitate that information
   f. Young jobs…
      i. Having kids learn good work ethic early will develop them better for their future

2. What is your vision for how you want to educate students in 5, 10, 15 years?

3. What do you believe are the historical and current strengths of the District?

4. Educator to educator and educator to student mentoring - does this happen and what does it look like?

5. Current Needs
   a. Keeping students happy within state guidelines
      i. Guidelines are low food quantity, kids want more.
         – Healthy eating is not appealing to the kids.
         – Everyone eats for free. Via grant 2 years into a 3-year grant.
   b. Cafeteria-
      i. Bad design, can't tell if there are kids on the other side of the wall
         – A lot of blind spots
      ii. There is a wall between the cafeteria and the cashiers
         – Supervision is an issue, especially in the morning.
      iii. Seniors are allowed to sit outside for lunch if they meet certain grade requirements
      iv. Would like stations in lieu of lines.
      v. Height of equipment is not user friendly.
      vi. Fingerprint technology doesn't work at times, inputting their names takes a lot of time.

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6. Potential Wants

Alanna Beck- Literacy Specialist

1. How can we provide an environment that allows you the best opportunity to provide your students with an education for jobs that don't exist yet?

2. What is your vision for how you want to educate students in 5, 10, 15 years?

3. What do you believe are the historical and current strengths of the District?

4. Educator to educator and educator to student mentoring - does this happen and what does it look like?

5. Current Needs

6. Potential Wants

The foregoing constitutes our understanding of matters discussed and conclusions reached. If there are any errors or omissions in the basic discussion, please notify the Architect in writing.

By: Dave Phelps

Distribution:

DP/kf

Appendix B: Building Conditions Survey Summary

* Provided by Clark Patterson Lee 2015

Facilities Study

Cuba-Rushford Central School District

BEDS Code: 02-23-02-04

*** State Aid determination is an estimate and should be carefully considered when planning a project**

BCS Cat	2010 Item #	2015 Item #	Item	Description	Comments	Status as of: December 2015	Priority 1-5	*NY State Building Aid Y	*NY State Building Aid N	Construction Cost 2010	A Current Construction Estimate	B Contingency	C Construction Total	D Incidental Cost	E 2015 Total
												25.00%	C = A*B	20.00%	E =C+D
ITEMS CURRENTLY UNDER CONSIDERATION															
Middle/High School - 0-020															
53	MB 12	MB-01	Parking Lot Repairs	Reconstruct front parking lot	Structural repairs 268,000 sf @ $2/sf for mill and resurface full depth replacement at locations	Incomplete	2		N		$536,000.00	$134,000.00	$670,000.00	$134,000.00	$804,000.00
53		MB-02	Alternate Site Exit	Single exit provides issues for circulation between busses and vehicle traffic, additional entrance/exit onto campus from Rt 305 would allow for safer traffic flow	Discuss with Wittfords on easement and aquiring property to develop exit road - aprox 2800 LF - possible power line relocation - assumed that 1400 lf standard construction, 1400 lf wet condition constructin		2		N		$1,000,000.00	$250,000.00	$1,250,000.00	$250,000.00	$1,500,000.00
54	MB-01	MB-03	Sidewalk Repairs	Replace sidewalks at front entrance	More replacement needed throughout	Partially Complete	1		N		$15,000.00	$3,750.00	$18,750.00	$3,750.00	$22,500.00
56		MB-04	Soccer Field Repairs	Current field is graded in the wrong direction and does not drain well	Regrade the existing soccer field and add drainage		1		N		$50,000.00	$12,500.00	$62,500.00	$12,500.00	$75,000.00
57		MB-05	Soccer Bleachers	Existign soccer spectator seating is not suffecient	Mirror image of football grandstand, possibly share press box 100 person @ 225/seat complete		3		N		$22,500.00	$5,625.00	$28,125.00	$5,625.00	$33,750.00
58		MB-06	Soccer Light Poles	Existing soccer field has no lighting for late games in the fall or night events	Provide 4 light poles for soccer field		3		N		$255,400.00	$63,850.00	$319,250.00	$63,850.00	$383,100.00
58		MB-07	Soccer Scoreboard	Existing soccer scoreboard needs to be updated	Provide new scoreboard and new controls in press box, current contrls located in scorers shack		1		N		$15,000.00	$3,750.00	$18,750.00	$3,750.00	$22,500.00
61		MB-08	Dryvit Repairs	Existing exterior dryvit has areas that need repair from damage to color staining	Patch and repair existing exterior dryvit walls		2	Y			$100,000.00	$25,000.00	$125,000.00	$25,000.00	$150,000.00
64		MB-09	Gymnasium Exit Doors	Exit doors at gymnasium have issues with the exterior pad and heaving - preventing doors to open at some times in the winter	Replace existing exterior concrete pad with frost wall to prevent heaving and provide cover/canopy		3	Y			$20,000.00	$5,000.00	$25,000.00	$5,000.00	$30,000.00
64		MB-10	Fitness Center	Existing fitness area is not easily accessible by the public, equipment is old and becoming unuseable	Upgrade fitness room entrance, provide new doors into space to provide public secure entrance - full equipment upgrade - equipment to be low impact machines - limited free weights - combine existing space and adjacent classroom - classroom to move to new STEM addition - this includes $50,000 for equipment		1	Y			$75,000.00	$18,750.00	$93,750.00	$18,750.00	$112,500.00
64		MB-11	Loading Dock Door	Existing loading dock door needs to be replaced, poor quality and control	Provide new overhead loading dock door		4	Y			$10,000.00	$2,500.00	$12,500.00	$2,500.00	$15,000.00
67	MB-14	MB-12	Entrance Window	Window above entrance doors has been a maintenance issue with leaking	Existing window needs to be replaced	Incomplete	5	Y			$40,000.00	$10,000.00	$50,000.00	$10,000.00	$60,000.00

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												25.00%	C = A*B	20.00%	E =C+D
ITEMS CURRENTLY UNDER CONSIDERATION															
67		**MB-13**	**Exterior window glazing**	All first floor windows are directly accessible from someone at the exterior of the building - needs to be more secure	Provide 3M material as preventative messure on all first floor windows and exterior doors		1	Y			$50,000.00	$12,500.00	$62,500.00	$12,500.00	$75,000.00
70		**MB-14**	**Gymnasium Divider**	Existing roll up curtain needs to be upgraded - upper half of curtain is mesh and allows too much noise transfer side to side	Provide new roll up curtain - fully solid material		1	Y			$52,200.00	$13,050.00	$65,250.00	$13,050.00	$78,300.00
73		**MB-15**	**Corridor Flooring**	Existing tile in cooridors at all smoke doors is starting to pull up	Replace aprox 200sf at each set of smoke doors		4	Y			$24,000.00	$6,000.00	$30,000.00	$6,000.00	$36,000.00
76		**MB-16**	**Lockers**	Cooridor lockers have many damages, need to replace with lockers more rugged to receive the daily use	Provide new lockers full height, 2" wider and 1" deeper		2	Y			$75,000.00	$18,750.00	$93,750.00	$18,750.00	$112,500.00
76		**MB-17**	**Fitness Expansion**	Existing locker room doubles as storage, does not provide a safe area for changing and storing personal items during events	Provide addition off of football storage to accommodate fitness space		1	Y			$250,000.00	$62,500.00	$312,500.00	$62,500.00	$375,000.00
77		**MB-18**	**Kitchen Hardware**	Existing doors and hardware in the kitchen area are in bad shape and do not work well	Provide new doors and hardware at all kitchen locations - need quantity		3	Y			$17,500.00	$4,375.00	$21,875.00	$4,375.00	$26,250.00
77		**MB-19**	**Keyless Entry**	Existing doors and hardware all require keys for locking, providing new hardware to allow for key fobs on all doors will improve the overall use	Provide wireless access at 175 doors		1	Y			$131,250.00	$32,812.50	$164,062.50	$32,812.50	$196,875.00
80		**MB-20**	**Power & Data**	Existing program spaces do not have sufficient data and power. Currently wiring to each classrom from data closets, provide efficient way to eliminate home run wires for each drop	Update each program space with individual hub/switch with one home run wire to each. Provide additional power and data		1	Y			$200,000.00	$50,000.00	$250,000.00	$50,000.00	$300,000.00
81		**MB-21**	**Stage Lighting/Rigging**	New lighting and rigging at stage area, upgrade curtains w/ video presentation	Total replacement for upscale resurface Long distance projector - pricing from Carlos - $3,500		3	Y			$365,000.00	$91,250.00	$456,250.00	$91,250.00	$547,500.00
81		**MB-22**	**Auditorium Walkways**	Existing walkway lighting is poor	Provide replacement LED string lights along walkways		4	Y			$42,000.00	$10,500.00	$52,500.00	$10,500.00	$63,000.00
82		**MB-23**	**Exterior PA System**	Exterior speaker coverage is poor during announcements	Provide additional speakers		5	Y			$8,500.00	$2,125.00	$10,625.00	$2,125.00	$12,750.00
84	MB-22	**MB-24**	**Domestic Water**	Existing DW piping does not have isolation valves making it difficult for repairs to be made without shutting large areas off	Provide isolation valves - 15-20, provide quarter turn ball valves at specific rooms		3	Y			$50,000.00	$12,500.00	$62,500.00	$12,500.00	$75,000.00
87	MB-15	**MB-25**	**Locker Room Renovations**	Existing locker rooms are out of date and require updates along with modifications to changing areas and toilet/bathing facilities	Full renovation with new lockers, changing stalls and shower stalls, reduce number of lockers with recessed locks (2 ea) - comply with transgener requirements	Incomplete	1	Y			$140,000.00	$35,000.00	$175,000.00	$35,000.00	$210,000.00

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												25.00%	C = A*B	20.00%	E =C+D
ITEMS CURRENTLY UNDER CONSIDERATION															
95		MB-26	**Occupancy Based Ventilation**	Existing regulations require ventilation to be based on a set number of occupants per classroom and does not account for un occupied spaces or half occupied spaces other than manual settings	Provide occupancy based ventilation in classrooms, reduce the amount of air exchange based on actual number of occupants	$10,250/ea	3	Y			$410,000.00	$102,500.00	$512,500.00	$102,500.00	$615,000.00
107		MB-27	**UV Motor Noise**	Existing UV equipment is noisy at times and disrupts classroom activites	All new replacement units have noise restrictions - 40 classrooms replacement		3	Y			$400,000.00	$100,000.00	$500,000.00	$100,000.00	$600,000.00
	MB-18	MB-28	**Gymnasium Pads**	Existing gymnasium mats are falling apart and need to be replaced	Provide new gym mats along wall 6' high		4	Y			$18,000.00	$4,500.00	$22,500.00	$4,500.00	$27,000.00
	MB 18	MB-29	**Gymnasium Bleachers**	Existing bleachers need motor and asthetic upgrades	Rebuild motors, provide covers for exposed hand rails when bleachers are folded up - provide end protection		4	Y			$50,000.00	$12,500.00	$62,500.00	$12.500.00	$75,000.00
	MB-03	MB-30	**STEM Addition**	Addition with 2 classrooms, 2 locker rooms, and storage add on to both wings, 2 stories @ 2900/sf floor @$250/sf	Provide addition for new STEM program, open space for misc uses, computer programing, science labs, storage. 1200 sf/ea room	Incomplete	1	Y			$2,900,000.00	$725,000.00	$3,625,000.00	$725,000.00	$4,350,000.00
	MB 10	MB-31	**Technology**	Technology is constantly developing, this is a line item for programp technology upgrades throughout the building		Incomplete	1	Y			$21,000.00	$5,250.00	$26,250.00	$5,250.00	$31,500.00
	MB 29	MB-32	**Security Cameras**	There are aprox 50 cameras at the HS, need to add cameras to complete coverage of the building, exterior and interior	Provide 25 additaional cameras to complete coverage - $1000 each camera installed		1	Y			$25,000.00	$6,250.00	$31,250.00	$6,250.00	$37,500.00
		MB-33	**Entrance Message Sign**	Existing entrance sign has many issues and does not have the capibility that the district is looking for	Provide new sign on existing base, Provide new entrance sign and base at new driveway entrance		4		N		$100,000.00	$25,000.00	$125,000.00	$25,000.00	$150,000.00
		MB-34	**Renovate existing CSE**	Existing CSE space does not suit the function required	Existing CSE space to be renovated into small individual rooms - Includes HVAC upgrades with VAV controls		1	Y			$270,000.00	$150,000.00	$420,000.00	$84,000.00	$504,000.00
		MB-35	**Entrance walkway cover**	Existing concrete entrance sidewalk has no cover, and is problematic for removal of snow	Provide covered walkway at front entrance 80' x 15' = 1200 sf - provide a material to prevent snow and wind		1		N		$120,000.00	$30,000.00	$150,000.00	$30,000.00	$180,000.00
		MB-36	**Staff Deposit Dropbox**	Existing secure mail drop is too small for the use the district would like	Provide secure dropbox large enough for money bag, mailbox.com		5	Y			$20,000.00	$5,000.00	$25,000.00	$5,000.00	$30,000.00
		MB-37	**Whiteboard Surface**	Existing cooridors do not have a lot of space for bulletins or announcements	Provide twenty (20) 4x8 white boards throughout cooridors		2		N		$10,000.00	$2,500.00	$12,500.00	$2,500.00	$15,000.00
		MB-38	**Security Upgrade**	Existing entrance is not secure, large entrance area that visitors are required to walk across to desk to sign in, no control	Provide access controls on second set of doors and relocate receptionist closer to front doors		1	Y			$95,000.00	$23,750.00	$118,750.00	$23,750.00	$142,500.00
High School Bus Garage - 5-021															
61	BG-03	BG-01	**Exterior Repairs**	Existing exterior dryvit has areas that need repair from damage to color staining	Patch and repair existing exterior dryvit walls	Incomplete	4		N		$18,000.00	$4,500.00	$22,500.00	$4,500.00	$27,000.00

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ITEMS CURRENTLY UNDER CONSIDERATION												25.00%	C = A*B	20.00%	E =C+D
61		BG-02	Masonry Repoint	Repoint/clean all brick and block	Provides allowance amount for repairs		4		N		$30,000.00	$7,500.00	$37,500.00	$7,500.00	$45,000.00
64		BG-03	OH Doors	Existing OH doors and operators are beinging to show age and have control issues	Replace all 22 existing OH doors with operators, provide man doors within 2 of the OH doors		1		N		$330,000.00	$82,500.00	$412,500.00	$82,500.00	$495,000.00
89	BG-05	BG-04	Infrared Heating	Gas fired heaters need to be replaced	Replace gas fired heaters with infrared heating system.	Partially Complete	1		N		$125,000.00	$31,250.00	$156,250.00	$31,250.00	$187,500.00
89	BG-06	BG-05	AC	Mechanical upgrades required for occupied spaces	Provide new RTU to servce, toilet rooms, break room, and office space		1		N		$45,000.00	$11,250.00	$56,250.00	$11,250.00	$67,500.00
Storage Building - 2-026															
		SB-01	Exterior Concrete Pad	Existing concrete pad is starting to move and crack throughout	Remove existing concrete pad, provide new pad and frost wall		5		N		$12,000.00	$3,000.00	$15,000.00	$3,000.00	$18,000.00

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ITEMS CURRENTLY UNDER CONSIDERATION												25.00%	C = A*B	20.00%	E =C+D
Elementary School - 0-001															
53	C-01	ES-01	Track	Current track surface is cinders and is very difficult to maintain	Provide full thickness asphalt track surface over crushed #1 stone	Incomplete - replaced cinders	3		N		$130,000.00	$32,500.00	$162,500.00	$32,500.00	$195,000.00
54	C-24	ES-02	Sidewalk Repairs	Sidewalk repairs - misc locations	Curb repairs needed	Partially Complete	3		N		$20,000.00	$5,000.00	$25,000.00	$5,000.00	$30,000.00
57	C-05	ES-03	Gymnasium Bleachers	Current bleachers are larger than needed and difficult to operate.	Provide new automatic bleachers with reduced seating - design contingent of walkway track addition	Incomplete	1		N		$90,000.00	$22,500.00	$112,500.00	$22,500.00	$135,000.00
57		ES-04	Exterior Bleachers	Existing bleachers are damaged and need updating	Provide new seating for 100		5		N		$14,000.00	$3,500.00	$17,500.00	$3,500.00	$21,000.00
58		ES-05	Fence	Replace existing fence around track anad athletic fields	All fencing to be replaced, all mesh and half posts		1		N		$43,200.00	$10,800.00	$54,000.00	$10,800.00	$64,800.00
66	C-16	ES-06	Exterior repairs	Existing masonry repairs required along with fire escape repairs - including joint sealant	Repair crack in walls, Seal exterior joint of stairwell where wall abuts school building.		2		N		$60,000.00	$15,000.00	$75,000.00	$15,000.00	$90,000.00
64		ES-07	Exterior Doors	Existing entrance doors need to be updated along with new hardware	Provide new doors and ADA accesibile hardware		3	Y			$15,000.00	$3,750.00	$18,750.00	$3,750.00	$22,500.00
67	C-14	ES-08	Exterior Windows	Existing exterior windows do not have a good insulation value and currently allow heat loss.	Replace top portion of windows with insulated panels	Incomplete	2	Y			$200,000.00	$50,000.00	$250,000.00	$50,000.00	$300,000.00
71	C-15	ES-09	Finishes	Third floor finishes have not been updated	Third floor Multi-purpose rom - patch plaster walls, paint and new carpet	Incomplete	5	Y			$15,000.00	$3,750.00	$18,750.00	$3,750.00	$22,500.00
71		ES-10	Auditorium	Existing auditorium carpet needs to be replaced - areas of wear at high traffic locations	Replace carpet at isleways and in front of stage		5	Y			$4,000.00	$1,000.00	$5,000.00	$1,000.00	$6,000.00
81		ES-11	Auditorium Lighting	Existing lighting in aud is insufficient or not working	Provide lighted isleways - LED string lighting at floors		1	Y			$35,000.00	$8,750.00	$43,750.00	$8,750.00	$52,500.00
91		ES-12	3rd Floor Cooling	Currently the third floor gets very hot, no way to cool space	Renovate 3rd floor univents to have cooling coil		1	Y			$150,000.00	$37,500.00	$187,500.00	$37,500.00	$225,000.00
92		ES-13	GYM AHU	Existing gym AHU need air filtration, currently the district experiences a lot of dust/dirt in the gymnasium	Provide 4 new RTU to service space?		1	Y			$75,000.00	$18,750.00	$93,750.00	$18,750.00	$112,500.00
92		ES-14	Unit Ventilators	Existing UV equipment is noisy at times and disrupts classroom activites	All new replacement units have noise restrictions - 40 classrooms replacement		2	Y			$400,000.00	$100,000.00	$500,000.00	$100,000.00	$600,000.00
92	C-30	ES-15	VFD Controls	AHUs need updated controls for maintenance and scheduleing	Provide 5 VFDs with controls	Controls incomplete	3	Y			$12,000.00	$3,000.00	$15,000.00	$3,000.00	$18,000.00
	C-09	ES-16	Technology	Technology is constantly evolving, upgrades to program spaces required on a regular basis	General technology upgrades	Incomplete	1	Y			$75,000.00	$18,750.00	$93,750.00	$18,750.00	$112,500.00
79	C-17	ES-17	Elevator Repairs	Elevator cab is dented and needs emergency telephone.	replace cab/upgrade diamond plate full upgrade with hdcp improvements	Incomplete	5	Y			$77,000.00	$19,250.00	$96,250.00	$19,250.00	$115,500.00

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												25.00%	C = A*B	20.00%	E =C+D
ITEMS CURRENTLY UNDER CONSIDERATION															
	C-27	**ES-18**	**Library Motion Sensors**	Existing space does not have occupancy lighting sensors	Provide new occupancy sensors throughout space	Incomplete	1	Y			$10,000.00	$2,500.00	$12,500.00	$2,500.00	$15,000.00
	C-29	**ES-19**	**Classroom Motion Sensors**	Existing classrooms do not have occupancy lighting sensors on the third floor.	Provide new occupancy sensors on the third floor.	Incomplete	1	Y			$30,000.00	$7,500.00	$37,500.00	$7,500.00	$45,000.00
	C-31	**ES-20**	**Solar**	The district would like to install solar units to match HS	Provide solar panels to match HS	Incomplete	3	Y			$90,000.00	$22,500.00	$112,500.00	$22,500.00	$135,000.00
		ES-21	**Walking Track**	Existing building does not have a indoor walking track	Provide new walking track at existing gymnasium, add walkway from second floor office space to meet required exiting		1	Y			$400,000.00	$100,000.00	$500,000.00	$100,000.00	$600,000.00
		ES-22	**CSE Toiletrooms**	CSE does not have sufficient toilet rooms	Renovate second floor to accommodate toilet room and conference room - update lift or add elevator to serve track as well		1	Y			$30,000.00	$7,500.00	$37,500.00	$7,500.00	$45,000.00
		ES-23	**Whiteboard Surface**	Existing cooridors do not have a lot of space for bulletins or announcements	Provide ten (10) 4x8 white boards throughout cooridors		2	Y			$5,000.00	$1,250.00	$6,250.00	$1,250.00	$7,500.00
		ES-24	**Auditorium Band Pitt**	Existing band pitt is unused and the space could be utilized	Remove existing band pit and infill		5	Y			$15,000.00	$3,750.00	$18,750.00	$3,750.00	$22,500.00
		ES-25	**Auditorium Stage Improvements**	Existing stage lighting and rigging needs updated	Provide full upgrades to stage		1	Y			$50,000.00	$12,500.00	$62,500.00	$12,500.00	$75,000.00
		ES-26	**Tree Trimming**	Existing large trees extend over track and bleacher system	Requires professional trimming company		5		N		$7,500.00	$1,875.00	$9,375.00	$1,875.00	$11,250.00
		ES-27	**Exterior teaching area**	The district would like to have an exterior teaching instructional space available	Provide clearing near playground for an exterior teaching space in wooded area, possibly log seating		5	Y			$15,000.00	$3,750.00	$18,750.00	$3,750.00	$22,500.00
		ES-28	**LED Lighting**	All program space lighting needs upgraded	Provide LED light fixtures in all program spaces		1		N		$64,000.00	$16,000.00	$80,000.00	$16,000.00	$96,000.00
		ES-29	**Secure Entrnace**	Existing entrance is not secure allowing visitors to potentially access building without signing in	Provide additional set of security doors for vestibule area, add door with window into office space - secure hardware - all new needs to match existing woodwork		1	Y			$60,000.00	$15,000.00	$75,000.00	$15,000.00	$90,000.00
		ES-30	**Portable Bleachers**	Existing portable bleachers are failing and need to be upgraded	Provide 2 sets of portable bleachers		1		N		$27,000.00	$6,750.00	$33,750.00	$6,750.00	$40,500.00
		ES-31	**Keyless Entry**	Existing doors and hardware all require keys for locking, providing new hardware to allow for key fobs on all doors will improve the overall use	Pricing based on 125 doors		1	Y			$93,750.00	$23,437.50	$117,187.50	$23,437.50	$140,625.00
Elm Street Accademy Building - 0-002															
58		**ESA-01**	**Gym Tables**	Existing gymnasium tables are a maintenance issue	Replace existing gymnasium tables, fold into wall		3		N		$15,000.00	$3,750.00	$18,750.00	$3,750.00	$22,500.00
77		**ESA-02**	**Keyless Entry**	Existing doors and hardware all require keys for locking, providing new hardware to allow for key fobs on all doors will improve the overall use	Pricing based on 100 doors		1	Y			$75,000.00	$18,750.00	$93,750.00	$18,750.00	$112,500.00

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80		**ESA-03**	**Power/Data**	Existing program spaces do not have sufficient data and power. Currently wiring to each classrom from data closets, provide efficient way to eliminate home run wires for each drop	Update each program space with individual hub/switch with one home run wire to each. Provide additional power and data		1	Y			$100,000.00	$25,000.00	$125,000.00	$25,000.00	$150,000.00
		ESA-04	**Technology**	Technology is constantly evolving, upgrades to program spaces required on a regular basis	General technology upgrades		1	Y			$15,000.00	$3,750.00	$18,750.00	$3,750.00	$22,500.00
		ESA-05	**Whiteboard Surface**	Existing cooridors do not have a lot of space for bulletins or announcements	Provide ten (10) 4x8 white boards throughout cooridors		1		N		$5,000.00	$1,250.00	$6,250.00	$1,250.00	$7,500.00

Appendix C: Building Condition Survey Instrument

* Provided by Clark Patterson Lee 2015

Building Information

1. Name of School District:

CUBA-RUSHFORD CSD

2. SED District 8-Digit BEDS Code:

022302040000

3. Building Name:

Cuba Bus Garage

4. SED 4-Digit Facility Code:

5021

5. Survey Inspection Date:

11/10/2015

6. Building 911 Address:

5476 Route 305

7. City:

Cuba

8. Zip Code:

14727

9. Certificate of Occupancy Status:

- [x] A - Annual
- [ ] T - Temporary
- [ ] N - None

10. Certificate of Occupancy Expiration Date:

12/01/2016

Building Age, Gross Square Footage and Maintenance Staff

11. Year of Original Building:

1996

12. Gross square ft. of Building as currently configured:

16,952

13. Number of Floors:

1

14. How many full-time and part-time custodians are employed at the school (or work in the building)?

	Count Employees
Full-time custodians:	0
Part-time custodians:	0
Totals:	

Building Ownership and Occupancy Status

15. Building Ownership (check one):

- [x] Owned and used by district
- [ ] Owned by District and leased to non-district entity
- [ ] Owned by District, part used by district, part leased to non-district entity
- [ ] Owned by non-district entity and leased to district

16. For which of the following purposes is the building currently used? (check all that apply)

- [ ] Used for student instructional purposes
- [ ] Used for district administration
- [x] Used for other district purposes
- [ ] Used by other organization(s)

16a. Describe use for other district purposes:

Bus Garage

Building Users

17. How many students were registered to receive instruction in this building as of October 1, 2014? (If none, enter "0") and skip to "Program Spaces" section. (Do not include evening class students)

0

18. Of these registered students, how many receive most of their instruction in:

	Quantity
18a. Permanent instructional spaces (i.e., regular classrooms)	0
18b. Temporary instructional spaces (i.e., portable or demountable classrooms) attached to the building	0
18c. Non-instructional spaces used as instructional spaces	0

18c.1 If the answer is greater than zero, which types of non-instructional spaces were being used for instructional purposes on October 1, 2014? (check all that apply)

- [ ] Cafeteria
- [ ] Gymnasium
- [ ] Administrative Spaces
- [ ] Library
- [ ] Lobby
- [ ] Stairwell
- [ ] Storage space
- [ ] Other (please describe)
- [x] None

19. Grades Housed:

none

20. For how many instructional days during the 2013-14 school year (July 1 through June 30, was the building closed due to facilities failures, system malfunctions, structural problems, fire, etc? (If none, enter "0")

0

21. Is the building used for instructional purposes in the summer?

- [ ] Yes
- [x] No

22. Have there been renovations or construction in the building during the past 12 months?

- ☐ Yes
- ☑ No

23. Was major construction/renovation work since 2010 conducted when school was in session?

- ☐ Yes
- ☑ No

Program Spaces

24. Number of instructional classrooms:

0

25. Gross square footage of all instructional classrooms (combined):

0.00

26. Other spaces provided: (check all that apply)

☑ a. N/A (none)	☐ j. Health Office	☐ s. Resource Rooms
☐ b. Administration	☐ k. Home & Careers	☐ t. Science Labs
☐ c. Art	☐ l. Kitchen	☐ u. Special Education
☐ d. Audio Visual	☐ m. Large Group Instruction	☐ v. Swimming Pool
☐ e. Auditorium	☐ n. Library	☐ w. Teacher Resource
☐ f. Cafeteria	☐ o. Multipurpose Rooms	☐ x. Technology/Shop
☐ g. Computer Room	☐ p. Music	☐ y. Other (please describe)
☐ h. Guidance	☐ q. Pre-K	
☐ i. Gymnasium	☐ r. Remedial Rooms	

26y. Describe other spaces

(No Response)

Space Adequacy

27. Rating of space adequacy:

- ☑ Good
- ☐ Fair
- ☐ Poor

27a. Enter comments:

(No Response)

28. Estimated capital construction expenses anticipated for this building through 2020-2021 school year excluding maintenance (to be answered after the building inspection is complete) $

565,429.00

29. Overall building rating (to be answered after the building inspection is complete)

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Poor

30. Was overall building rating established after consultation with health and safety committee?

- ☑ Yes
- ☐ No

A/E Information:

31. A/E Firm Name:

Clark Patterson Lee

32. A/E Firm Address:

130 South Union Street, Suite 4
Olean NY 14760

33. A/E Firm Phone Number:

7163720514

34. E-mail:

tmcelheny@clarkpatterson.com

35. A/E Name:

Thomas McElheny

36. A/E License #:

059176-1

Site Utilities

37. Water

- [x] Yes
- [ ] No

37a. Type of Service:

- [x] Municipal or Utility provided
- [ ] Well
- [ ] Other

37b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

37c. Year of Last Major Reconstruction/Replacement:

1996

37d. Expected Remaining Useful Life (Years):

25

37e. Cost to Reconstruct/Replace $:

(No Response)

37f. Comments:

(No Response)

38. Site Sanitary (H)

- [x] Yes
- [ ] No

38a. Type of Service:

- [ ] Municipal or utility sewer
- [x] Site septic
- [ ] Other

38b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

38c. Year of Last Major Reconstruction/Replacement:

1996

38d. Expected Remaining Useful Life (Years):

25

38e. Cost to reconstruct/Replace $:

(No Response)

38f. Comments:

(No Response)

39. Site Gas (H)

- [x] Yes
- [ ] No

39a. Type of gas service:

- [x] Natural Gas
- [ ] Liquid Petroleum

39b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

39c. Year of Last Major Reconstruction/Replacement;

1996

39d. Expected Remaining Useful Life (Years):

25

39e. Cost to Reconstruct/Replace $:

(No Response)

39f. Comments:

(No Response)

40. Site Fuel Oil (H)

- [ ] Yes
- [x] No

41. Site Electrical, Including Exterior Distribution (H)

- [x] Yes
- [ ] No

41a. Service Provider:

- [x] Municipal or utility provided
- [ ] Self-Generated
- [ ] Other
- [ ] N/A

41b. Type of Service:

- [ ] Above Ground
- [x] Below Ground
- [ ] N/A

41c. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

41d. Year of Last Major Reconstruction/Replacement:

1996

41e. Expected Remaining Useful Life (Years):

15

41f. Cost to Reconstruct/Replace $:

(No Response)

41g. Comments:

(No Response)

Stormwater Management

42. Closed Drainage Pipe Stormwater Management System

42a. Does this facility have a closed pipe system?

- [x] Yes
- [ ] No

42b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

42c. Year of Last Major Reconstruction/Replacement:

1996

42d. Expected Remaining Useful Life (Years):

15

42e. Cost to Reconstruct/Replace $:

(No Response)

42f. Comments:

(No Response)

43. Open Drainage Pipe Stormwater Management System

43a. Does this facility have an open stormwater system (ditch)?

- [ ] Yes
- [x] No

44. Catch Basins/Drop Inlets/Manholes

44a. Does this facility have catch basins/drop inlets/manholes?

- [x] Yes
- [ ] No

44b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

44c. Year of Last Major Reconstruction/Replacement:

1996

44d. Expected Remaining Useful Life (Years):

15

44e. Cost to Reconstruct/Replace $:

(No Response)

44f. Comments:

(No Response)

45. Culverts

45a. Does this facility have culverts?

- [ ] Yes
- [x] No

46. Outfalls

46a. Does this facility have outfalls?

- [x] Yes
- [ ] No

46b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

46c. Year of Last Major Reconstruction/Replacement:

1996

46d. Expected Remaining Useful Life (Years):

15

46e. Cost to Reconstruct/Replace $:

(No Response)

46f. Comments:

(No Response)

47. Infiltration Basins/Chambers

47a. Does this facility have infiltration basins/chambers?

- [ ] Yes
- [x] No

48. Retention Basins

48a. Does this facility have retention basins?

- [ ] Yes
- [x] No

49. Wetponds

49a. Does this facility have wetponds?

- [x] Yes
- [ ] No

49b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

49c. Year of Last Major Reconstruction/Replacement:

1996

49d. Expected Remaining Useful Life (Years):

15

49e. Cost to Reconstruct/Replace $:

(No Response)

49f. Comments:

(No Response)

50. Manufactured Stormwater Proprietary Units

50a. Does this facility have proprietary units?

- [ ] Yes
- [x] No

51. Point of Outfall Discharge: (check all that apply)

- ☐ Municipal storm sewer system
- ☐ Combined sewer system
- ☑ Surface Water
- ☐ On-site recharge
- ☐ Other (describe)
- ☐ Not Applicable

52. Outfall Reconnaissance Inventory
Were all stormwater outfalls inspected during dry weather for signs of non-stormwater discharge?

- ☑ Yes
- ☐ No
- ☐ Not Applicable

Other Site Features

53. Pavement (Roadways and Parking Lots)

- ☑ Yes
- ☐ No

53a. Type: (check all that apply)

- ☐ Concrete
- ☑ Asphalt
- ☐ Gravel
- ☐ Other
- ☐ None

53b. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

53c. Year of Last Major Reconstruction/Replacement:

2012

53d. Expected Remaining Useful Life (Years):

20

53e. Cost to Reconstruct/Replace $:

(No Response)

53f. Comments:

(No Response)

54. Sidewalks

- ☑ Yes
- ☐ No

54a. Type: (check all that apply)

- ☐ Concrete
- ☑ Asphalt
- ☐ Paver
- ☐ Other

54b. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

54c. Year of Last Major Reconstruction/Replacement:

1996

54d. Expected Remaining Useful Life (Years):

10

54e. Cost to Reconstruct/Replace $:

(No Response)

54f. Comments:

(No Response)

55. Playgrounds and Playground Equipment

- ☐ Yes
- ☑ No

56. Athletic Fields and Play Fields

- ☐ Yes
- ☑ No

56f. Does the facility have synthetic turf field(s)

- ☐ Yes
- ☑ No

56f.1 If Yes, how many synthetic turf fields?

(No Response)

56f.2 Expected Remaining Useful Life of Synthetic Turf Field(s):

(No Response)

56f.3 Type of synthetic turf field infill:

(No Response)

57. Exterior Bleachers / Stadiums

- ☐ Yes
- ☑ No

58. Related Structures (such as Press Boxes, Dugouts, Climbing Walls, etc.)

- ☐ Yes
- ☑ No

Substructure

59. Foundation (S)

59a. Type (check all that apply):

- ☑ Reinforced Concrete
- ☐ Masonry on Concrete Footing
- ☐ Other

59b. Evidence of structural concerns (check all that apply):

- ☐ Structural Cracks
- ☐ Heaving/Jacking
- ☐ Decay/Corrosion
- ☐ Water Penetration
- ☐ Unsupported Ends
- ☐ Other
- ☑ None

59c. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

59d. Year of Last Major Reconstruction/Replacement:

1996

59e. Expected Remaining Useful Life (Years):

20

59f. Cost to Reconstruct/Replace $:

(No Response)

59g. Comments:

(No Response)

BUILDING ENVELOPE

60. Structural Floors (S)

60a. Type (check all that apply):

- [x] Reinforced Concrete Slab on Grade
- [ ] Concrete/Metal Deck/Metal Joists
- [ ] Precast Concrete Structural System
- [ ] Wood Deck on Wood Trusses
- [ ] Wood Deck on Wood Joists
- [ ] Concrete Deck on Wood Structure
- [ ] Other (specify)

60b. Evidence of Structural Concerns with Floor Support System (Beams/Joists/Trusses, etc.) (check all that apply):

- [ ] Structural Cracks
- [ ] Unsupported Ends
- [ ] Rot/Decay/Corrosion
- [ ] Deflection
- [ ] Seriously Damaged/Missing Components
- [ ] Other Problems
- [x] None

60b.1 Describe Other Problems:

(No Response)

60c. Evidence of Structural Concerns with Structural Floor Deck (check all that apply):

- [ ] Cracks
- [ ] Deflection
- [ ] Rot/Decay/Corrosion
- [x] None

60d. Overall Condition of Structural Floors:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

60e. Year of Last Major Reconstruction/Replacement:

1996

60f. Expected Remaining Useful Life (Years):

25

60g. Cost to Reconstruct/Replace $:

(No Response)

60h. Comments:

(No Response)

61. Exterior Walls/Columns (S)

61a. Material (check all that apply):

- [ ] Concrete
- [x] Masonry
- [x] Steel
- [ ] Wood
- [ ] Other (specify)

61b. Evidence of Structural Concerns with Support System (columns, base plates, connections, etc.) (check all that apply):

- [ ] Structural Cracks
- [ ] Rot/Decay/Corrosion
- [ ] Other Problems
- [x] None

61b.1 Describe Other Problems:

(No Response)

61c. Evidence of Concerns with Exterior Cladding (check all that apply):

- [ ] Cracks/Gaps
- [ ] Inadequate Flashing
- [x] Efflorescence
- [ ] Moisture Penetration
- [ ] Rot/Decay/Corrosion
- [ ] Other Problems
- [ ] None

61c.1 Describe Other Problems:

(No Response)

61d. Overall Condition of Exterior Walls/Columns:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

61e. Year of Last Major Reconstruction/Replacement:

1996

61f. Expected Remaining Useful Life (Years):

25

61g. Cost to Reconstruct/Replace $:

72,000.00

61h. Comments:

Reseal Joints, Masonry repoint.

62. Chimneys (S)

- [x] Yes
- [ ] No

62a. Material (check all that apply):

- [ ] Masonry
- [ ] Concrete
- [x] Metal
- [ ] Wood
- [ ] Other

62a.1 Specify other:

(No Response)

62b. Overall Condition of Chimneys:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical failure

62c. Year of Last Major Reconstruction/Replacement:

1996

62.d Expected Remaining Useful Life (Years):

15

62e. Cost to Reconstruct/Replace $:

(No Response)

62f. Comments:

(No Response)

63. Parapets (S)

- [ ] Yes
- [x] No

63f. Comments:

(No Response)

64. Exterior Doors

64a. Overall Condition of Exterior Door Units:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

64b. Overall condition of exterior door hardware:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

64c. Do any exterior doors have magnetic locking devices?

- [ ] Yes
- [x] No

64d. Safety/Security features are adequate?

- [x] Yes
- [ ] No

64e. Year of Last Major Reconstruction/Replacement:

1996

64f. Expected Remaining Useful Life (Years):

5

64g. Cost to Reconstruct/Replace $:

495,000.00

64h. Comments:

Replace all overhead doors and operators and 2 new man doors.

65. Exterior Steps, Stairs, Ramps (S)

- [ ] Yes
- [x] No

66. Fire Escapes (S)

66a. Does This Facility Have One or More Fire Escapes?

- [ ] Yes
- [x] No

67. Windows

- [x] Yes
- [ ] No

67a. Window Material: (check all that apply)

- [x] Aluminum
- [ ] Steel
- [ ] Vinyl
- [ ] Solid Wood
- [ ] Wood w/ External Cladding System
- [ ] Other

67b. Overall Condition of Windows:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

67c. All Rescue Windows are Operable:

- ☐ Yes
- ☐ No
- ☑ N/A

67d. Year of Last Major Reconstruction/Replacement:

1996

67e. Expected Remaining Useful Life (Years):

15

67f. Cost to Reconstruct/Replace $:

(No Response)

67g. Comments:

(No Response)

Roof and Skylights (S)

68. Roof and Skylights (S)

- ☑ Yes
- ☐ No

68a. Type of roof construction (check all that apply):

- ☑ Metal deck on metal trusses/joists
- ☐ Wood deck on wood trusses/joists
- ☐ Wood deck on metal trusses/joists
- ☐ Concrete on metal deck on metal trusses/joists
- ☐ Other (describe below)

68a.1 Other roof construction type:

(No Response)

68b. Type of roofing material (check all that apply):

- ☑ Single-ply membrane
- ☐ Built-up
- ☐ Asphalt shingle
- ☐ Pre-formed metal
- ☐ IRMA
- ☐ Slate
- ☐ Other (describe below)

68b.1 Other roofing material:

(No Response)

68c. Evidence of structural concerns with roof support system (beams/joists/trusses, etc.) (check all that apply):

- ☐ Structural cracks
- ☐ Unsupported ends
- ☐ Rot/Decay/Corrosion
- ☐ Deflection
- ☐ Seriously damaged/missing components
- ☐ Other concerns (describe)
- ☑ None

68c.1 Describe other concerns:

(No Response)

68d. Evidence of structural concerns with roof deck (check all that apply):

- ☐ Cracks
- ☐ Deflection
- ☐ Rot/Decay/Corrosion
- ☑ None

68e. Does this facility have skylights?

- ☐ Yes
- ☑ No

68f. Skylight material (check all that apply):

- ☐ Plastic
- ☐ Glass
- ☐ Other
- ☑ N/A

68g. Overall condition of skylights:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

68h. Evidence of concerns with roofing, skylights, flashings, and drains (check all that apply):

- ☐ Failures/Splits/Cracks
- ☐ Rot/Decay/Corrosion
- ☐ Inadequate flashing/curbs/pitch pockets
- ☐ Inadequate or poorly functioning roof drains
- ☐ Evidence of water penetration/active leaks
- ☐ Other (specify)
- ☑ None

68h.1 Specify other concerns:

(No Response)

68i. Overall Condition of Roof and Skylights:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

68j. Year of Last Major Reconstruction/Replacement:

1996

68k. Expected Remaining Useful Life (Years):

10

68l. Cost to Reconstruct/Replace $:

(No Response)

68m. Comments:

(No Response)

INTERIOR SPACES

69. Interior Bearing Walls and Fire Walls (S)

- [x] Yes
- [ ] No

69a. Overall condition of interior bearing walls and fire walls:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-functioning
- [ ] Critical Failure

69b. Year of Last Major Reconstruction/Replacement:

1996

69c. Expected Remaining Useful Life (Years):

25

69d. Cost to Reconstruct/Replace $:

(No Response)

69e. Comments:

(No Response)

Other Interior Walls

70. Other Interior Walls

- [x] Yes
- [ ] No

70a. Overall condition of other interior walls:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

70b. Year of Last Major Reconstruction/Replacement:

1996

70c. Expected Remaining Useful Life (Years):

25

70d. Cost to Reconstruct/Replace $:

(No Response)

70e. Comments:

(No Response)

Floor Finishes

71. Carpet

- [x] Yes
- [ ] No

71a. Where located (check all that apply):

- ☐ Instructional Space
- ☑ Common Area

71b. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

71c. Year of Last Major Reconstruction/Replacement:

1996

71d. Expected Remaining Useful Life (Years):

10

71e. Cost to Reconstruct/Replace $:

(No Response)

71f. Comments:

(No Response)

72. Resilient Tiles or Sheet Flooring

- ☐ Yes
- ☑ No

73. Hard Flooring (concrete; ceramic tile; stone; etc)

- ☑ Yes
- ☐ No

73a. Where located (check all that apply):

- ☐ Instructional Space
- ☑ Common Area

73b. Overall condition of hard flooring:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

73c. Year of Last Major Reconstruction/Replacement:

1996

73d. Expected Remaining Useful Life (Years):

10

73e. Cost to Reconstruct/Replace $:

(No Response)

73f. Comments:

(No Response)

74. Wood Flooring

- ☑ Yes
- ☐ No

74a. Where located (check all that apply):

- ☐ Instructional Space
- ☑ Common Area

74b. Overall condition of wood flooring:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

74c. Year of Last Major Reconstruction/Replacement:

1996

74d. Expected Remaining Useful Life (Years):

10

74e. Cost to Reconstruct/Replace $:

(No Response)

74f. Comments:

(No Response)

Ceilings (H)

75. Ceilings (H)

- ☑ Yes
- ☐ No

75a. Overall condition of ceilings:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

75b. Year of Last Major Reconstruction/Replacement:

1996

75c. Expected Remaining Useful Life (Years):

10

75d. Cost to Reconstruct/Replace $:

(No Response)

75e. Comments:

(No Response)

Lockers

76. Lockers

- ☐ Yes
- ☑ No

76d. Cost to Reconstruct/Replace $:

(No Response)

Interior Doors

77. Interior Doors

- ☑ Yes
- ☐ No

77a. Overall condition of interior door units:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

77b. Overall condition of interior door hardware:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

77c. Year of Last Major Reconstruction/Replacement:

1996

77d. Expected Remaining Useful Life (Years):

10

77e. Cost to Reconstruct/Replace $:

(No Response)

77f. Comments:

(No Response)

Interior Stairs (S)

78. Interior Stairs (S)

- ☑ Yes
- ☐ No

78a. Overall condition of interior stairs:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

78b. Year of Last Major Reconstruction/Replacement:

1996

78c. Expected Remaining Useful Life (Years):

15

78d. Cost to Reconstruct/Replace $:

(No Response)

78e. Comments:

(No Response)

Elevator, Lifts and Escalators (H)

79. Elevator, Lift, and Escalators (H)

- ☑ Yes
- ☐ No

79a. Overall condition of elevators, lifts, escalators:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

79b. Year of Last Major Reconstruction/Replacement:

1996

79c. Expected Remaining Useful Life (Years):

10

79d. Cost to Reconstruct/Replace $

(No Response)

79e. Comments:

Bus Lift

Interior Electrical Distribution (H)

80. Interior Electrical Distribution (H)

- ☑ Yes
- ☐ No

80a. Interior electrical supply meets current needs:

- ☑ Yes
- ☐ No

80b. Condition of interior electrical distribution:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

80c. Year of Last Major Reconstruction/Replacement:

1996

80d. Expected Remaining Useful Life (Years):

10

80e. Cost to Reconstruct/Replace $:

(No Response)

80f. Comments:

(No Response)

Lighting Fixtures

81. Interior Lighting Fixtures

- ☑ Yes
- ☐ No

81a. Condition of interior lighting fixtures:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

81b. Year of Last Major Reconstruction/Replacement:

1996

81c. Expected Remaining Useful Life (Years):

10

81d. Cost to Reconstruct/Replace $:

(No Response)

81e. Comments:

(No Response)

Communication Systems (H)

82. Communication Systems (H)

- ☑ Yes
- ☐ No

82a. Communication systems are adequate:

- ☑ Yes
- ☐ No

82b. Condition of communication systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

82c. Year of Last Major Reconstruction/Replacement:

1996

82d. Expected Remaining Useful Life (Years):

10

82e. Cost to Replace/Reconstruct $:

(No Response)

82f. Comments:

(No Response)

Swimming Pool and Swimming Pool Systems

83. Swimming Pool and Swimming Pool Systems

- ☐ Yes
- ☑ No

PLUMBING

84. Water Distribution System (H)

- [x] Yes
- [ ] No

84a. Types of pipes (check all that apply):

- [ ] Iron
- [ ] Galvanized
- [x] Copper
- [ ] Lead
- [ ] PVC
- [ ] Other

84b. Overall condition of water distribution system:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

84c. Year of Last Major Reconstruction/Replacement:

1996

84d. Expected Remaining Useful Life (Years):

15

84e. Cost to Reconstruct/Replace $:

(No Response)

84f. Comments:

(No Response)

Plumbing Drainage System (H)

85. Plumbing Drainage System (H)

- [x] Yes
- [ ] No

85a. Types of pipes (check all that apply):

- [x] Iron
- [ ] Galvanized
- [x] Copper
- [ ] Lead
- [ ] PVC
- [ ] Other

85b. Overall condition of drainage system:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

85c. Year of Last Major Reconstruction/Replacement:

1996

85d. Expected Remaining Useful Life (Years):

25

85e. Cost to Reconstruct/Replace $:

(No Response)

85f. Comments:

(No Response)

Hot Water Heaters (H)

86. Hot Water Heaters (H)

- [x] Yes
- [ ] No

86a. Type of fuel (check all that apply):

- [ ] Oil
- [x] Natural Gas
- [ ] Electricity
- [ ] Propane
- [ ] Other

86b. Overall condition of hot water heaters:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

86c. Year of Last Major Reconstruction/Replacement:

1996

86d. Expected Remaining Useful Life (Years):

10

86e. Cost to Reconstruct/Replace $:

(No Response)

86f. Comments:

(No Response)

Plumbing Fixtures

87. Plumbing Fixtures

- [x] Yes
- [ ] No

87a. Overall condition of plumbing fixtures (including toilets, urinals, lavatories, etc):

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

87b. Year of Last Major Reconstruction/Replacement:

1996

87c. Expected Remaining Useful Life (Years):

10

87d. Cost to Reconstruct/Replace $:

(No Response)

87e. Comments:

(No Response)

HVAC SYSTEMS

88. HVAC Systems Type

88a. Does this building have a central HVAC system?

- ☑ Yes
- ☐ No

88b. If yes, what type of technology does it use (check all that apply)?

- ☑ Constant volume (CV)
- ☐ Variable air volume (VAV)
- ☐ Dual-duct or multi-zone
- ☐ Other (describe below)
- ☐ N/A

Heat Generating Systems (H)

88b.1 Other central HVAC system technology:

(No Response)

89. Heat Generating Systems (H)

- ☑ Yes
- ☐ No

89a. Heat generation source (check all that apply):

- ☐ Boiler / Hot Water
- ☐ Boiler / Steam
- ☑ Furnace / Forced Air
- ☐ Unit Ventilation
- ☐ Geothermal
- ☐ Biomass
- ☐ Electric
- ☐ Other (describe below)

89a.1 Other heat generation source:

(No Response)

89b. Overall condition of heat generating systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

89c. Year of Last Major Reconstruction/Replacement:

1996

89d. Expected Remaining Useful Life (Years):

10

89e. Cost to Reconstruct/Replace $:

187,500.00

89f. Comments:

Provide infrared heating and change AC in offices.

Heating Fuel/Energy Systems (H)

90. Heating Fuel / Energy Systems (H)

- [x] Yes
- [ ] No

90a. Overall condition of heating fuel / energy systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

90b. Year of Last Major Reconstruction/Replacement:

1996

90c. Expected Remaining Useful Life (Years):

10

90d. Cost to Reconstruct/Replace $:

(No Response)

90e. Comments:

(No Response)

Cooling/Air Conditioning Generating Systems

91. Cooling / Air-Conditioning Generating Systems

- [x] Yes
- [ ] No

91a. Overall condition of cooling/air-conditioning generating systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

91b. Year of Last Major Reconstruction/Replacement:

1996

91c. Expected Remaining Useful Life (Years):

10

91d. Cost to Reconstruct/Replace $:

67,500.00

91e. Comments:

AC in Offices.

AIR HANDLING AND VENTILATION EQUIPMENT

92. Air Handling and Ventilation Equipment: Supply Units, Exhaust Units, Relief/Return Units, etc. (H)

- [ ] Yes
- [x] No

Piped Heating and Cooling Distribution Systems

93. Piped Heating and Cooling Distribution Systems: Piping, Pumps, Radiators, Convectorss, Traps, Insulation, etc. (H)

- [x] Yes
- [ ] No

93a. Overall condition of piped heating and cooling distribution systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

93b. Year of Last Major Reconstruction/Replacement:

1996

93c. Expected Remaining Useful Life (Years):

15

93d. Cost to Reconstruct/Replace $:

(No Response)

93e. Comments:

(No Response)

Ducted Heating and Cooling Distrbution Systems

94. Ducted Heating and Cooling Distribution Systems: Ductwork, Control Dampers, Fire/Smoke Dampers, VAVs, Insulation, etc. (H)

- [x] Yes
- [ ] No

94a. Overall condition of ducted heating and cooling distribution systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

94b. Year of Last Major Reconstruction/Replacement:

1996

94c. Expected Remaining Useful Life (Years):

15

94d. Cost to Reconstruct/Replace $:

(No Response)

94e. Comments:

(No Response)

HVAC Control Systems

95. HVAC Control Systems (H)

- [x] Yes
- [ ] No

95a. Overall condition of control systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

95b. Year of Last Major Reconstruction/Replacement:

1996

95c. Expected Remaining Useful Life (Years):

10

95d. Cost to Reconstruct/Replace $:

(No Response)

95e. Comments:

(No Response)

Fire Safety Systems

96. Fire Alarm Systems (H)

- [x] Yes
- [ ] No

96a. Overall condition of fire alarm system:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

96b. Year of Last Major Reconstruction/Replacement:

1996

96c. Expected Remaining Useful Life (Years):

10

96d. Cost to Reconstruct/Replace $:

(No Response)

96e. Comments:

(No Response)

Smoke Detection System (H)

97. Smoke Detection Systems (H)

- [x] Yes
- [ ] No

97a. Overall condition of smoke detection systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

97b. Year of Last Major Reconstruction/Replacement:

1996

97c. Expected Remaining Useful Life (Years):

10

97d. Cost to Reconstruct/Replace $:

(No Response)

97e. Comments:

(No Response)

Fire Suppression Systems

98. Fire Suppression Systems: Sprinklers, Standpipes, Kitchen Hoods, etc. (H)

- [ ] Yes
- [x] No

Emergency/Exit Lighting Systems

99. Emergency / Exit Lighting Systems (H)

- ☐ Yes
- ☑ No

Emergency/Standby Power Systems

100. Emergency or Standby Power System (H)

- ☐ Yes
- ☑ No

ACCESSIBILITY

101. Exterior Accessible Route (H)

People with disabilities should be able to arrive on site, approach the building, and enter as freely as everyone else. At least one route of travel should be safe and accessible for everyone, including people with disabilities. This route must include handicapped parking, curb cuts, ramps, and automatic door operators as necessary to enter the building.

Is there an accessible exterior route as specified above?

- ☑ Yes
- ☐ No

102. Interior Accessible Route, Access to Goods and Services, and Restroom Facilities (H)

The layout of the building should allow people with disabilities to obtain materials or services and use the facilities without assistance. This should include access to general purpose and specialized classrooms, public assembly spaces (such as libraries, gymnasiums, auditoriums), nurse's office, main office, and restroom facilities. Services include drinking fountains, telephones, and other amenities.

Is there an accessible interior route as specified above?

- ☑ Yes
- ☐ No

103. Additional information on Accessibility

If the building lacks accessible interior or exterior routes:

103a. Cost of improvements needed to provide accessible exterior and interior routes as specified above $:

(No Response)

103b. Comments:

(No Response)

ENVIRONMENT/COMFORT/HEALTH

104. General Appearance

104a. Overall Rating:

- [x] Good
- [ ] Fair
- [ ] Poor

104b. Comments:

(No Response)

105. Cleanliness

105a. Overall Rating:

- [x] Good
- [ ] Fair
- [ ] Poor

105b. Comments:

(No Response)

106. Are there walk off mats; grills in the entryway?

- [x] Yes
- [ ] No

106a. If yes: at least 6 feet long?

- [x] Yes
- [ ] No

107. Is there noise in classrooms from HVAC units, traffic, etc. that may impact education?

- [ ] Yes
- [x] No

108. Lighting Quality:

108a. Types of lighting in general purpose classrooms (check all that apply):

- [ ] Daylight
- [x] Flourescent-not full spectrum
- [x] Flourescent full spectrum
- [ ] Incandescent
- [ ] Other (describe)

108b. Are there blinds in the classroom to prevent glare?

- [ ] Yes
- [x] No

108c. Overall Rating:

- [ ] Good
- [x] Fair
- [ ] Poor

108d. Comments:

(No Response)

109. Evidence of Vermin

109a. Is there evidence of active infestations of...(check all that apply)?

- [ ] Rodents
- [ ] Wood-boring or Wood-eating Insects
- [ ] Cockroaches
- [ ] Other Vermin
- [x] None

Indoor Air Quality

110. Mold

110a. Is there visible mold or moldy odors?

- ☐ Yes
- ☑ No

110c. Are any surfaces constructed of any of the following materials?

- ☐ Paper-faced or gypsum products
- ☐ Cellulose products (typically ceiling tiles)

110d. Estimated cost of necessary improvements $:

(No Response)

110d. Comments:

(No Response)

111. Humidity/Moisture

111a. Overall rating of humidity/moisture condition in building:

- ☐ Good
- ☑ Fair
- ☐ Poor

111b. Are any of the following found in/or around classroom areas (check all that apply)?

- ☐ Active leaks in roof
- ☐ Active leaks in plumbing
- ☐ Moisture condensation
- ☐ Visible stains or water damage
- ☑ None

111c. Are any of the following found in/or around other areas (check all that apply)?

- ☐ Active leaks in roof
- ☐ Active leaks in plumbing
- ☐ Moisture condensation
- ☐ Visible stains or water damage
- ☑ None

112. Ventilation: fresh air intake locations, air filters, etc.

112a. Are fresh air intakes near the bus loading, truck delivery, or garbage storage/disposal areas?

- ☐ Yes
- ☑ No

112b. Is there accumulated dirt, dust or debris around fresh air intakes?

- ☐ Yes
- ☑ No

112c. Are fresh air intakes free of blockage?

- ☑ Yes
- ☐ No

112d. Is accumulated dirt, dust or debris in ductwork?

- ☐ Yes
- ☑ No

112e. Are dampers functioning as designed?

- ☑ Yes
- ☐ No

112f. Condition of air filters:

- ☑ Good
- ☐ Fair
- ☐ Poor

112g. Outside air is adequate for occupant load:

- ☑ Yes
- ☐ No

112h. Rating of ventilation/indoor air quality:

- ☑ Good
- ☐ Fair
- ☐ Poor

112i. Comments:

(No Response)

113. Indoor Air Quality (IAQ) Plan

113a. Does the school district use EPA's Tools for Schools program?

- ☐ Yes
- ☑ No

113b. If No, is some other IAQ management plan used?

- ☑ Yes
- ☐ No

113c. Has the District assigned IAQ responsibilities to a designated individual?

- ☐ Yes
- ☑ No

113c.1 If Yes, what is their job title?

(No Response)

114. Does the school practice IPM?

- ☑ Yes
- ☐ No

114a. Is vegetation kept one foot away from the building?

- ☑ Yes
- ☐ No

114b. Are crevices and holes in walls, floors and pavement sealed or eliminated?

- ☑ Yes
- ☐ No

114c. Is there a certified pesticide applicator on staff?

- ☐ Yes
- ☑ No

114d. Are pesticides used in the building?

- ☐ Yes
- ☑ No

114d.1 If Yes, how are they typically applied?

- ☐ Spot treatment
- ☐ Area wide treatments

114e. Are pesticides used on the grounds?

- ☐ Yes
- ☑ No

114e.1 If Yes, was an emergency exemption granted by the Board of Education?

- ☐ Yes
- ☐ No

115. Does the school have a passive radon mitigation system installed (was built with radon resistant features)?

- ☐ Yes
- ☑ No

115a. Has the facility been tested for the presence of radon?

- ☐ Yes
- ☑ No

115b. Were any of the results of the test greater than or equal to 4 picocuries per liter (pCi/L)?

- ☐ Yes
- ☐ No

115c. If Yes, did the school take steps to mitigate the elevated radon levels?

- ☐ Yes, active mitigation system installed
- ☐ Yes, passive mitigation system made active
- ☐ Yes, ventilation controls (HVAC) adjusted
- ☐ Yes, other (describe)
- ☐ No action taken

115c.1 Describe other actions taken to mitigate elevated radon levels:

(No Response)

American Red Cross Shelter

116. American Red Cross Shelter

- ☑ Yes
- ☐ No

116a. Is there a written agreement with the American Red Cross for the use of this building as an emergency shelter?

- ☐ Yes
- ☑ No

116b. Does this building have an emergency generator to support sheltering operations (lights, HVAC, etc.)?

- ☐ Yes
- ☑ No

116b.1 If Yes, what systems are connected to the emergency generator? (check all that apply)

- ☐ Communication system
- ☐ Fire alarm system
- ☐ Security system
- ☐ Lighting
- ☐ HVAC
- ☐ Sump pump

116c. Does this facility have a cooking/food preparation kitchen?

- ☐ Yes
- ☑ No

116c.1 If Yes, is the area outfitted for:

- ☐ Full preparation
- ☐ Warming capabilities only

116d. What items in the cooking/food preparation kitchen are powered by the emergency generator? (check all that apply)

- ☐ Cooking equipment
- ☐ Refrigeration equipment
- ☐ Other kitchen equipment

116e. Potable water:

- ☑ Provided by municipal system
- ☐ Provided by on-site wells - not connected to the emergency generator
- ☐ Provided by on-site wells - connected to the emergency generator

116f. Sanitary:

- ☐ Gravity discharge
- ☑ Force main pumping station - not connected to the emergency generator
- ☐ Force main pumping station - connected to the emergency generator

Building Information

1. Name of School District:

CUBA-RUSHFORD CSD

2. SED District 8-Digit BEDS Code:

02230204000O

3. Building Name:

Cuba Elementary School k-5

4. SED 4-Digit Facility Code:

0001

5. Survey Inspection Date:

11/13/2015

6. Building 911 Address:

15 Elm Street

7. City:

Cuba

8. Zip Code:

14727

9. Certificate of Occupancy Status:

- ☑ A - Annual
- ☐ T - Temporary
- ☐ N - None

10. Certificate of Occupancy Expiration Date:

12/01/2016

Building Age, Gross Square Footage and Maintenance Staff

11. Year of Original Building:

1938

12. Gross square ft. of Building as currently configured:

145,386

13. Number of Floors:

3

14. How many full-time and part-time custodians are employed at the school (or work in the building)?

	Count Employees
Full-time custodians:	3
Part-time custodians:	0
Totals:	3.00

Building Ownership and Occupancy Status

15. Building Ownership (check one):

- ☑ Owned and used by district
- ☐ Owned by District and leased to non-district entity
- ☐ Owned by District, part used by district, part leased to non-district entity
- ☐ Owned by non-district entity and leased to district

16. For which of the following purposes is the building currently used? (check all that apply)

- ☑ Used for student instructional purposes
- ☐ Used for district administration
- ☐ Used for other district purposes
- ☐ Used by other organization(s)

Building Users

17. How many students were registered to receive instruction in this building as of October 1, 2014? (If none, enter "0") and skip to "Program Spaces" section. (Do not include evening class students)

466

18. Of these registered students, how many receive most of their instruction in:

	Quantity
18a. Permanent instructional spaces (i.e., regular classrooms)	466
18b. Temporary instructional spaces (i.e., portable or demountable classrooms) attached to the building	0
18c. Non-instructional spaces used as instructional spaces	0

18c.1 If the answer is greater than zero, which types of non-instructional spaces were being used for instructional purposes on October 1, 2014? (check all that apply)

- ☐ Cafeteria
- ☐ Gymnasium
- ☐ Administrative Spaces
- ☐ Library
- ☐ Lobby
- ☐ Stairwell
- ☐ Storage space
- ☐ Other (please describe)
- ☑ None

19. Grades Housed:

K-5

20. For how many instructional days during the 2013-14 school year (July 1 through June 30, was the building closed due to facilities failures, system malfunctions, structural problems, fire, etc? (If none, enter "0")

0

21. Is the building used for instructional purposes in the summer?

- ☑ Yes
- ☐ No

22. Have there been renovations or construction in the building during the past 12 months?

- ☐ Yes
- ☑ No

23. Was major construction/renovation work since 2010 conducted when school was in session?

- ☐ Yes
- ☑ No

Program Spaces

24. Number of instructional classrooms:

33

25. Gross square footage of all instructional classrooms (combined):

26,904.00

26. Other spaces provided: (check all that apply)

☐ a. N/A (none)	☑ j. Health Office	☑ s. Resource Rooms
☑ b. Administration	☑ k. Home & Careers	☐ t. Science Labs
☑ c. Art	☐ l. Kitchen	☑ u. Special Education
☑ d. Audio Visual	☐ m. Large Group Instruction	☐ v. Swimming Pool
☑ e. Auditorium	☑ n. Library	☑ w. Teacher Resource
☑ f. Cafeteria	☑ o. Multipurpose Rooms	☐ x. Technology/Shop
☐ g. Computer Room	☑ p. Music	☐ y. Other (please describe)
☐ h. Guidance	☐ q. Pre-K	
☑ i. Gymnasium	☑ r. Remedial Rooms	

26y. Describe other spaces

(No Response)

Space Adequacy

27. Rating of space adequacy:

- ☑ Good
- ☐ Fair
- ☐ Poor

27a. Enter comments:

(No Response)

28. Estimated capital construction expenses anticipated for this building through 2020-2021 school year excluding maintenance (to be answered after the building inspection is complete) $

6,235,567.00

29. Overall building rating (to be answered after the building inspection is complete)

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Poor

30. Was overall building rating established after consultation with health and safety committee?

- ☑ Yes
- ☐ No

A/E Information:

31. A/E Firm Name:

Clark Patterson Lee

32. A/E Firm Address:

130 South Union Street, Suite 4
Olean NY 14760

33. A/E Firm Phone Number:

7163720514

34. E-mail:

tmcelheny@clarkpatterson.com

35. A/E Name:

Thomas McElheny

36. A/E License #:

059176-1

Site Utilities

37. Water

- [x] Yes
- [ ] No

37a. Type of Service:

- [x] Municipal or Utility provided
- [ ] Well
- [ ] Other

37b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

37c. Year of Last Major Reconstruction/Replacement:

1997

37d. Expected Remaining Useful Life (Years):

25

37e. Cost to Reconstruct/Replace $:

(No Response)

37f. Comments:

(No Response)

38. Site Sanitary (H)

- [x] Yes
- [ ] No

38a. Type of Service:

- [x] Municipal or utility sewer
- [ ] Site septic
- [ ] Other

38b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

38c. Year of Last Major Reconstruction/Replacement:

1997

38d. Expected Remaining Useful Life (Years):

25

38e. Cost to reconstruct/Replace $:

(No Response)

38f. Comments:

(No Response)

39. Site Gas (H)

- [x] Yes
- [ ] No

39a. Type of gas service:

- [x] Natural Gas
- [ ] Liquid Petroleum

39b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

39c. Year of Last Major Reconstruction/Replacement;

1997

39d. Expected Remaining Useful Life (Years):

25

39e. Cost to Reconstruct/Replace $:

(No Response)

39f. Comments:

(No Response)

40. Site Fuel Oil (H)

- [x] Yes
- [ ] No

40a. Number of Above-Ground Tanks:

1

40a.1 Capacity of Above-Ground Tanks (gallons):

300

40b. Number of Below-Ground Tanks:

(No Response)

40b.1 Capacity of Below-Ground Tanks (gallons):

(No Response)

40c. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure
- [ ] N/A

40d. Year of Last Major Reconstruction/Replacement:

2002

40e. Expected Remaining Useful Life (Years):

25

40f. Cost to Reconstruct/Replace $:

(No Response)

40g. Comments:

(No Response)

41. Site Electrical, including Exterior Distribution (H)

- [x] Yes
- [ ] No

41a. Service Provider:

- [x] Municipal or utility provided
- [ ] Self-Generated
- [ ] Other
- [ ] N/A

41b. Type of Service:

- [ ] Above Ground
- [x] Below Ground
- [ ] N/A

41c. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

41d. Year of Last Major Reconstruction/Replacement:

2002

41e. Expected Remaining Useful Life (Years):

10

41f. Cost to Reconstruct/Replace $:

(No Response)

41g. Comments:

(No Response)

Stormwater Management

42. Closed Drainage Pipe Stormwater Management System

42a. Does this facility have a closed pipe system?

- [x] Yes
- [ ] No

42b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

42c. Year of Last Major Reconstruction/Replacement:

2002

42d. Expected Remaining Useful Life (Years):

15

42e. Cost to Reconstruct/Replace $:

(No Response)

42f. Comments:

(No Response)

43. Open Drainage Pipe Stormwater Management System

43a. Does this facility have an open stormwater system (ditch)?

- [ ] Yes
- [x] No

44. Catch Basins/Drop Inlets/Manholes

44a. Does this facility have catch basins/drop inlets/manholes?

- [x] Yes
- [ ] No

44b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

44c. Year of Last Major Reconstruction/Replacement:

2002

44d. Expected Remaining Useful Life (Years):

15

44e. Cost to Reconstruct/Replace $:

(No Response)

44f. Comments:

(No Response)

45. Culverts

45a. Does this facility have culverts?

- [x] Yes
- [ ] No

45b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

45c. Year of Last Major Reconstruction/Replacement:

2002

45d. Expected Remaining Useful Life (Years):

15

45e. Cost to Reconstruct/Replace $:

(No Response)

45f. Comments:

(No Response)

46. Outfalls

46a. Does this facility have outfalls?

- [x] Yes
- [ ] No

46b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

46c. Year of Last Major Reconstruction/Replacement:

2002

46d. Expected Remaining Useful Life (Years):

15

46e. Cost to Reconstruct/Replace $:

(No Response)

46f. Comments:

(No Response)

47. Infiltration Basins/Chambers

47a. Does this facility have infiltration basins/chambers?

- ☐ Yes
- ☑ No

48. Retention Basins

48a. Does this facility have retention basins?

- ☐ Yes
- ☑ No

49. Wetponds

49a. Does this facility have wetponds?

- ☐ Yes
- ☑ No

50. Manufactured Stormwater Proprietary Units

50a. Does this facility have proprietary units?

- ☐ Yes
- ☑ No

51. Point of Outfall Discharge: (check all that apply)

- ☑ Municipal storm sewer system
- ☐ Combined sewer system
- ☐ Surface Water
- ☐ On-site recharge
- ☐ Other (describe)
- ☐ Not Applicable

52. Outfall Reconnaissance Inventory
Were all stormwater outfalls inspected during dry weather for signs of non-stormwater discharge?

- ☑ Yes
- ☐ No
- ☐ Not Applicable

Other Site Features

53. Pavement (Roadways and Parking Lots)

- ☑ Yes
- ☐ No

53a. Type: (check all that apply)

- ☐ Concrete
- ☑ Asphalt
- ☐ Gravel
- ☐ Other
- ☐ None

53b. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

53c. Year of Last Major Reconstruction/Replacement:

2012

53d. Expected Remaining Useful Life (Years):

20

53e. Cost to Reconstruct/Replace $:

195,000.00

53f. Comments:

Provide asphalt truck over current cinder track

54. Sidewalks

- ☑ Yes
- ☐ No

54a. Type: (check all that apply)

- ☑ Concrete
- ☑ Asphalt
- ☐ Paver
- ☐ Other

54b. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

54c. Year of Last Major Reconstruction/Replacement:

1997

54d. Expected Remaining Useful Life (Years):

5

54e. Cost to Reconstruct/Replace $:

30,000.00

54f. Comments:

Curb repairs

55. Playgrounds and Playground Equipment

- [x] Yes
- [ ] No

55a. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

55b. Year of Last Major Reconstruction/Replacement:

1997

55c. Expected Remaining Useful Life (Years):

15

55d. Cost to Reconstruct/Replace $:

(No Response)

55e. Comments:

(No Response)

56. Athletic Fields and Play Fields

- [x] Yes
- [ ] No

56a. Condition:

- [x] Excellent
- [ ] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

56b. Year of Last Major Reconstruction/Replacement:

1997

56c. Expected Remaining Useful Life (Years):

15

56d. Cost to Reconstruct/Replace $:

(No Response)

56e. Comments:

(No Response)

56f. Does the facility have synthetic turf field(s)

- [ ] Yes
- [x] No

56f.1 If Yes, how many synthetic turf fields?

(No Response)

56f.2 Expected Remaining Useful Life of Synthetic Turf Field(s):

(No Response)

56f.3 Type of synthetic turf field infill:

(No Response)

57. Exterior Bleachers / Stadiums

- [x] Yes
- [ ] No

57a. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

57b. Year of Last Major Reconstruction/Replacement:

1997

57c. Expected Remaining Useful Life (Years):

5

57d. Cost to Reconstruct/Replace $:

156,000.00

57e. Comments:

Provide new bleachers in gym and update outdoor bleachers.

58. Related Structures (such as Press Boxes, Dugouts, Climbing Walls, etc.)

- [x] Yes
- [ ] No

58a. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

58b. Year of Last Major Reconstruction/Replacement:

1997

58c. Expected Remaining Useful Life (Years):

5

58d. Cost to Reconstruct/Replace $:

64,800.00

58e. Comments:

All fencing replaced.

Substructure

59. Foundation (S)

59a. Type (check all that apply):

- [x] Reinforced Concrete
- [ ] Masonry on Concrete Footing
- [ ] Other

59b. Evidence of structural concerns (check all that apply):

- [ ] Structural Cracks
- [ ] Heaving/Jacking
- [ ] Decay/Corrosion
- [ ] Water Penetration
- [ ] Unsupported Ends
- [ ] Other
- [x] None

59c. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

59d. Year of Last Major Reconstruction/Replacement:

1938

59e. Expected Remaining Useful Life (Years):

25

59f. Cost to Reconstruct/Replace $:

(No Response)

59g. Comments:

(No Response)

BUILDING ENVELOPE

60. Structural Floors (S)

60a. Type (check all that apply):

- [x] Reinforced Concrete Slab on Grade
- [x] Concrete/Metal Deck/Metal Joists
- [ ] Precast Concrete Structural System
- [ ] Wood Deck on Wood Trusses
- [ ] Wood Deck on Wood Joists
- [ ] Concrete Deck on Wood Structure
- [ ] Other (specify)

60b. Evidence of Structural Concerns with Floor Support System (Beams/Joists/Trusses, etc.) (check all that apply):

- [ ] Structural Cracks
- [ ] Unsupported Ends
- [ ] Rot/Decay/Corrosion
- [ ] Deflection
- [ ] Seriously Damaged/Missing Components
- [ ] Other Problems
- [x] None

60b.1 Describe Other Problems:

(No Response)

60c. Evidence of Structural Concerns with Structural Floor Deck (check all that apply):

- [x] Cracks
- [ ] Deflection
- [ ] Rot/Decay/Corrosion
- [ ] None

60d. Overall Condition of Structural Floors:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

60e. Year of Last Major Reconstruction/Replacement:

1938

60f. Expected Remaining Useful Life (Years):

25

60g. Cost to Reconstruct/Replace $:

(No Response)

60h. Comments:

(No Response)

61. Exterior Walls/Columns (S)

61a. Material (check all that apply):

- [x] Concrete
- [x] Masonry
- [ ] Steel
- [ ] Wood
- [ ] Other (specify)

61b. Evidence of Structural Concerns with Support System (columns, base plates, connections, etc.) (check all that apply):

- [ ] Structural Cracks
- [ ] Rot/Decay/Corrosion
- [ ] Other Problems
- [x] None

61b.1 Describe Other Problems:

(No Response)

61c. Evidence of Concerns with Exterior Cladding (check all that apply):

- [x] Cracks/Gaps
- [ ] Inadequate Flashing
- [ ] Efflorescence
- [x] Moisture Penetration
- [ ] Rot/Decay/Corrosion
- [ ] Other Problems
- [ ] None

61c.1 Describe Other Problems:

(No Response)

61d. Overall Condition of Exterior Walls/Columns:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

61e. Year of Last Major Reconstruction/Replacement:

1997

61f. Expected Remaining Useful Life (Years):

10

61g. Cost to Reconstruct/Replace $:

(No Response)

61h. Comments:

(No Response)

62. Chimneys (S)

- [x] Yes
- [ ] No

62a. Material (check all that apply):

- [x] Masonry
- [ ] Concrete
- [ ] Metal
- [ ] Wood
- [ ] Other

62a.1 Specify other:

(No Response)

62b. Overall Condition of Chimneys:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical failure

62c. Year of Last Major Reconstruction/Replacement:

1938

62.d Expected Remaining Useful Life (Years):

25

62e. Cost to Reconstruct/Replace $:

(No Response)

62f. Comments:

(No Response)

63. Parapets (S)

- [x] Yes
- [ ] No

63a. Construction Type (check all that apply):

- [x] Masonry
- [ ] Concrete
- [ ] Metal
- [ ] Wood
- [ ] Other (specify)

63a.1 Specify Other:

(No Response)

63b. Overall condition of parapets:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

63c. Year of Last Major Reconstruction/Replacement:

2012

63d. Expected Remaining Useful Life (Years):

25

63e. Cost to Reconstruct/Replace $:

(No Response)

63f. Comments:

(No Response)

64. Exterior Doors

64a. Overall Condition of Exterior Door Units:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

64b. Overall condition of exterior door hardware:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

64c. Do any exterior doors have magnetic locking devices?

- [ ] Yes
- [x] No

64d. Safety/Security features are adequate?

- [x] Yes
- [ ] No

64e. Year of Last Major Reconstruction/Replacement:

1997

64f. Expected Remaining Useful Life (Years):

10

64g. Cost to Reconstruct/Replace $:

22,500.00

64h. Comments:

Refinish existing entrance doors.

65. Exterior Steps, Stairs, Ramps (S)

- [x] Yes
- [ ] No

65a. Overall Condition of Exterior Steps, Stairs and Ramps

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

65b. Year of Last Major Reconstruction/Replacement:

2012

65c. Expected Remaining Useful Life (Years):

20

65d. Cost to Reconstruct/Replace $:

(No Response)

65e. Comments:

(No Response)

66. Fire Escapes (S)

66a. Does This Facility Have One or More Fire Escapes?

- ☑ Yes
- ☐ No

66b. Overall Condition of Fire Escapes

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

66c. Safety features are adequate:

- ☐ Yes
- ☑ No

66d. Year of Last Major Reconstruction/Replacement:

1997

66e. Expected Remaining Useful Life (Years):

5

66f. Cost to Reconstruct/Replace $:

90,000.00

66g. Comments:

Fire Escape replacement and stair tread repair.

67. Windows

- ☑ Yes
- ☐ No

67a. Window Material: (check all that apply)

- ☑ Aluminum
- ☐ Steel
- ☐ Vinyl
- ☐ Solid Wood
- ☐ Wood w/ External Cladding System
- ☐ Other

67b. Overall Condition of Windows:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

67c. All Rescue Windows are Operable:

- ☑ Yes
- ☐ No
- ☐ N/A

67d. Year of Last Major Reconstruction/Replacement:

1997

67e. Expected Remaining Useful Life (Years):

15

67f. Cost to Reconstruct/Replace $:

300,000.00

67g. Comments:

Replace top portion of windows with insulated panels.

Roof and Skylights (S)

68. Roof and Skylights (S)

- ☑ Yes
- ☐ No

68a. Type of roof construction (check all that apply):

- ☑ Metal deck on metal trusses/joists
- ☐ Wood deck on wood trusses/joists
- ☐ Wood deck on metal trusses/joists
- ☑ Concrete on metal deck on metal trusses/joists
- ☐ Other (describe below)

68a.1 Other roof construction type:

(No Response)

68b. Type of roofing material (check all that apply):

- [x] Single-ply membrane
- [ ] Built-up
- [ ] Asphalt shingle
- [ ] Pre-formed metal
- [ ] IRMA
- [ ] Slate
- [ ] Other (describe below)

68b.1 Other roofing material:

(No Response)

68c. Evidence of structural concerns with roof support system (beams/joists/trusses, etc.) (check all that apply):

- [ ] Structural cracks
- [x] Unsupported ends
- [ ] Rot/Decay/Corrosion
- [ ] Deflection
- [ ] Seriously damaged/missing components
- [ ] Other concerns (describe)
- [ ] None

68c.1 Describe other concerns:

(No Response)

68d. Evidence of structural concerns with roof deck (check all that apply):

- [ ] Cracks
- [ ] Deflection
- [ ] Rot/Decay/Corrosion
- [x] None

68e. Does this facility have skylights?

- [x] Yes
- [ ] No

68f. Skylight material (check all that apply):

- [x] Plastic
- [ ] Glass
- [ ] Other
- [ ] N/A

68g. Overall condition of skylights:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

68h. Evidence of concerns with roofing, skylights, flashings, and drains (check all that apply):

- [x] Failures/Splits/Cracks
- [ ] Rot/Decay/Corrosion
- [x] Inadequate flashing/curbs/pitch pockets
- [ ] Inadequate or poorly functioning roof drains
- [x] Evidence of water penetration/active leaks
- [ ] Other (specify)
- [ ] None

68h.1 Specify other concerns:

(No Response)

68i. Overall Condition of Roof and Skylights:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

68j. Year of Last Major Reconstruction/Replacement:

2012

68k. Expected Remaining Useful Life (Years):

30

68l. Cost to Reconstruct/Replace $:

(No Response)

68m. Comments:

(No Response)

INTERIOR SPACES

69. Interior Bearing Walls and Fire Walls (S)

- [x] Yes
- [ ] No

69a. Overall condition of interior bearing walls and fire walls:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-functioning
- [ ] Critical Failure

69b. Year of Last Major Reconstruction/Replacement:

1997

69c. Expected Remaining Useful Life (Years):

25

69d. Cost to Reconstruct/Replace $:

(No Response)

69e. Comments:

(No Response)

Other Interior Walls

70. Other Interior Walls

- [x] Yes
- [ ] No

70a. Overall condition of other interior walls:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

70b. Year of Last Major Reconstruction/Replacement:

1997

70c. Expected Remaining Useful Life (Years):

25

70d. Cost to Reconstruct/Replace $:

(No Response)

70e. Comments:

(No Response)

Floor Finishes

71. Carpet

- [x] Yes
- [ ] No

71a. Where located (check all that apply):

- [ ] Instructional Space
- [x] Common Area

71b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

71c. Year of Last Major Reconstruction/Replacement:

2009

71d. Expected Remaining Useful Life (Years):

5

71e. Cost to Reconstruct/Replace $:

28,500.00

71f. Comments:

Replace carpet in 3rd floor multi-purpose room. Also auditorium aisles and in front of stage.

72. Resilient Tiles or Sheet Flooring

- [x] Yes
- [ ] No

72a. Where located (check all that apply):

- [x] Instructional Space
- [x] Common Area

72b. Overall condition of resilient tiles or sheet flooring:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

72c. Year of Last Major Reconstruction/Replacement:

1997

72d. Expected Remaining Useful Life (Years):

15

72e. Cost to Reconstruct/Replace $:

(No Response)

72f. Comments:

(No Response)

73. Hard Flooring (concrete; ceramic tile; stone; etc)

- ☐ Yes
- ☑ No

74. Wood Flooring

- ☑ Yes
- ☐ No

74a. Where located (check all that apply):

- ☐ Instructional Space
- ☑ Common Area

74b. Overall condition of wood flooring:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Faihure

74c. Year of Last Major Reconstruction/Replacement:

1997

74d. Expected Remaining Useful Life (Years):

15

74e. Cost to Reconstruct/Replace $:

(No Response)

74f. Comments:

(No Response)

Ceilings (H)

75. Ceilings (H)

- ☑ Yes
- ☐ No

75a. Overall condition of ceilings:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

75b. Year of Last Major Reconstruction/Replacement:

1997

75c. Expected Remaining Useful Life (Years):

10

75d. Cost to Reconstruct/Replace $:

(No Response)

75e. Comments:

(No Response)

Lockers

76. Lockers

- ☑ Yes
- ☐ No

76a. Overall condition of lockers:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

76b. Year of Last Major Reconstruction/Replacement:

1997

76c. Expected Remaining Useful Life (Years):

15

76d. Cost to Reconstruct/Replace $:

(No Response)

76e. Comments:

(No Response)

Interior Doors

77. Interior Doors

- ☑ Yes
- ☐ No

77a. Overall condition of interior door units:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

77b. Overall condition of interior door hardware:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

77c. Year of Last Major Reconstruction/Replacement:

1997

77d. Expected Remaining Useful Life (Years):

15

77e. Cost to Reconstruct/Replace $:

(No Response)

77f. Comments:

(No Response)

Interior Stairs (S)

78. Interior Stairs (S)

☑ Yes
☐ No

78a. Overall condition of interior stairs:

☐ Excellent
☑ Satisfactory
☐ Unsatisfactory
☐ Non-Functioning
☐ Critical Failure

78b. Year of Last Major Reconstruction/Replacement:

1984

78c. Expected Remaining Useful Life (Years):

25

78d. Cost to Reconstruct/Replace $:

(No Response)

78e. Comments:

(No Response)

Elevator, Lifts and Escalators (H)

79. Elevator, Lift, and Escalators (H)

☑ Yes
☐ No

79a. Overall condition of elevators, lifts, escalators:

☐ Excellent
☑ Satisfactory
☐ Unsatisfactory
☐ Non-Functioning
☐ Critical Failure

79b. Year of Last Major Reconstruction/Replacement:

1997

79c. Expected Remaining Useful Life (Years):

10

79d. Cost to Reconstruct/Replace $

115,000.00

79e. Comments:

Cab improvements.

Interior Electrical Distribution (H)

80. Interior Electrical Distribution (H)

☑ Yes
☐ No

80a. Interior electrical supply meets current needs:

☑ Yes
☐ No

80b. Condition of interior electrical distribution:

☐ Excellent
☑ Satisfactory
☐ Unsatisfactory
☐ Non-Functioning
☐ Critical Failure

80c. Year of Last Major Reconstruction/Replacement:

1997

80d. Expected Remaining Useful Life (Years):

15

80e. Cost to Reconstruct/Replace $:

(No Response)

80f. Comments:

(No Response)

Lighting Fixtures

81. Interior Lighting Fixtures

☑ Yes
☐ No

81a. Condition of interior lighting fixtures:

☐ Excellent
☑ Satisfactory
☐ Unsatisfactory
☐ Non-Functioning
☐ Critical Failure

81b. Year of Last Major Reconstruction/Replacement:

1997

81c. Expected Remaining Useful Life (Years):

15

81d. Cost to Reconstruct/Replace $:

52,500.00

81e. Comments:

LED lighting along aisles in auditorium.

Communication Systems (H)

82. Communication Systems (H)

- [x] Yes
- [ ] No

82a. Communication systems are adequate:

- [x] Yes
- [ ] No

82b. Condition of communication systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

82c. Year of Last Major Reconstruction/Replacement:

1997

82d. Expected Remaining Useful Life (Years):

10

82e. Cost to Replace/Reconstruct $:

(No Response)

82f. Comments:

(No Response)

Swimming Pool and Swimming Pool Systems

83. Swimming Pool and Swimming Pool Systems

- [ ] Yes
- [x] No

PLUMBING

84. Water Distribution System (H)

- [x] Yes
- [ ] No

84a. Types of pipes (check all that apply):

- [ ] Iron
- [x] Galvanized
- [x] Copper
- [ ] Lead
- [ ] PVC
- [ ] Other

84b. Overall condition of water distribution system:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

84c. Year of Last Major Reconstruction/Replacement:

1997

84d. Expected Remaining Useful Life (Years):

20

84e. Cost to Reconstruct/Replace $:

(No Response)

84f. Comments:

(No Response)

Plumbing Drainage System (H)

85. Plumbing Drainage System (H)

- [x] Yes
- [ ] No

85a. Types of pipes (check all that apply):

- [x] Iron
- [ ] Galvanized
- [x] Copper
- [x] Lead
- [ ] PVC
- [ ] Other

85b. Overall condition of drainage system:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

85c. Year of Last Major Reconstruction/Replacement:

1997

85d. Expected Remaining Useful Life (Years):

20

85e. Cost to Reconstruct/Replace $:

(No Response)

85f. Comments:

(No Response)

Hot Water Heaters (H)

86. Hot Water Heaters (H)

- [x] Yes
- [ ] No

86a. Type of fuel (check all that apply):

- [ ] Oil
- [x] Natural Gas
- [ ] Electricity
- [ ] Propane
- [ ] Other

86b. Overall condition of hot water heaters:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

86c. Year of Last Major Reconstruction/Replacement:

2012

86d. Expected Remaining Useful Life (Years):

20

86e. Cost to Reconstruct/Replace $:

(No Response)

86f. Comments:

(No Response)

Plumbing Fixtures

87. Plumbing Fixtures

- [x] Yes
- [ ] No

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Plumbing (Excluding HVAC Systems)

87a. Overall condition of plumbing fixtures (including toilets, urinals, lavatories, etc):

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

87b. Year of Last Major Reconstruction/Replacement:

1997

87c. Expected Remaining Useful Life (Years):

20

87d. Cost to Reconstruct/Replace $:

(No Response)

87e. Comments:

(No Response)

HVAC SYSTEMS

88. HVAC Systems Type

88a. Does this building have a central HVAC system?

- ☐ Yes
- ☑ No

Heat Generating Systems (H)

88b.1 Other central HVAC system technology:

(No Response)

89. Heat Generating Systems (H)

- ☑ Yes
- ☐ No

89a. Heat generation source (check all that apply):

- ☑ Boiler / Hot Water
- ☑ Boiler / Steam
- ☐ Furnace / Forced Air
- ☐ Unit Ventilation
- ☐ Geothermal
- ☐ Biomass
- ☐ Electric
- ☐ Other (describe below)

89a.1 Other heat generation source:

(No Response)

89b. Overall condition of heat generating systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

89c. Year of Last Major Reconstruction/Replacement:

2012

89d. Expected Remaining Useful Life (Years):

20

89e. Cost to Reconstruct/Replace $:

(No Response)

89f. Comments:

2012Project

Heating Fuel/Energy Systems (H)

90. Heating Fuel / Energy Systems (H)

- ☑ Yes
- ☐ No

90a. Overall condition of heating fuel / energy systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

90b. Year of Last Major Reconstruction/Replacement:

1997

90c. Expected Remaining Useful Life (Years):

15

90d. Cost to Reconstruct/Replace $:

(No Response)

90e. Comments:

(No Response)

Cooling/Air Conditioning Generating Systems

91. Cooling / Air-Conditioning Generating Systems

- ☑ Yes
- ☐ No

91a. Overall condition of cooling/air-conditioning generating systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

91b. Year of Last Major Reconstruction/Replacement:

1997

91c. Expected Remaining Useful Life (Years):

25

91d. Cost to Reconstruct/Replace $:

225,000.00

91e. Comments:

Renovate 3rd floor univents to have cooling coil.

AIR HANDLING AND VENTILATION EQUIPMENT

92. Air Handling and Ventilation Equipment: Supply Units, Exhaust Units, Relief/Return Units, etc. (H)

- ☑ Yes
- ☐ No

92a. Overall condition of air handling and ventilation systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

92b. Year of Last Major Reconstruction/Replacement:

1997

92c. Expected Remaining Useful Life (Years):

5

92d. Cost to Reconstruct/Replace $:

720,500.00

92e. Comments:

New RHUs for gym. Upgrade univnets in all classrooms. Add controls to AHUs.

Piped Heating and Cooling Distribution Systems

93. Piped Heating and Cooling Distribution Systems: Piping, Pumps, Radiators, Convectorss, Traps, Insulation, etc. (H)

- ☑ Yes
- ☐ No

93a. Overall condition of piped heating and cooling distribution systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

93b. Year of Last Major Reconstruction/Replacement:

1997

93c. Expected Remaining Useful Life (Years):

15

93d. Cost to Reconstruct/Replace $:

(No Response)

93e. Comments:

(No Response)

Ducted Heating and Cooling Distrbution Systems

94. Ducted Heating and Cooling Distribution Systems: Ductwork, Control Dampers, Fire/Smoke Dampers, VAVs, Insulation, etc. (H)

- ☑ Yes
- ☐ No

94a. Overall condition of ducted heating and cooling distribution systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

94b. Year of Last Major Reconstruction/Replacement:

1997

94c. Expected Remaining Useful Life (Years):

15

94d. Cost to Reconstruct/Replace $:

(No Response)

94e. Comments:

(No Response)

HVAC Control Systems

95. HVAC Control Systems (H)

- ☑ Yes
- ☐ No

95a. Overall condition of control systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

95b. Year of Last Major Reconstruction/Replacement:

1997

95c. Expected Remaining Useful Life (Years):

15

95d. Cost to Reconstruct/Replace $:

(No Response)

95e. Comments:

(No Response)

Fire Safety Systems

96. Fire Alarm Systems (H)

- [x] Yes
- [ ] No

96a. Overall condition of fire alarm system:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

96b. Year of Last Major Reconstruction/Replacement:

1997

96c. Expected Remaining Useful Life (Years):

15

96d. Cost to Reconstruct/Replace $:

(No Response)

96e. Comments:

(No Response)

Smoke Detection System (H)

97. Smoke Detection Systems (H)

- [x] Yes
- [ ] No

97a. Overall condition of smoke detection systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

97b. Year of Last Major Reconstruction/Replacement:

1997

97c. Expected Remaining Useful Life (Years):

15

97d. Cost to Reconstruct/Replace $:

(No Response)

97e. Comments:

(No Response)

Fire Suppression Systems

98. Fire Suppression Systems: Sprinklers, Standpipes, Kitchen Hoods, etc. (H)

- [x] Yes
- [ ] No

98a. Overall condition of fire suppression systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

98b. Year of Last Major Reconstruction/Replacement:

1997

98c. Expected Remaining Useful Life (Years):

15

98d. Cost to Reconstruct/Replace $:

(No Response)

98e. Comments:

(No Response)

Emergency/Exit Lighting Systems

99. Emergency / Exit Lighting Systems (H)

- [x] Yes
- [ ] No

99a. Overall condition of emergency / exit lighting systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

99b. Year of Last Major Reconstruction/Replacement:

1997

99c. Expected Remaining Useful Life (Years):

15

99d. Cost to Reconstruct/Replace $:

(No Response)

99e. Comments:

(No Response)

Emergency/Standby Power Systems

100. Emergency or Standby Power System (H)

- [x] Yes
- [ ] No

100a. Overall condition of emergency/standby power systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure
- ☐ N/A

100b. Year of Last Major Reconstruction/Replacement:

1997

100c. Expected Remaining Useful Life (Years):

10.00

100d. Cost to Reconstruct/Replace $:

(No Response)

100e. Comments:

(No Response)

ACCESSIBILITY

101. Exterior Accessible Route (H)

People with disabilities should be able to arrive on site, approach the building, and enter as freely as everyone else. At least one route of travel should be safe and accessible for everyone, including people with disabilities. This route must include handicapped parking, curb cuts, ramps, and automatic door operators as necessary to enter the building.

Is there an accessible exterior route as specified above?

- ☑ Yes
- ☐ No

102. Interior Accessible Route, Access to Goods and Services, and Restroom Facilities (H)

The layout of the building should allow people with disabilities to obtain materials or services and use the facilities without assistance. This should include access to general purpose and specialized classrooms, public assembly spaces (such as libraries, gymnasiums, auditoriums), nurse's office, main office, and restroom facilities. Services include drinking fountains, telephones, and other amenities.

Is there an accessible interior route as specified above?

- ☑ Yes
- ☐ No

103. Additional information on Accessibility

If the building lacks accessible interior or exterior routes:

103a. Cost of improvements needed to provide accessible exterior and interior routes as specified above $:

(No Response)

103b. Comments:

(No Response)

ENVIRONMENT/COMFORT/HEALTH

104. General Appearance

104a. Overall Rating:

- [x] Good
- [ ] Fair
- [ ] Poor

104b. Comments:

(No Response)

105. Cleanliness

105a. Overall Rating:

- [x] Good
- [ ] Fair
- [ ] Poor

105b. Comments:

(No Response)

106. Are there walk off mats; grills in the entryway?

- [x] Yes
- [ ] No

106a. If yes: at least 6 feet long?

- [x] Yes
- [ ] No

107. Is there noise in classrooms from HVAC units, traffic, etc. that may impact education?

- [ ] Yes
- [x] No

108. Lighting Quality:

108a. Types of lighting in general purpose classrooms (check all that apply):

- [x] Daylight
- [x] Flourescent-not full spectrum
- [ ] Flourescent full spectrum
- [x] Incandescent
- [ ] Other (describe)

108b. Are there blinds in the classroom to prevent glare?

- [x] Yes
- [ ] No

108c. Overall Rating:

- [x] Good
- [ ] Fair
- [ ] Poor

108d. Comments:

(No Response)

109. Evidence of Vermin

109a. Is there evidence of active infestations of...(check all that apply)?

- [ ] Rodents
- [ ] Wood-boring or Wood-eating Insects
- [ ] Cockroaches
- [ ] Other Vermin
- [x] None

Indoor Air Quality

110. Mold

110a. Is there visible mold or moldy odors?

- ☐ Yes
- ☑ No

110c. Are any surfaces constructed of any of the following materials?

- ☑ Paper-faced or gypsum products
- ☑ Cellulose products (typically ceiling tiles)

110d. Estimated cost of necessary improvements $:

(No Response)

110d. Comments:

(No Response)

111. Humidity/Moisture

111a. Overall rating of humidity/moisture condition in building:

- ☑ Good
- ☐ Fair
- ☐ Poor

111b. Are any of the following found in/or around classroom areas (check all that apply)?

- ☐ Active leaks in roof
- ☐ Active leaks in plumbing
- ☐ Moisture condensation
- ☐ Visible stains or water damage
- ☑ None

111c. Are any of the following found in/or around other areas (check all that apply)?

- ☐ Active leaks in roof
- ☐ Active leaks in plumbing
- ☐ Moisture condensation
- ☐ Visible stains or water damage
- ☑ None

112. Ventilation: fresh air intake locations, air filters, etc.

112a. Are fresh air intakes near the bus loading, truck delivery, or garbage storage/disposal areas?

- ☐ Yes
- ☑ No

112b. Is there accumulated dirt, dust or debris around fresh air intakes?

- ☐ Yes
- ☑ No

112c. Are fresh air intakes free of blockage?

- ☐ Yes
- ☑ No

112d. Is accumulated dirt, dust or debris in ductwork?

- ☐ Yes
- ☑ No

112e. Are dampers functioning as designed?

- ☐ Yes
- ☑ No

112f. Condition of air filters:

- ☑ Good
- ☐ Fair
- ☐ Poor

112g. Outside air is adequate for occupant load:

- ☑ Yes
- ☐ No

112h. Rating of ventilation/indoor air quality:

- ☑ Good
- ☐ Fair
- ☐ Poor

112i. Comments:

(No Response)

113. Indoor Air Quality (IAQ) Plan

113a. Does the school district use EPA's Tools for Schools program?

- ☐ Yes
- ☑ No

113b. If No, is some other IAQ management plan used?

- ☑ Yes
- ☐ No

113c. Has the District assigned IAQ responsibilities to a designated individual?

- ☐ Yes
- ☑ No

113c.1 If Yes, what is their job title?

(No Response)

114. Does the school practice IPM?

- ☑ Yes
- ☐ No

114a. Is vegetation kept one foot away from the building?

- ☑ Yes
- ☐ No

114b. Are crevices and holes in walls, floors and pavement sealed or eliminated?

- ☑ Yes
- ☐ No

114c. Is there a certified pesticide applicator on staff?

- ☐ Yes
- ☑ No

114d. Are pesticides used in the building?

- ☐ Yes
- ☑ No

114d.1 If Yes, how are they typically applied?

- ☐ Spot treatment
- ☐ Area wide treatments

114e. Are pesticides used on the grounds?

- ☐ Yes
- ☑ No

114e.1 If Yes, was an emergency exemption granted by the Board of Education?

- ☐ Yes
- ☐ No

115. Does the school have a passive radon mitigation system installed (was built with radon resistant features)?

- ☐ Yes
- ☑ No

115a. Has the facility been tested for the presence of radon?

- ☑ Yes
- ☐ No

115b. Were any of the results of the test greater than or equal to 4 picocuries per liter (pCi/L)?

- ☐ Yes
- ☑ No

115c. If Yes, did the school take steps to mitigate the elevated radon levels?

- ☐ Yes, active mitigation system installed
- ☐ Yes, passive mitigation system made active
- ☐ Yes, ventilation controls (HVAC) adjusted
- ☐ Yes, other (describe)
- ☐ No action taken

115c.1 Describe other actions taken to mitigate elevated radon levels:

(No Response)

American Red Cross Shelter

116. American Red Cross Shelter

- ☑ Yes
- ☐ No

116a. Is there a written agreement with the American Red Cross for the use of this building as an emergency shelter?

- ☑ Yes
- ☐ No

116b. Does this building have an emergency generator to support sheltering operations (lights, HVAC, etc.)?

- ☑ Yes
- ☐ No

116b.1 If Yes, what systems are connected to the emergency generator? (check all that apply)

- ☑ Communication system
- ☑ Fire alarm system
- ☑ Security system
- ☑ Lighting
- ☑ HVAC
- ☑ Sump pump

116c. Does this facility have a cooking/food preparation kitchen?

- ☑ Yes
- ☐ No

116c.1 If Yes, is the area outfitted for:

- ☑ Full preparation
- ☐ Warming capabilities only

116d. What items in the cooking/food preparation kitchen are powered by the emergency generator? (check all that apply)

- ☑ Cooking equipment
- ☑ Refrigeration equipment
- ☑ Other kitchen equipment

116e. Potable water:

- ☑ Provided by municipal system
- ☐ Provided by on-site wells - not connected to the emergency generator
- ☐ Provided by on-site wells - connected to the emergency generator

116f. Sanitary:

- ☐ Gravity discharge
- ☐ Force main pumping station - not connected to the emergency generator
- ☑ Force main pumping station - connected to the emergency generator

Building Information

1. Name of School District:

CUBA-RUSHFORD CSD

2. SED District 8-Digit BEDS Code:

02230204000

3. Building Name:

Cuba-Rushford Middle-High School

4. SED 4-Digit Facility Code:

0020

5. Survey Inspection Date:

11/10/2015

6. Building 911 Address:

5476 Route 305

7. City:

Cuba

8. Zip Code:

14727

9. Certificate of Occupancy Status:

- [x] A - Annual
- [ ] T - Temporary
- [ ] N - None

10. Certificate of Occupancy Expiration Date:

12/01/2016

Building Age, Gross Square Footage and Maintenance Staff

11. Year of Original Building:

1996

12. Gross square ft. of Building as currently configured:

176,172

13. Number of Floors:

2

14. How many full-time and part-time custodians are employed at the school (or work in the building)?

	Count Employees
Full-time custodians:	3
Part-time custodians:	0
Totals:	3.00

Building Ownership and Occupancy Status

15. Building Ownership (check one):

- [x] Owned and used by district
- [ ] Owned by District and leased to non-district entity
- [ ] Owned by District, part used by district, part leased to non-district entity
- [ ] Owned by non-district entity and leased to district

16. For which of the following purposes is the building currently used? (check all that apply)

- [x] Used for student instructional purposes
- [x] Used for district administration
- [ ] Used for other district purposes
- [ ] Used by other organization(s)

Building Users

17. How many students were registered to receive instruction in this building as of October 1, 2014? (If none, enter "0") and skip to "Program Spaces" section. (Do not include evening class students)

372

18. Of these registered students, how many receive most of their instruction in:

	Quantity
18a. Permanent instructional spaces (i.e., regular classrooms)	372
18b. Temporary instructional spaces (i.e., portable or demountable classrooms) attached to the building	0
18c. Non-instructional spaces used as instructional spaces	0

18c.1 If the answer is greater than zero, which types of non-instructional spaces were being used for instructional purposes on October 1, 2014? (check all that apply)

- [ ] Cafeteria
- [ ] Gymnasium
- [ ] Administrative Spaces
- [ ] Library
- [ ] Lobby
- [ ] Stairwell
- [ ] Storage space
- [ ] Other (please describe)
- [x] None

19. Grades Housed:

6-12

20. For how many instructional days during the 2013-14 school year (July 1 through June 30, was the building closed due to facilities failures, system malfunctions, structural problems, fire, etc? (If none, enter "0")

2

21. Is the building used for instructional purposes in the summer?

- [x] Yes
- [ ] No

22. Have there been renovations or construction in the building during the past 12 months?

- ☐ Yes
- ☑ No

23. Was major construction/renovation work since 2010 conducted when school was in session?

- ☐ Yes
- ☑ No

Program Spaces

24. Number of instructional classrooms:

25

25. Gross square footage of all instructional classrooms (combined):

19,813.00

26. Other spaces provided: (check all that apply)

☐ a. N/A (none)	☑ j. Health Office	☑ s. Resource Rooms
☑ b. Administration	☑ k. Home & Careers	☑ t. Science Labs
☑ c. Art	☑ l. Kitchen	☑ u. Special Education
☑ d. Audio Visual	☐ m. Large Group Instruction	☑ v. Swimming Pool
☑ e. Auditorium	☑ n. Library	☑ w. Teacher Resource
☑ f. Cafeteria	☑ o. Multipurpose Rooms	☑ x. Technology/Shop
☑ g. Computer Room	☑ p. Music	☐ y. Other (please describe)
☑ h. Guidance	☐ q. Pre-K	
☑ i. Gymnasium	☑ r. Remedial Rooms	

26y. Describe other spaces

(No Response)

Space Adequacy

27. Rating of space adequacy:

- ☑ Good
- ☐ Fair
- ☐ Poor

27a. Enter comments:

(No Response)

28. Estimated capital construction expenses anticipated for this building through 2020-2021 school year excluding maintenance (to be answered after the building inspection is complete) $

7,890,706.00

29. Overall building rating (to be answered after the building inspection is complete)

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Poor

30. Was overall building rating established after consultation with health and safety committee?

- ☑ Yes
- ☐ No

A/E Information:

31. A/E Firm Name:

Clark Patterson Lee

32. A/E Firm Address:

130 South Union Street, Suite 4
Olean NY 14760

33. A/E Firm Phone Number:

7163720514

34. E-mail:

tmcelheny@clarkpatterson.com

35. A/E Name:

Thomas McElheny

36. A/E License #:

059176-1

Site Utilities

37. Water

- [x] Yes
- [ ] No

37a. Type of Service:

- [x] Municipal or Utility provided
- [ ] Well
- [ ] Other

37b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

37c. Year of Last Major Reconstruction/Replacement:

1996

37d. Expected Remaining Useful Life (Years):

25

37e. Cost to Reconstruct/Replace $:

(No Response)

37f. Comments:

(No Response)

38. Site Sanitary (H)

- [x] Yes
- [ ] No

38a. Type of Service:

- [x] Municipal or utility sewer
- [ ] Site septic
- [ ] Other

38b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

38c. Year of Last Major Reconstruction/Replacement:

1996

38d. Expected Remaining Useful Life (Years):

5

38e. Cost to reconstruct/Replace $:

(No Response)

38f. Comments:

(No Response)

39. Site Gas (H)

- [x] Yes
- [ ] No

39a. Type of gas service:

- [x] Natural Gas
- [ ] Liquid Petroleum

39b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

39c. Year of Last Major Reconstruction/Replacement;

1996

39d. Expected Remaining Useful Life (Years):

25

39e. Cost to Reconstruct/Replace $:

(No Response)

39f. Comments:

(No Response)

40. Site Fuel Oil (H)

- [x] Yes
- [ ] No

40a. Number of Above-Ground Tanks:

1

40a.1 Capacity of Above-Ground Tanks (gallons):

500

40b. Number of Below-Ground Tanks:

(No Response)

40b.1 Capacity of Below-Ground Tanks (gallons):

(No Response)

40c. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure
- [ ] N/A

40d. Year of Last Major Reconstruction/Replacement:

1996

40e. Expected Remaining Useful Life (Years):

25

40f. Cost to Reconstruct/Replace $:

(No Response)

40g. Comments:

(No Response)

41. Site Electrical, including Exterior Distribution (H)

- [x] Yes
- [ ] No

41a. Service Provider:

- [x] Municipal or utility provided
- [ ] Self-Generated
- [ ] Other
- [ ] N/A

41b. Type of Service:

- [ ] Above Ground
- [x] Below Ground
- [ ] N/A

41c. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

41d. Year of Last Major Reconstruction/Replacement:

1996

41e. Expected Remaining Useful Life (Years):

25

41f. Cost to Reconstruct/Replace $:

(No Response)

41g. Comments:

(No Response)

Stormwater Management

42. Closed Drainage Pipe Stormwater Management System

42a. Does this facility have a closed pipe system?

- ☑ Yes
- ☐ No

42b. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

42c. Year of Last Major Reconstruction/Replacement:

1996

42d. Expected Remaining Useful Life (Years):

25

42e. Cost to Reconstruct/Replace $:

(No Response)

42f. Comments:

(No Response)

43. Open Drainage Pipe Stormwater Management System

43a. Does this facility have an open stormwater system (ditch)?

- ☑ Yes
- ☐ No

43b. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

43c. Year of Last Major Reconstruction/Replacement:

1996

43d. Expected Remaining Useful Life (Years):

25

43e. Cost to Reconstruct/Replace $:

(No Response)

43f. Comments:

(No Response)

44. Catch Basins/Drop Inlets/Manholes

44a. Does this facility have catch basins/drop inlets/manholes?

- ☑ Yes
- ☐ No

44b. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

44c. Year of Last Major Reconstruction/Replacement:

1996

44d. Expected Remaining Useful Life (Years):

25

44e. Cost to Reconstruct/Replace $:

(No Response)

44f. Comments:

(No Response)

45. Culverts

45a. Does this facility have culverts?

- ☑ Yes
- ☐ No

45b. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

45c. Year of Last Major Reconstruction/Replacement:

1996

45d. Expected Remaining Useful Life (Years):

25

45e. Cost to Reconstruct/Replace $:

(No Response)

45f. Comments:

(No Response)

46. Outfalls

46a. Does this facility have outfalls?

- [x] Yes
- [ ] No

46b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

46c. Year of Last Major Reconstruction/Replacement:

1996

46d. Expected Remaining Useful Life (Years):

25

46e. Cost to Reconstruct/Replace $:

(No Response)

46f. Comments:

(No Response)

47. Infiltration Basins/Chambers

47a. Does this facility have infiltration basins/chambers?

- [x] Yes
- [ ] No

47b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

47c. Year of Last Major Reconstruction/Replacement:

1996

47d. Expected Remaining Useful Life (Years):

25

47e. Cost to Reconstruct/Replace $:

(No Response)

47f. Comments:

(No Response)

48. Retention Basins

48a. Does this facility have retention basins?

- [ ] Yes
- [x] No

49. Wetponds

49a. Does this facility have wetponds?

- [x] Yes
- [ ] No

49b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

49c. Year of Last Major Reconstruction/Replacement:

1996

49d. Expected Remaining Useful Life (Years):

25

49e. Cost to Reconstruct/Replace $:

(No Response)

49f. Comments:

(No Response)

50. Manufactured Stormwater Proprietary Units

50a. Does this facility have proprietary units?

- [ ] Yes
- [x] No

51. Point of Outfall Discharge: (check all that apply)

- [ ] Municipal storm sewer system
- [ ] Combined sewer system
- [x] Surface Water
- [ ] On-site recharge
- [ ] Other (describe)
- [ ] Not Applicable

52. Outfall Reconnaissance Inventory
Were all stormwater outfalls inspected during dry weather for signs of non-stormwater discharge?

- [x] Yes
- [ ] No
- [ ] Not Applicable

Other Site Features

53. Pavement (Roadways and Parking Lots)

- [x] Yes
- [ ] No

53a. Type: (check all that apply)

- [ ] Concrete
- [x] Asphalt
- [ ] Gravel
- [ ] Other
- [ ] None

53b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

53c. Year of Last Major Reconstruction/Replacement:

2006

53d. Expected Remaining Useful Life (Years):

5

53e. Cost to Reconstruct/Replace $:

804,000.00

53f. Comments:

Reconstruct front parking lot

54. Sidewalks

- [x] Yes
- [ ] No

54a. Type: (check all that apply)

- [x] Concrete
- [ ] Asphalt
- [ ] Paver
- [ ] Other

54b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

54c. Year of Last Major Reconstruction/Replacement:

2002

54d. Expected Remaining Useful Life (Years):

5

54e. Cost to Reconstruct/Replace $:

22,500.00

54f. Comments:

Replace sidewalks at front entrance

55. Playgrounds and Playground Equipment

- ☐ Yes
- ☑ No

56. Athletic Fields and Play Fields

- ☑ Yes
- ☐ No

56a. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

56b. Year of Last Major Reconstruction/Replacement:

1996

56c. Expected Remaining Useful Life (Years):

5

56d. Cost to Reconstruct/Replace $:

75,000.00

56e. Comments:

Re-grade soccer field

56f. Does the facility have synthetic turf field(s)

- ☐ Yes
- ☑ No

56f.1 If Yes, how many synthetic turf fields?

(No Response)

56f.2 Expected Remaining Useful Life of Synthetic Turf Field(s):

(No Response)

56f.3 Type of synthetic turf field infill:

(No Response)

57. Exterior Bleachers / Stadiums

- ☑ Yes
- ☐ No

57a. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

57b. Year of Last Major Reconstruction/Replacement:

1996

57c. Expected Remaining Useful Life (Years):

15

57d. Cost to Reconstruct/Replace $:

108,750.00

57e. Comments:

Provide soccer grandstand , rebuild motors for bleachers in gym

58. Related Structures (such as Press Boxes, Dugouts, Climbing Walls, etc.)

- ☑ Yes
- ☐ No

58a. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

58b. Year of Last Major Reconstruction/Replacement:

1996

58c. Expected Remaining Useful Life (Years):

10

58d. Cost to Reconstruct/Replace $:

432,600.00

58e. Comments:

Soccer field lighting. Soccer scoreboard. New gym mats alone wall.

Substructure

59. Foundation (S)

59a. Type (check all that apply):

- [x] Reinforced Concrete
- [ ] Masonry on Concrete Footing
- [ ] Other

59b. Evidence of structural concerns (check all that apply):

- [x] Structural Cracks
- [ ] Heaving/Jacking
- [ ] Decay/Corrosion
- [ ] Water Penetration
- [ ] Unsupported Ends
- [ ] Other
- [ ] None

59c. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

59d. Year of Last Major Reconstruction/Replacement:

1996

59e. Expected Remaining Useful Life (Years):

25

59f. Cost to Reconstruct/Replace $:

(No Response)

59g. Comments:

(No Response)

BUILDING ENVELOPE

60. Structural Floors (S)

60a. Type (check all that apply):

- [x] Reinforced Concrete Slab on Grade
- [x] Concrete/Metal Deck/Metal Joists
- [x] Precast Concrete Structural System
- [ ] Wood Deck on Wood Trusses
- [ ] Wood Deck on Wood Joists
- [ ] Concrete Deck on Wood Structure
- [ ] Other (specify)

60b. Evidence of Structural Concerns with Floor Support System (Beams/Joists/Trusses, etc.) (check all that apply):

- [x] Structural Cracks
- [ ] Unsupported Ends
- [ ] Rot/Decay/Corrosion
- [ ] Deflection
- [ ] Seriously Damaged/Missing Components
- [ ] Other Problems
- [ ] None

60b.1 Describe Other Problems:

(No Response)

60c. Evidence of Structural Concerns with Structural Floor Deck (check all that apply):

- [x] Cracks
- [ ] Deflection
- [ ] Rot/Decay/Corrosion
- [ ] None

60d. Overall Condition of Structural Floors:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

60e. Year of Last Major Reconstruction/Replacement:

1996

60f. Expected Remaining Useful Life (Years):

25

60g. Cost to Reconstruct/Replace $:

(No Response)

60h. Comments:

(No Response)

61. Exterior Walls/Columns (S)

61a. Material (check all that apply):

- ☐ Concrete
- ☑ Masonry
- ☐ Steel
- ☐ Wood
- ☐ Other (specify)

61b. Evidence of Structural Concerns with Support System (columns, base plates, connections, etc.) (check all that apply):

- ☐ Structural Cracks
- ☐ Rot/Decay/Corrosion
- ☐ Other Problems
- ☑ None

61b.1 Describe Other Problems:

(No Response)

61c. Evidence of Concerns with Exterior Cladding (check all that apply):

- ☐ Cracks/Gaps
- ☐ Inadequate Flashing
- ☐ Efflorescence
- ☐ Moisture Penetration
- ☐ Rot/Decay/Corrosion
- ☐ Other Problems
- ☑ None

61c.1 Describe Other Problems:

(No Response)

61d. Overall Condition of Exterior Walls/Columns:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

61e. Year of Last Major Reconstruction/Replacement:

1996

61f. Expected Remaining Useful Life (Years):

15

61g. Cost to Reconstruct/Replace $:

(No Response)

61h. Comments:

(No Response)

62. Chimneys (S)

- ☑ Yes
- ☐ No

62a. Material (check all that apply):

- ☐ Masonry
- ☐ Concrete
- ☑ Metal
- ☐ Wood
- ☐ Other

62a.1 Specify other:

(No Response)

62b. Overall Condition of Chimneys:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical failure

62c. Year of Last Major Reconstruction/Replacement:

1996

62.d Expected Remaining Useful Life (Years):

25

62e. Cost to Reconstruct/Replace $:

(No Response)

62f. Comments:

(No Response)

63. Parapets (S)

- ☑ Yes
- ☐ No

63a. Construction Type (check all that apply):

- ☑ Masonry
- ☐ Concrete
- ☐ Metal
- ☐ Wood
- ☐ Other (specify)

63a.1 Specify Other:

(No Response)

63b. Overall condition of parapets:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

63c. Year of Last Major Reconstruction/Replacement:

1996

63d. Expected Remaining Useful Life (Years):

25

63e. Cost to Reconstruct/Replace $:

(No Response)

63f. Comments:

(No Response)

64. Exterior Doors

64a. Overall Condition of Exterior Door Units:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

64b. Overall condition of exterior door hardware:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

64c. Do any exterior doors have magnetic locking devices?

- ☐ Yes
- ☑ No

64d. Safety/Security features are adequate?

- ☑ Yes
- ☐ No

64e. Year of Last Major Reconstruction/Replacement:

1996

64f. Expected Remaining Useful Life (Years):

5

64g. Cost to Reconstruct/Replace $:

82,500.00

64h. Comments:

Gym exit door covering. provide new doors to fitness room. replace entrance window.

65. Exterior Steps, Stairs, Ramps (S)

- ☐ Yes
- ☑ No

66. Fire Escapes (S)

66a. Does This Facility Have One or More Fire Escapes?

- ☐ Yes
- ☑ No

67. Windows

- ☑ Yes
- ☐ No

67a. Window Material: (check all that apply)

- ☑ Aluminum
- ☐ Steel
- ☐ Vinyl
- ☐ Solid Wood
- ☐ Wood w/ External Cladding System
- ☐ Other

67b. Overall Condition of Windows:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

67c. All Rescue Windows are Operable:

- ☑ Yes
- ☐ No
- ☐ N/A

67d. Year of Last Major Reconstruction/Replacement:

1996

67e. Expected Remaining Useful Life (Years):

10

67f. Cost to Reconstruct/Replace $:

135,000.00

67g. Comments:

Replace entrance windows. provide vandal resistance windows on first floor.

Roof and Skylights (S)

68. Roof and Skylights (S)

- ☑ Yes
- ☐ No

68a. Type of roof construction (check all that apply):

- [x] Metal deck on metal trusses/joists
- [ ] Wood deck on wood trusses/joists
- [ ] Wood deck on metal trusses/joists
- [ ] Concrete on metal deck on metal trusses/joists
- [ ] Other (describe below)

68a.1 Other roof construction type:

(No Response)

68b. Type of roofing material (check all that apply):

- [x] Single-ply membrane
- [ ] Built-up
- [ ] Asphalt shingle
- [ ] Pre-formed metal
- [ ] IRMA
- [ ] Slate
- [ ] Other (describe below)

68b.1 Other roofing material:

(No Response)

68c. Evidence of structural concerns with roof support system (beams/joists/trusses, etc.) (check all that apply):

- [ ] Structural cracks
- [ ] Unsupported ends
- [ ] Rot/Decay/Corrosion
- [ ] Deflection
- [ ] Seriously damaged/missing components
- [ ] Other concerns (describe)
- [x] None

68c.1 Describe other concerns:

(No Response)

68d. Evidence of structural concerns with roof deck (check all that apply):

- [ ] Cracks
- [ ] Deflection
- [ ] Rot/Decay/Corrosion
- [x] None

68e. Does this facility have skylights?

- [x] Yes
- [ ] No

68f. Skylight material (check all that apply):

- [x] Plastic
- [ ] Glass
- [ ] Other
- [ ] N/A

68g. Overall condition of skylights:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

68h. Evidence of concerns with roofing, skylights, flashings, and drains (check all that apply):

- [x] Failures/Splits/Cracks
- [ ] Rot/Decay/Corrosion
- [ ] Inadequate flashing/curbs/pitch pockets
- [ ] Inadequate or poorly functioning roof drains
- [ ] Evidence of water penetration/active leaks
- [ ] Other (specify)
- [ ] None

68h.1 Specify other concerns:

(No Response)

68i. Overall Condition of Roof and Skylights:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

68j. Year of Last Major Reconstruction/Replacement:

2012

68k. Expected Remaining Useful Life (Years):

30

68l. Cost to Reconstruct/Replace $:

(No Response)

68m. Comments:

(No Response)

INTERIOR SPACES

69. Interior Bearing Walls and Fire Walls (S)

- [x] Yes
- [ ] No

69a. Overall condition of interior bearing walls and fire walls:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-functioning
- [ ] Critical Failure

69b. Year of Last Major Reconstruction/Replacement:

1996

69c. Expected Remaining Useful Life (Years):

25

69d. Cost to Reconstruct/Replace $:

(No Response)

69e. Comments:

(No Response)

Other Interior Walls

70. Other Interior Walls

- [x] Yes
- [ ] No

70a. Overall condition of other interior walls:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

70b. Year of Last Major Reconstruction/Replacement:

2012

70c. Expected Remaining Useful Life (Years):

20

70d. Cost to Reconstruct/Replace $:

78,300.00

70e. Comments:

Replace gym curtain divider.

Floor Finishes

71. Carpet

- [x] Yes
- [ ] No

71a. Where located (check all that apply):

- [x] Instructional Space
- [ ] Common Area

71b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

71c. Year of Last Major Reconstruction/Replacement:

1996

71d. Expected Remaining Useful Life (Years):

15

71e. Cost to Reconstruct/Replace $:

(No Response)

71f. Comments:

(No Response)

72. Resilient Tiles or Sheet Flooring

- [x] Yes
- [ ] No

72a. Where located (check all that apply):

- [x] Instructional Space
- [x] Common Area

72b. Overall condition of resilient tiles or sheet flooring:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

72c. Year of Last Major Reconstruction/Replacement:

1996

72d. Expected Remaining Useful Life (Years):

5

72e. Cost to Reconstruct/Replace $:

36,000.00

72f. Comments:

Replace flooring in corridors near smoke doors.

73. Hard Flooring (concrete; ceramic tile; stone; etc)

- ☐ Yes
- ☑ No

74. Wood Flooring

- ☑ Yes
- ☐ No

74a. Where located (check all that apply):

- ☐ Instructional Space
- ☑ Common Area

74b. Overall condition of wood flooring:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

74c. Year of Last Major Reconstruction/Replacement:

1996

74d. Expected Remaining Useful Life (Years):

15

74e. Cost to Reconstruct/Replace $:

(No Response)

74f. Comments:

(No Response)

Ceilings (H)

75. Ceilings (H)

- ☑ Yes
- ☐ No

75a. Overall condition of ceilings:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

75b. Year of Last Major Reconstruction/Replacement:

2012

75c. Expected Remaining Useful Life (Years):

20

75d. Cost to Reconstruct/Replace $:

(No Response)

75e. Comments:

(No Response)

Lockers

76. Lockers

- ☑ Yes
- ☐ No

76a. Overall condition of lockers:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

76b. Year of Last Major Reconstruction/Replacement:

1996

76c. Expected Remaining Useful Life (Years):

5

76d. Cost to Reconstruct/Replace $:

487,500.00

76e. Comments:

Replace corridor lockers. Provide lockers in fitness room.

Interior Doors

77. Interior Doors

- ☑ Yes
- ☐ No

77a. Overall condition of interior door units:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

77b. Overall condition of interior door hardware:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

77c. Year of Last Major Reconstruction/Replacement:

1994

77d. Expected Remaining Useful Life (Years):

5

77e. Cost to Reconstruct/Replace $:

223,125.00

77f. Comments:

New doors and hardware to kitchen area and keyless entry throughout.

Interior Stairs (S)

78. Interior Stairs (S)

- [x] Yes
- [ ] No

78a. Overall condition of interior stairs:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

78b. Year of Last Major Reconstruction/Replacement:

2012

78c. Expected Remaining Useful Life (Years):

20

78d. Cost to Reconstruct/Replace $:

(No Response)

78e. Comments:

(No Response)

Elevator, Lifts and Escalators (H)

79. Elevator, Lift, and Escalators (H)

- [x] Yes
- [ ] No

79a. Overall condition of elevators, lifts, escalators:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

79b. Year of Last Major Reconstruction/Replacement:

1996

79c. Expected Remaining Useful Life (Years):

10

79d. Cost to Reconstruct/Replace $

(No Response)

79e. Comments:

(No Response)

Interior Electrical Distribution (H)

80. Interior Electrical Distribution (H)

- [x] Yes
- [ ] No

80a. Interior electrical supply meets current needs:

- [x] Yes
- [ ] No

80b. Condition of interior electrical distribution:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

80c. Year of Last Major Reconstruction/Replacement:

1996

80d. Expected Remaining Useful Life (Years):

5

80e. Cost to Reconstruct/Replace $:

300000

80f. Comments:

Provide proper power and data hookups to program spaces.

Lighting Fixtures

81. Interior Lighting Fixtures

- [x] Yes
- [ ] No

81a. Condition of interior lighting fixtures:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

81b. Year of Last Major Reconstruction/Replacement:

2012

81c. Expected Remaining Useful Life (Years):

5

81d. Cost to Reconstruct/Replace $:

610,500.00

81e. Comments:

New lighting and rigging at stage areas and auditorium walkways.

Communication Systems (H)

82. Communication Systems (H)

- [x] Yes
- [ ] No

82a. Communication systems are adequate:

- [x] Yes
- [ ] No

82b. Condition of communication systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

82c. Year of Last Major Reconstruction/Replacement:

1996

82d. Expected Remaining Useful Life (Years):

5

82e. Cost to Replace/Reconstruct $:

12750

82f. Comments:

Exterior PA system upgrade

Swimming Pool and Swimming Pool Systems

83. Swimming Pool and Swimming Pool Systems

- [x] Yes
- [ ] No

83a. Overall condition of swimming pool and pool systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

83b. Year of Last Major Reconstruction/Replacement:

1996

83c. Expected Remaining Useful Life (Years):

5

83d. Cost to Reconstruct/Replace $:

(No Response)

83e. Comments:

(No Response)

PLUMBING

84. Water Distribution System (H)

- [x] Yes
- [ ] No

84a. Types of pipes (check all that apply):

- [ ] Iron
- [ ] Galvanized
- [x] Copper
- [ ] Lead
- [ ] PVC
- [ ] Other

84b. Overall condition of water distribution system:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

84c. Year of Last Major Reconstruction/Replacement:

1996

84d. Expected Remaining Useful Life (Years):

10

84e. Cost to Reconstruct/Replace $:

75,000.00

84f. Comments:

Replace deteriorated domestic water supply pipes.

Plumbing Drainage System (H)

85. Plumbing Drainage System (H)

- [x] Yes
- [ ] No

85a. Types of pipes (check all that apply):

- [ ] Iron
- [ ] Galvanized
- [x] Copper
- [ ] Lead
- [ ] PVC
- [ ] Other

85b. Overall condition of drainage system:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

85c. Year of Last Major Reconstruction/Replacement:

1996

85d. Expected Remaining Useful Life (Years):

25

85e. Cost to Reconstruct/Replace $:

(No Response)

85f. Comments:

(No Response)

Hot Water Heaters (H)

86. Hot Water Heaters (H)

- [x] Yes
- [ ] No

86a. Type of fuel (check all that apply):

- [ ] Oil
- [x] Natural Gas
- [ ] Electricity
- [ ] Propane
- [ ] Other

86b. Overall condition of hot water heaters:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

86c. Year of Last Major Reconstruction/Replacement:

1996

86d. Expected Remaining Useful Life (Years):

5

86e. Cost to Reconstruct/Replace $:

(No Response)

86f. Comments:

(No Response)

Plumbing Fixtures

87. Plumbing Fixtures

- [x] Yes
- [ ] No

87a. Overall condition of plumbing fixtures (including toilets, urinals, lavatories, etc):

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

87b. Year of Last Major Reconstruction/Replacement:

1996

87c. Expected Remaining Useful Life (Years):

10

87d. Cost to Reconstruct/Replace $:

210,000.00

87e. Comments:

Locker room renovations

HVAC SYSTEMS

88. HVAC Systems Type

88a. Does this building have a central HVAC system?

- ☐ Yes
- ☑ No

Heat Generating Systems (H)

88b.1 Other central HVAC system technology:

(No Response)

89. Heat Generating Systems (H)

- ☑ Yes
- ☐ No

89a. Heat generation source (check all that apply):

- ☑ Boiler / Hot Water
- ☐ Boiler / Steam
- ☐ Furnace / Forced Air
- ☐ Unit Ventilation
- ☐ Geothermal
- ☐ Biomass
- ☐ Electric
- ☐ Other (describe below)

89a.1 Other heat generation source:

(No Response)

89b. Overall condition of heat generating systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

89c. Year of Last Major Reconstruction/Replacement:

1996

89d. Expected Remaining Useful Life (Years):

10

89e. Cost to Reconstruct/Replace $:

(No Response)

89f. Comments:

(No Response)

Heating Fuel/Energy Systems (H)

90. Heating Fuel / Energy Systems (H)

- ☑ Yes
- ☐ No

90a. Overall condition of heating fuel / energy systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

90b. Year of Last Major Reconstruction/Replacement:

1996

90c. Expected Remaining Useful Life (Years):

10

90d. Cost to Reconstruct/Replace $:

(No Response)

90e. Comments:

(No Response)

Cooling/Air Conditioning Generating Systems

91. Cooling / Air-Conditioning Generating Systems

- ☑ Yes
- ☐ No

91a. Overall condition of cooling/air-conditioning generating systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

91b. Year of Last Major Reconstruction/Replacement:

1996

91c. Expected Remaining Useful Life (Years):

10

91d. Cost to Reconstruct/Replace $:

(No Response)

91e. Comments:

(No Response)

AIR HANDLING AND VENTILATION EQUIPMENT

92. Air Handling and Ventilation Equipment: Supply Units, Exhaust Units, Relief/Return Units, etc. (H)

- ☑ Yes
- ☐ No

92a. Overall condition of air handling and ventilation systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

92b. Year of Last Major Reconstruction/Replacement:

1996

92c. Expected Remaining Useful Life (Years):

10

92d. Cost to Reconstruct/Replace $:

(No Response)

92e. Comments:

(No Response)

Piped Heating and Cooling Distribution Systems

93. Piped Heating and Cooling Distribution Systems: Piping, Pumps, Radiators, Convectorss, Traps, Insulation, etc. (H)

- ☑ Yes
- ☐ No

93a. Overall condition of piped heating and cooling distribution systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

93b. Year of Last Major Reconstruction/Replacement:

1996

93c. Expected Remaining Useful Life (Years):

15

93d. Cost to Reconstruct/Replace $:

(No Response)

93e. Comments:

(No Response)

Ducted Heating and Cooling Distrbution Systems

94. Ducted Heating and Cooling Distribution Systems: Ductwork, Control Dampers, Fire/Smoke Dampers, VAVs, Insulation, etc. (H)

- ☑ Yes
- ☐ No

94a. Overall condition of ducted heating and cooling distribution systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

94b. Year of Last Major Reconstruction/Replacement:

1996

94c. Expected Remaining Useful Life (Years):

10

94d. Cost to Reconstruct/Replace $:

(No Response)

94e. Comments:

(No Response)

HVAC Control Systems

95. HVAC Control Systems (H)

- ☑ Yes
- ☐ No

95a. Overall condition of control systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

95b. Year of Last Major Reconstruction/Replacement:

1996

95c. Expected Remaining Useful Life (Years):

10

95d. Cost to Reconstruct/Replace $:

615,000.00

95e. Comments:

Provide occupancy based ventilation in classrooms.

Fire Safety Systems

96. Fire Alarm Systems (H)

- ☑ Yes
- ☐ No

96a. Overall condition of fire alarm system:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

96b. Year of Last Major Reconstruction/Replacement:

1996

96c. Expected Remaining Useful Life (Years):

15

96d. Cost to Reconstruct/Replace $:

(No Response)

96e. Comments:

(No Response)

Smoke Detection System (H)

97. Smoke Detection Systems (H)

- ☑ Yes
- ☐ No

97a. Overall condition of smoke detection systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

97b. Year of Last Major Reconstruction/Replacement:

1996

97c. Expected Remaining Useful Life (Years):

15

97d. Cost to Reconstruct/Replace $:

26,250.00

97e. Comments:

Provide CO Detectors.

Fire Suppression Systems

98. Fire Suppression Systems: Sprinklers, Standpipes, Kitchen Hoods, etc. (H)

- ☑ Yes
- ☐ No

98a. Overall condition of fire suppression systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

98b. Year of Last Major Reconstruction/Replacement:

1996

98c. Expected Remaining Useful Life (Years):

25

98d. Cost to Reconstruct/Replace $:

(No Response)

98e. Comments:

(No Response)

Emergency/Exit Lighting Systems

99. Emergency / Exit Lighting Systems (H)

- ☑ Yes
- ☐ No

99a. Overall condition of emergency / exit lighting systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

99b. Year of Last Major Reconstruction/Replacement:

1996

99c. Expected Remaining Useful Life (Years):

5

99d. Cost to Reconstruct/Replace $:

(No Response)

99e. Comments:

(No Response)

Emergency/Standby Power Systems

100. Emergency or Standby Power System (H)

- ☑ Yes
- ☐ No

100a. Overall condition of emergency/standby power systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure
- ☐ N/A

100b. Year of Last Major Reconstruction/Replacement:

2012

100c. Expected Remaining Useful Life (Years):

20.00

100d. Cost to Reconstruct/Replace $:

(No Response)

100e. Comments:

(No Response)

ACCESSIBILITY

101. Exterior Accessible Route (H)

People with disabilities should be able to arrive on site, approach the building, and enter as freely as everyone else. At least one route of travel should be safe and accessible for everyone, including people with disabilities. This route must include handicapped parking, curb cuts, ramps, and automatic door operators as necessary to enter the building.

Is there an accessible exterior route as specified above?

- ☑ Yes
- ☐ No

102. Interior Accessible Route, Access to Goods and Services, and Restroom Facilities (H)

The layout of the building should allow people with disabilities to obtain materials or services and use the facilities without assistance. This should include access to general purpose and specialized classrooms, public assembly spaces (such as libraries, gymnasiums, auditoriums), nurse's office, main office, and restroom facilities. Services include drinking fountains, telephones, and other amenities.

Is there an accessible interior route as specified above?

- ☑ Yes
- ☐ No

103. Additional Information on Accessibility

If the building lacks accessible interior or exterior routes:

103a. Cost of improvements needed to provide accessible exterior and interior routes as specified above $:

(No Response)

103b. Comments:

(No Response)

ENVIRONMENT/COMFORT/HEALTH

104. General Appearance

104a. Overall Rating:

- ☑ Good
- ☐ Fair
- ☐ Poor

104b. Comments:

(No Response)

105. Cleanliness

105a. Overall Rating:

- ☑ Good
- ☐ Fair
- ☐ Poor

105b. Comments:

(No Response)

106. Are there walk off mats; grills in the entryway?

- ☑ Yes
- ☐ No

106a. If yes: at least 6 feet long?

- ☑ Yes
- ☐ No

107. Is there noise in classrooms from HVAC units, traffic, etc. that may impact education?

- ☐ Yes
- ☑ No

108. Lighting Quality:

108a. Types of lighting in general purpose classrooms (check all that apply):

- ☑ Daylight
- ☑ Flourescent-not full spectrum
- ☑ Flourescent full spectrum
- ☑ Incandescent
- ☐ Other (describe)

108b. Are there blinds in the classroom to prevent glare?

- ☑ Yes
- ☐ No

108c. Overall Rating:

- ☑ Good
- ☐ Fair
- ☐ Poor

108d. Comments:

(No Response)

109. Evidence of Vermin

109a. Is there evidence of active infestations of...(check all that apply)?

- ☐ Rodents
- ☐ Wood-boring or Wood-eating Insects
- ☐ Cockroaches
- ☐ Other Vermin
- ☑ None

Indoor Air Quality

110. Mold

110a. Is there visible mold or moldy odors?

- ☐ Yes
- ☑ No

110c. Are any surfaces constructed of any of the following materials?

- ☑ Paper-faced or gypsum products
- ☑ Cellulose products (typically ceiling tiles)

110d. Estimated cost of necessary improvements $:

(No Response)

110d. Comments:

(No Response)

111. Humidity/Moisture

111a. Overall rating of humidity/moisture condition in building:

- ☑ Good
- ☐ Fair
- ☐ Poor

111b. Are any of the following found in/or around classroom areas (check all that apply)?

- ☐ Active leaks in roof
- ☐ Active leaks in plumbing
- ☐ Moisture condensation
- ☐ Visible stains or water damage
- ☑ None

111c. Are any of the following found in/or around other areas (check all that apply)?

- ☐ Active leaks in roof
- ☐ Active leaks in plumbing
- ☐ Moisture condensation
- ☐ Visible stains or water damage
- ☑ None

112. Ventilation: fresh air intake locations, air filters, etc.

112a. Are fresh air intakes near the bus loading, truck delivery, or garbage storage/disposal areas?

- ☐ Yes
- ☑ No

112b. Is there accumulated dirt, dust or debris around fresh air intakes?

- ☐ Yes
- ☑ No

112c. Are fresh air intakes free of blockage?

- ☑ Yes
- ☐ No

112d. Is accumulated dirt, dust or debris in ductwork?

- ☐ Yes
- ☑ No

112e. Are dampers functioning as designed?

- ☑ Yes
- ☐ No

112f. Condition of air filters:

- ☑ Good
- ☐ Fair
- ☐ Poor

112g. Outside air is adequate for occupant load:

- ☑ Yes
- ☐ No

112h. Rating of ventilation/indoor air quality:

- ☑ Good
- ☐ Fair
- ☐ Poor

112i. Comments:

(No Response)

113. Indoor Air Quality (IAQ) Plan

113a. Does the school district use EPA's Tools for Schools program?

- ☑ Yes
- ☐ No

113c. Has the District assigned IAQ responsibilities to a designated individual?

- ☑ Yes
- ☐ No

113c.1 If Yes, what is their job title?

(No Response)

114. Does the school practice IPM?

- ☑ Yes
- ☐ No

114a. Is vegetation kept one foot away from the building?

- ☑ Yes
- ☐ No

114b. Are crevices and holes in walls, floors and pavement sealed or eliminated?

- ☑ Yes
- ☐ No

114c. Is there a certified pesticide applicator on staff?

- ☐ Yes
- ☑ No

114d. Are pesticides used in the building?

- ☐ Yes
- ☑ No

114d.1 If Yes, how are they typically applied?

- ☐ Spot treatment
- ☐ Area wide treatments

114e. Are pesticides used on the grounds?

- ☐ Yes
- ☑ No

114e.1 If Yes, was an emergency exemption granted by the Board of Education?

- ☐ Yes
- ☐ No

115. Does the school have a passive radon mitigation system installed (was built with radon resistant features)?

- ☐ Yes
- ☑ No

115a. Has the facility been tested for the presence of radon?

- ☐ Yes
- ☑ No

115b. Were any of the results of the test greater than or equal to 4 picocuries per liter (pCi/L)?

- ☐ Yes
- ☐ No

115c. If Yes, did the school take steps to mitigate the elevated radon levels?

- ☐ Yes, active mitigation system installed
- ☐ Yes, passive mitigation system made active
- ☐ Yes, ventilation controls (HVAC) adjusted
- ☐ Yes, other (describe)
- ☐ No action taken

115c.1 Describe other actions taken to mitigate elevated radon levels:

(No Response)

American Red Cross Shelter

116. American Red Cross Shelter

- [x] Yes
- [ ] No

116a. Is there a written agreement with the American Red Cross for the use of this building as an emergency shelter?

- [x] Yes
- [ ] No

116b. Does this building have an emergency generator to support sheltering operations (lights, HVAC, etc.)?

- [x] Yes
- [ ] No

116b.1 If Yes, what systems are connected to the emergency generator? (check all that apply)

- [x] Communication system
- [x] Fire alarm system
- [ ] Security system
- [x] Lighting
- [x] HVAC
- [ ] Sump pump

116c. Does this facility have a cooking/food preparation kitchen?

- [x] Yes
- [ ] No

116c.1 If Yes, is the area outfitted for:

- [x] Full preparation
- [ ] Warming capabilities only

116d. What items in the cooking/food preparation kitchen are powered by the emergency generator? (check all that apply)

- [x] Cooking equipment
- [x] Refrigeration equipment
- [x] Other kitchen equipment

116e. Potable water:

- [x] Provided by municipal system
- [ ] Provided by on-site wells - not connected to the emergency generator
- [ ] Provided by on-site wells - connected to the emergency generator

116f. Sanitary:

- [ ] Gravity discharge
- [ ] Force main pumping station - not connected to the emergency generator
- [x] Force main pumping station - connected to the emergency generator

Building Information

1. Name of School District:

CUBA-RUSHFORD CSD

2. SED District 8-Digit BEDS Code:

022302040000

3. Building Name:

Elm Street Academy

4. SED 4-Digit Facility Code:

0002

5. Survey Inspection Date:

11/13/2015

6. Building 911 Address:

20 Elm Street

7. City:

Cuba

8. Zip Code:

14727

9. Certificate of Occupancy Status:

- [x] A - Annual
- [ ] T - Temporary
- [ ] N - None

10. Certificate of Occupancy Expiration Date:

12/01/2016

Building Age, Gross Square Footage and Maintenance Staff

11. Year of Original Building:

1954

12. Gross square ft. of Building as currently configured:

28,512

13. Number of Floors:

2

14. How many full-time and part-time custodians are employed at the school (or work in the building)?

	Count Employees
Full-time custodians:	1
Part-time custodians:	0
Totals:	1.00

Building Ownership and Occupancy Status

15. Building Ownership (check one):

- [ ] Owned and used by district
- [ ] Owned by District and leased to non-district entity
- [ ] Owned by District, part used by district, part leased to non-district entity
- [x] Owned by non-district entity and leased to district

16. For which of the following purposes is the building currently used? (check all that apply)

- [x] Used for student instructional purposes
- [ ] Used for district administration
- [ ] Used for other district purposes
- [ ] Used by other organization(s)

Building Users

17. How many students were registered to receive instruction in this building as of October 1, 2014? (If none, enter "0") and skip to "Program Spaces" section. (Do not include evening class students)

75

18. Of these registered students, how many receive most of their instruction in:

	Quantity
18a. Permanent instructional spaces (i.e., regular classrooms)	75
18b. Temporary instructional spaces (i.e., portable or demountable classrooms) attached to the building	0
18c. Non-instructional spaces used as instructional spaces	0

18c.1 If the answer is greater than zero, which types of non-instructional spaces were being used for instructional purposes on October 1, 2014? (check all that apply)

- [ ] Cafeteria
- [ ] Gymnasium
- [ ] Administrative Spaces
- [ ] Library
- [ ] Lobby
- [ ] Stairwell
- [ ] Storage space
- [ ] Other (please describe)
- [x] None

19. Grades Housed:

9-12

20. For how many instructional days during the 2013-14 school year (July 1 through June 30, was the building closed due to facilities failures, system malfunctions, structural problems, fire, etc? (If none, enter "0")

0

21. Is the building used for instructional purposes in the summer?

- [x] Yes
- [ ] No

22. Have there been renovations or construction in the building during the past 12 months?

- ☐ Yes
- ☑ No

23. Was major construction/renovation work since 2010 conducted when school was in session?

- ☐ Yes
- ☑ No

Program Spaces

24. Number of instructional classrooms:

16

25. Gross square footage of all instructional classrooms (combined):

12,610.00

26. Other spaces provided: (check all that apply)

☐ a. N/A (none)	☑ j. Health Office	☐ s. Resource Rooms
☑ b. Administration	☑ k. Home & Careers	☑ t. Science Labs
☑ c. Art	☐ l. Kitchen	☑ u. Special Education
☐ d. Audio Visual	☐ m. Large Group Instruction	☐ v. Swimming Pool
☐ e. Auditorium	☐ n. Library	☐ w. Teacher Resource
☑ f. Cafeteria	☐ o. Multipurpose Rooms	☐ x. Technology/Shop
☐ g. Computer Room	☐ p. Music	☐ y. Other (please describe)
☑ h. Guidance	☐ q. Pre-K	
☐ i. Gymnasium	☐ r. Remedial Rooms	

26y. Describe other spaces

(No Response)

Space Adequacy

27. Rating of space adequacy:

- ☑ Good
- ☐ Fair
- ☐ Poor

27a. Enter comments:

(No Response)

28. Estimated capital construction expenses anticipated for this building through 2020-2021 school year excluding maintenance (to be answered after the building inspection is complete) $

315,000.00

29. Overall building rating (to be answered after the building inspection is complete)

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Poor

30. Was overall building rating established after consultation with health and safety committee?

- ☑ Yes
- ☐ No

A/E Information:

31. A/E Firm Name:

Clark Patterson Lee

32. A/E Firm Address:

130 South Union Street, Suite 4
Olean NY 14760

33. A/E Firm Phone Number:

7163720514

34. E-mail:

tmcelheny@clarkpatterson..com

35. A/E Name:

Thomas McElheny

36. A/E License #:

059176-1

Site Utilities

37. Water

- ☑ Yes
- ☐ No

37a. Type of Service:

- ☑ Municipal or Utility provided
- ☐ Well
- ☐ Other

37b. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

37c. Year of Last Major Reconstruction/Replacement:

2004

37d. Expected Remaining Useful Life (Years):

25

37e. Cost to Reconstruct/Replace $:

(No Response)

37f. Comments:

(No Response)

38. Site Sanitary (H)

- ☑ Yes
- ☐ No

38a. Type of Service:

- ☑ Municipal or utility sewer
- ☐ Site septic
- ☐ Other

38b. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

38c. Year of Last Major Reconstruction/Replacement:

2004

38d. Expected Remaining Useful Life (Years):

25

38e. Cost to reconstruct/Replace $:

(No Response)

38f. Comments:

(No Response)

39. Site Gas (H)

- [x] Yes
- [ ] No

39a. Type of gas service:

- [x] Natural Gas
- [ ] Liquid Petroleum

39b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

39c. Year of Last Major Reconstruction/Replacement;

1954

39d. Expected Remaining Useful Life (Years):

15

39e. Cost to Reconstruct/Replace $:

(No Response)

39f. Comments:

(No Response)

40. Site Fuel Oil (H)

- [ ] Yes
- [x] No

41. Site Electrical, including Exterior Distribution (H)

- [x] Yes
- [ ] No

41a. Service Provider:

- [x] Municipal or utility provided
- [ ] Self-Generated
- [ ] Other
- [ ] N/A

41b. Type of Service:

- [ ] Above Ground
- [x] Below Ground
- [ ] N/A

41c. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

41d. Year of Last Major Reconstruction/Replacement:

2004

41e. Expected Remaining Useful Life (Years):

25

41f. Cost to Reconstruct/Replace $:

(No Response)

41g. Comments:

(No Response)

Stormwater Management

42. Closed Drainage Pipe Stormwater Management System

42a. Does this facility have a closed pipe system?

- [x] Yes
- [ ] No

42b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

42c. Year of Last Major Reconstruction/Replacement:

2004

42d. Expected Remaining Useful Life (Years):

15

42e. Cost to Reconstruct/Replace $:

(No Response)

42f. Comments:

(No Response)

43. Open Drainage Pipe Stormwater Management System

43a. Does this facility have an open stormwater system (ditch)?

- [ ] Yes
- [x] No

44. Catch Basins/Drop Inlets/Manholes

44a. Does this facility have catch basins/drop inlets/manholes?

- [x] Yes
- [ ] No

44b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

44c. Year of Last Major Reconstruction/Replacement:

2004

44d. Expected Remaining Useful Life (Years):

25

44e. Cost to Reconstruct/Replace $:

(No Response)

44f. Comments:

(No Response)

45. Culverts

45a. Does this facility have culverts?

- [x] Yes
- [ ] No

45b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

45c. Year of Last Major Reconstruction/Replacement:

2004

45d. Expected Remaining Useful Life (Years):

25

45e. Cost to Reconstruct/Replace $:

(No Response)

45f. Comments:

(No Response)

46. Outfalls

46a. Does this facility have outfalls?

- [x] Yes
- [ ] No

46b. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

46c. Year of Last Major Reconstruction/Replacement:

2004

46d. Expected Remaining Useful Life (Years):

25

46e. Cost to Reconstruct/Replace $:

(No Response)

46f. Comments:

(No Response)

47. Infiltration Basins/Chambers

47a. Does this facility have infiltration basins/chambers?

- [ ] Yes
- [x] No

48. Retention Basins

48a. Does this facility have retention basins?

- [ ] Yes
- [x] No

49. Wetponds

49a. Does this facility have wetponds?

- [ ] Yes
- [x] No

50. Manufactured Stormwater Proprietary Units

50a. Does this facility have proprietary units?

- [ ] Yes
- [x] No

51. Point of Outfall Discharge: (check all that apply)

- ☑ Municipal storm sewer system
- ☐ Combined sewer system
- ☐ Surface Water
- ☐ On-site recharge
- ☐ Other (describe)
- ☐ Not Applicable

52. Outfall Reconnaissance Inventory
Were all stormwater outfalls inspected during dry weather for signs of non-stormwater discharge?

- ☑ Yes
- ☐ No
- ☐ Not Applicable

Other Site Features

53. Pavement (Roadways and Parking Lots)

- ☑ Yes
- ☐ No

53a. Type: (check all that apply)

- ☐ Concrete
- ☑ Asphalt
- ☐ Gravel
- ☐ Other
- ☐ None

53b. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

53c. Year of Last Major Reconstruction/Replacement:

2004

53d. Expected Remaining Useful Life (Years):

10

53e. Cost to Reconstruct/Replace $:

(No Response)

53f. Comments:

(No Response)

54. Sidewalks

- ☑ Yes
- ☐ No

54a. Type: (check all that apply)

- ☑ Concrete
- ☐ Asphalt
- ☐ Paver
- ☐ Other

54b. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

54c. Year of Last Major Reconstruction/Replacement:

2004

54d. Expected Remaining Useful Life (Years):

10

54e. Cost to Reconstruct/Replace $:

(No Response)

54f. Comments:

(No Response)

55. Playgrounds and Playground Equipment

- ☐ Yes
- ☑ No

56. Athletic Fields and Play Fields

- ☑ Yes
- ☐ No

56a. Condition:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

56b. Year of Last Major Reconstruction/Replacement:

2004

56c. Expected Remaining Useful Life (Years):

10

56d. Cost to Reconstruct/Replace $:

(No Response)

56e. Comments:

(No Response)

56f. Does the facility have synthetic turf field(s)

- ☐ Yes
- ☑ No

56f.1 If Yes, how many synthetic turf fields?

(No Response)

56f.2 Expected Remaining Useful Life of Synthetic Turf Field(s):

(No Response)

56f.3 Type of synthetic turf field infill:

(No Response)

57. Exterior Bleachers / Stadiums

- ☐ Yes
- ☑ No

58. Related Structures (such as Press Boxes, Dugouts, Climbing Walls, etc.)

- ☐ Yes
- ☑ No

Substructure

59. Foundation (S)

59a. Type (check all that apply):

- [x] Reinforced Concrete
- [ ] Masonry on Concrete Footing
- [ ] Other

59b. Evidence of structural concerns (check all that apply):

- [ ] Structural Cracks
- [ ] Heaving/Jacking
- [ ] Decay/Corrosion
- [ ] Water Penetration
- [ ] Unsupported Ends
- [ ] Other
- [x] None

59c. Condition:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

59d. Year of Last Major Reconstruction/Replacement:

1954

59e. Expected Remaining Useful Life (Years):

25

59f. Cost to Reconstruct/Replace $:

(No Response)

59g. Comments:

(No Response)

BUILDING ENVELOPE

60. Structural Floors (S)

60a. Type (check all that apply):

- [ ] Reinforced Concrete Slab on Grade
- [x] Concrete/Metal Deck/Metal Joists
- [ ] Precast Concrete Structural System
- [ ] Wood Deck on Wood Trusses
- [ ] Wood Deck on Wood Joists
- [ ] Concrete Deck on Wood Structure
- [ ] Other (specify)

60b. Evidence of Structural Concerns with Floor Support System (Beams/Joists/Trusses, etc.) (check all that apply):

- [ ] Structural Cracks
- [ ] Unsupported Ends
- [ ] Rot/Decay/Corrosion
- [ ] Deflection
- [ ] Seriously Damaged/Missing Components
- [ ] Other Problems
- [x] None

60b.1 Describe Other Problems:

(No Response)

60c. Evidence of Structural Concerns with Structural Floor Deck (check all that apply):

- [ ] Cracks
- [ ] Deflection
- [ ] Rot/Decay/Corrosion
- [x] None

60d. Overall Condition of Structural Floors:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

60e. Year of Last Major Reconstruction/Replacement:

1954

60f. Expected Remaining Useful Life (Years):

25

60g. Cost to Reconstruct/Replace $:

(No Response)

60h. Comments:

(No Response)

61. Exterior Walls/Columns (S)

61a. Material (check all that apply):

- ☐ Concrete
- ☑ Masonry
- ☐ Steel
- ☐ Wood
- ☐ Other (specify)

61b. Evidence of Structural Concerns with Support System (columns, base plates, connections, etc.) (check all that apply):

- ☐ Structural Cracks
- ☐ Rot/Decay/Corrosion
- ☐ Other Problems
- ☑ None

61b.1 Describe Other Problems:

(No Response)

61c. Evidence of Concerns with Exterior Cladding (check all that apply):

- ☐ Cracks/Gaps
- ☐ Inadequate Flashing
- ☐ Efflorescence
- ☐ Moisture Penetration
- ☐ Rot/Decay/Corrosion
- ☐ Other Problems
- ☑ None

61c.1 Describe Other Problems:

(No Response)

61d. Overall Condition of Exterior Walls/Columns:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

61e. Year of Last Major Reconstruction/Replacement:

1954

61f. Expected Remaining Useful Life (Years):

25

61g. Cost to Reconstruct/Replace $:

(No Response)

61h. Comments:

(No Response)

62. Chimneys (S)

- ☑ Yes
- ☐ No

62a. Material (check all that apply):

- ☑ Masonry
- ☐ Concrete
- ☐ Metal
- ☐ Wood
- ☐ Other

62a.1 Specify other:

(No Response)

62b. Overall Condition of Chimneys:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical failure

62c. Year of Last Major Reconstruction/Replacement:

1954

62.d Expected Remaining Useful Life (Years):

25

62e. Cost to Reconstruct/Replace $:

(No Response)

62f. Comments:

(No Response)

63. Parapets (S)

- ☐ Yes
- ☑ No

63f. Comments:

(No Response)

64. Exterior Doors

64a. Overall Condition of Exterior Door Units:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

64b. Overall condition of exterior door hardware:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

64c. Do any exterior doors have magnetic locking devices?

- ☐ Yes
- ☑ No

64d. Safety/Security features are adequate?

- ☑ Yes
- ☐ No

64e. Year of Last Major Reconstruction/Replacement:

2004

64f. Expected Remaining Useful Life (Years):

15

64g. Cost to Reconstruct/Replace $:

(No Response)

64h. Comments:

(No Response)

65. Exterior Steps, Stairs, Ramps (S)

- ☑ Yes
- ☐ No

65a. Overall Condition of Exterior Steps, Stairs and Ramps

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

65b. Year of Last Major Reconstruction/Replacement:

2004

65c. Expected Remaining Useful Life (Years):

15

65d. Cost to Reconstruct/Replace $:

(No Response)

65e. Comments:

(No Response)

66. Fire Escapes (S)

66a. Does This Facility Have One or More Fire Escapes?

- ☐ Yes
- ☑ No

67. Windows

- ☑ Yes
- ☐ No

67a. Window Material: (check all that apply)

- ☑ Aluminum
- ☐ Steel
- ☐ Vinyl
- ☐ Solid Wood
- ☐ Wood w/ External Cladding System
- ☐ Other

67b. Overall Condition of Windows:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

67c. All Rescue Windows are Operable:

- ☑ Yes
- ☐ No
- ☐ N/A

67d. Year of Last Major Reconstruction/Replacement:

2004

67e. Expected Remaining Useful Life (Years):

15

67f. Cost to Reconstruct/Replace $:

(No Response)

67g. Comments:

(No Response)

Roof and Skylights (S)

68. Roof and Skylights (S)

- ☑ Yes
- ☐ No

68a. Type of roof construction (check all that apply):

- [x] Metal deck on metal trusses/joists
- [ ] Wood deck on wood trusses/joists
- [ ] Wood deck on metal trusses/joists
- [ ] Concrete on metal deck on metal trusses/joists
- [ ] Other (describe below)

68a.1 Other roof construction type:

(No Response)

68b. Type of roofing material (check all that apply):

- [x] Single-ply membrane
- [ ] Built-up
- [ ] Asphalt shingle
- [ ] Pre-formed metal
- [ ] IRMA
- [ ] Slate
- [ ] Other (describe below)

68b.1 Other roofing material:

(No Response)

68c. Evidence of structural concerns with roof support system (beams/joists/trusses, etc.) (check all that apply):

- [ ] Structural cracks
- [ ] Unsupported ends
- [ ] Rot/Decay/Corrosion
- [ ] Deflection
- [ ] Seriously damaged/missing components
- [ ] Other concerns (describe)
- [x] None

68c.1 Describe other concerns:

(No Response)

68d. Evidence of structural concerns with roof deck (check all that apply):

- [ ] Cracks
- [ ] Deflection
- [ ] Rot/Decay/Corrosion
- [x] None

68e. Does this facility have skylights?

- [ ] Yes
- [x] No

68f. Skylight material (check all that apply):

- [ ] Plastic
- [ ] Glass
- [ ] Other
- [x] N/A

68g. Overall condition of skylights:

- [ ] Excellent
- [ ] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

68h. Evidence of concerns with roofing, skylights, flashings, and drains (check all that apply):

- [ ] Failures/Splits/Cracks
- [ ] Rot/Decay/Corrosion
- [ ] Inadequate flashing/curbs/pitch pockets
- [ ] Inadequate or poorly functioning roof drains
- [ ] Evidence of water penetration/active leaks
- [ ] Other (specify)
- [x] None

68h.1 Specify other concerns:

(No Response)

68i. Overall Condition of Roof and Skylights:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

68j. Year of Last Major Reconstruction/Replacement:

2004

68k. Expected Remaining Useful Life (Years):

15

68l. Cost to Reconstruct/Replace $:

(No Response)

68m. Comments:

(No Response)

INTERIOR SPACES

69. Interior Bearing Walls and Fire Walls (S)

- [x] Yes
- [ ] No

69a. Overall condition of interior bearing walls and fire walls:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-functioning
- [ ] Critical Failure

69b. Year of Last Major Reconstruction/Replacement:

1954

69c. Expected Remaining Useful Life (Years):

15

69d. Cost to Reconstruct/Replace $:

(No Response)

69e. Comments:

(No Response)

Other Interior Walls

70. Other Interior Walls

- [x] Yes
- [ ] No

70a. Overall condition of other interior walls:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

70b. Year of Last Major Reconstruction/Replacement:

2004

70c. Expected Remaining Useful Life (Years):

25

70d. Cost to Reconstruct/Replace $:

(No Response)

70e. Comments:

(No Response)

Floor Finishes

71. Carpet

- [ ] Yes
- [x] No

72. Resilient Tiles or Sheet Flooring

- [x] Yes
- [ ] No

72a. Where located (check all that apply):

- [x] Instructional Space
- [ ] Common Area

72b. Overall condition of resilient tiles or sheet flooring:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

72c. Year of Last Major Reconstruction/Replacement:

2004

72d. Expected Remaining Useful Life (Years):

10

72e. Cost to Reconstruct/Replace $:

(No Response)

72f. Comments:

(No Response)

73. Hard Flooring (concrete; ceramic tile; stone; etc)

- [ ] Yes
- [x] No

74. Wood Flooring

- [x] Yes
- [ ] No

74a. Where located (check all that apply):

- [ ] Instructional Space
- [x] Common Area

74b. Overall condition of wood flooring:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

74c. Year of Last Major Reconstruction/Replacement:

2004

74d. Expected Remaining Useful Life (Years):

10

74e. Cost to Reconstruct/Replace $:

(No Response)

74f. Comments:

(No Response)

Ceilings (H)

75. Ceilings (H)

- [x] Yes
- [ ] No

75a. Overall condition of ceilings:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

75b. Year of Last Major Reconstruction/Replacement:

2004

75c. Expected Remaining Useful Life (Years):

10

75d. Cost to Reconstruct/Replace $:

(No Response)

75e. Comments:

(No Response)

Lockers

76. Lockers

- [x] Yes
- [ ] No

76a. Overall condition of lockers:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

76b. Year of Last Major Reconstruction/Replacement:

2004

76c. Expected Remaining Useful Life (Years):

10

76d. Cost to Reconstruct/Replace $:

(No Response)

76e. Comments:

(No Response)

Interior Doors

77. Interior Doors

- [x] Yes
- [ ] No

77a. Overall condition of interior door units:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

77b. Overall condition of interior door hardware:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

77c. Year of Last Major Reconstruction/Replacement:

2004

77d. Expected Remaining Useful Life (Years):

15

77e. Cost to Reconstruct/Replace $:

112,500.00

77f. Comments:

Keyless entry hardware upgrade

Interior Stairs (S)

78. Interior Stairs (S)

- [x] Yes
- [ ] No

78a. Overall condition of interior stairs:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

78b. Year of Last Major Reconstruction/Replacement:

1954

78c. Expected Remaining Useful Life (Years):

15

78d. Cost to Reconstruct/Replace $:

(No Response)

78e. Comments:

(No Response)

Elevator, Lifts and Escalators (H)

79. Elevator, Lift, and Escalators (H)

- [x] Yes
- [ ] No

79a. Overall condition of elevators, lifts, escalators:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

79b. Year of Last Major Reconstruction/Replacement:

2004

79c. Expected Remaining Useful Life (Years):

15

79d. Cost to Reconstruct/Replace $

(No Response)

79e. Comments:

(No Response)

Interior Electrical Distribution (H)

80. Interior Electrical Distribution (H)

- [x] Yes
- [ ] No

80a. Interior electrical supply meets current needs:

- [x] Yes
- [ ] No

80b. Condition of interior electrical distribution:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

80c. Year of Last Major Reconstruction/Replacement:

2004

80d. Expected Remaining Useful Life (Years):

15

80e. Cost to Reconstruct/Replace $:

150000

80f. Comments:

Provide additional power and date to program spaces.

Lighting Fixtures

81. Interior Lighting Fixtures

- [x] Yes
- [ ] No

81a. Condition of interior lighting fixtures:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

81b. Year of Last Major Reconstruction/Replacement:

2004

81c. Expected Remaining Useful Life (Years):

15

81d. Cost to Reconstruct/Replace $:

(No Response)

81e. Comments:

(No Response)

Communication Systems (H)

82. Communication Systems (H)

- [x] Yes
- [ ] No

82a. Communication systems are adequate:

- [x] Yes
- [ ] No

82b. Condition of communication systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

82c. Year of Last Major Reconstruction/Replacement:

2004

82d. Expected Remaining Useful Life (Years):

10

82e. Cost to Replace/Reconstruct $:

(No Response)

82f. Comments:

(No Response)

Swimming Pool and Swimming Pool Systems

83. Swimming Pool and Swimming Pool Systems

- ☐ Yes
- ☑ No

PLUMBING

84. Water Distribution System (H)

- ☑ Yes
- ☐ No

84a. Types of pipes (check all that apply):

- ☐ Iron
- ☐ Galvanized
- ☑ Copper
- ☐ Lead
- ☐ PVC
- ☐ Other

84b. Overall condition of water distribution system:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

84c. Year of Last Major Reconstruction/Replacement:

2004

84d. Expected Remaining Useful Life (Years):

15

84e. Cost to Reconstruct/Replace $:

(No Response)

84f. Comments:

(No Response)

Plumbing Drainage System (H)

85. Plumbing Drainage System (H)

- ☑ Yes
- ☐ No

85a. Types of pipes (check all that apply):

- ☑ Iron
- ☐ Galvanized
- ☑ Copper
- ☐ Lead
- ☐ PVC
- ☐ Other

85b. Overall condition of drainage system:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

85c. Year of Last Major Reconstruction/Replacement:

2004

85d. Expected Remaining Useful Life (Years):

15

85e. Cost to Reconstruct/Replace $:

(No Response)

85f. Comments:

(No Response)

Hot Water Heaters (H)

86. Hot Water Heaters (H)

- [x] Yes
- [ ] No

86a. Type of fuel (check all that apply):

- [ ] Oil
- [x] Natural Gas
- [ ] Electricity
- [ ] Propane
- [ ] Other

86b. Overall condition of hot water heaters:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

86c. Year of Last Major Reconstruction/Replacement:

2004

86d. Expected Remaining Useful Life (Years):

15

86e. Cost to Reconstruct/Replace $:

(No Response)

86f. Comments:

(No Response)

Plumbing Fixtures

87. Plumbing Fixtures

- [x] Yes
- [ ] No

87a. Overall condition of plumbing fixtures (including toilets, urinals, lavatories, etc):

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

87b. Year of Last Major Reconstruction/Replacement:

2004

87c. Expected Remaining Useful Life (Years):

10

87d. Cost to Reconstruct/Replace $:

(No Response)

87e. Comments:

(No Response)

HVAC SYSTEMS

88. HVAC Systems Type

88a. Does this building have a central HVAC system?

- ☐ Yes
- ☑ No

Heat Generating Systems (H)

88b.1 Other central HVAC system technology:

(No Response)

89. Heat Generating Systems (H)

- ☑ Yes
- ☐ No

89a. Heat generation source (check all that apply):

- ☑ Boiler / Hot Water
- ☐ Boiler / Steam
- ☐ Furnace / Forced Air
- ☐ Unit Ventilation
- ☐ Geothermal
- ☐ Biomass
- ☐ Electric
- ☐ Other (describe below)

89a.1 Other heat generation source:

(No Response)

89b. Overall condition of heat generating systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

89c. Year of Last Major Reconstruction/Replacement:

2004

89d. Expected Remaining Useful Life (Years):

25

89e. Cost to Reconstruct/Replace $:

(No Response)

89f. Comments:

(No Response)

Heating Fuel/Energy Systems (H)

90. Heating Fuel / Energy Systems (H)

- ☑ Yes
- ☐ No

90a. Overall condition of heating fuel / energy systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

90b. Year of Last Major Reconstruction/Replacement:

2004

90c. Expected Remaining Useful Life (Years):

15

90d. Cost to Reconstruct/Replace $:

(No Response)

90e. Comments:

(No Response)

Cooling/Air Conditioning Generating Systems

91. Cooling / Air-Conditioning Generating Systems

- ☑ Yes
- ☐ No

91a. Overall condition of cooling/air-conditioning generating systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

91b. Year of Last Major Reconstruction/Replacement:

2004

91c. Expected Remaining Useful Life (Years):

15

91d. Cost to Reconstruct/Replace $:

(No Response)

91e. Comments:

(No Response)

AIR HANDLING AND VENTILATION EQUIPMENT

92. Air Handling and Ventilation Equipment: Supply Units, Exhaust Units, Relief/Return Units, etc. (H)

- ☑ Yes
- ☐ No

92a. Overall condition of air handling and ventilation systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

92b. Year of Last Major Reconstruction/Replacement:

2004

92c. Expected Remaining Useful Life (Years):

15

92d. Cost to Reconstruct/Replace $:

(No Response)

92e. Comments:

(No Response)

Piped Heating and Cooling Distribution Systems

93. Piped Heating and Cooling Distribution Systems: Piping, Pumps, Radiators, Convectorss, Traps, Insulation, etc. (H)

- ☑ Yes
- ☐ No

93a. Overall condition of piped heating and cooling distribution systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

93b. Year of Last Major Reconstruction/Replacement:

2004

93c. Expected Remaining Useful Life (Years):

15

93d. Cost to Reconstruct/Replace $:

(No Response)

93e. Comments:

(No Response)

Ducted Heating and Cooling Distrbution Systems

94. Ducted Heating and Cooling Distribution Systems: Ductwork, Control Dampers, Fire/Smoke Dampers, VAVs, Insulation, etc. (H)

- ☑ Yes
- ☐ No

94a. Overall condition of ducted heating and cooling distribution systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

94b. Year of Last Major Reconstruction/Replacement:

2004

94c. Expected Remaining Useful Life (Years):

15

94d. Cost to Reconstruct/Replace $:

(No Response)

94e. Comments:

(No Response)

HVAC Control Systems

95. HVAC Control Systems (H)

- ☑ Yes
- ☐ No

95a. Overall condition of control systems:

- ☐ Excellent
- ☑ Satisfactory
- ☐ Unsatisfactory
- ☐ Non-Functioning
- ☐ Critical Failure

95b. Year of Last Major Reconstruction/Replacement:

2004

95c. Expected Remaining Useful Life (Years):

15

95d. Cost to Reconstruct/Replace $:

(No Response)

95e. Comments:

(No Response)

Fire Safety Systems

96. Fire Alarm Systems (H)

- [x] Yes
- [ ] No

96a. Overall condition of fire alarm system:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

96b. Year of Last Major Reconstruction/Replacement:

2004

96c. Expected Remaining Useful Life (Years):

15

96d. Cost to Reconstruct/Replace $:

(No Response)

96e. Comments:

(No Response)

Smoke Detection System (H)

97. Smoke Detection Systems (H)

- [x] Yes
- [ ] No

97a. Overall condition of smoke detection systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

97b. Year of Last Major Reconstruction/Replacement:

2004

97c. Expected Remaining Useful Life (Years):

15

97d. Cost to Reconstruct/Replace $:

(No Response)

97e. Comments:

(No Response)

Fire Suppression Systems

98. Fire Suppression Systems: Sprinklers, Standpipes, Kitchen Hoods, etc. (H)

- [ ] Yes
- [x] No

Emergency/Exit Lighting Systems

99. Emergency / Exit Lighting Systems (H)

- [x] Yes
- [ ] No

99a. Overall condition of emergency / exit lighting systems:

- [ ] Excellent
- [x] Satisfactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Critical Failure

99b. Year of Last Major Reconstruction/Replacement:

2004

99c. Expected Remaining Useful Life (Years):

15

99d. Cost to Reconstruct/Replace $:

(No Response)

99e. Comments;

(No Response)

Emergency/Standby Power Systems

100. Emergency or Standby Power System (H)

- [x] Yes
- [ ] No

100a. Overall condition of emergency/standby power systems:

- [ ] Excellent
- [x] Satifactory
- [ ] Unsatisfactory
- [ ] Non-Functioning
- [ ] Crtitical Failure
- [ ] N/A

100b. Year of Last Major Reconstruction/Replacement:

2004

100c. Expected Remaining Useful Life (Years):

15.00

100d. Cost to Reconstruct/Replace $:

(No Response)

100e. Comments:

(No Response)

ACCESSIBILITY

101. Exterior Accessible Route (H)

People with disabilities should be able to arrive on site, approach the building, and enter as freely as everyone else. At least one route of travel should be safe and accessible for everyone, including people with disabilities. This route must include handicapped parking, curb cuts, ramps, and automatic door operators as necessary to enter the building.

Is there an accessible exterior route as specified above?

- ☑ Yes
- ☐ No

102. Interior Accessible Route, Access to Goods and Services, and Restroom Facilities (H)

The layout of the building should allow people with disabilities to obtain materials or services and use the facilities without assistance. This should include access to general purpose and specialized classrooms, public assembly spaces (such as libraries, gymnasiums, auditoriums), nurse's office, main office, and restroom facilities. Services include drinking fountains, telephones, and other amenities.

Is there an accessible interior route as specified above?

- ☑ Yes
- ☐ No

103. Additional Information on Accessibility

If the building lacks accessible interior or exterior routes:

103a. Cost of improvements needed to provide accessible exterior and interior routes as specified above $:

(No Response)

103b. Comments:

(No Response)

ENVIRONMENT/COMFORT/HEALTH

104. General Appearance

104a. Overall Rating:

- ☑ Good
- ☐ Fair
- ☐ Poor

104b. Comments:

(No Response)

105. Cleanliness

105a. Overall Rating:

- ☑ Good
- ☐ Fair
- ☐ Poor

105b. Comments:

(No Response)

106. Are there walk off mats; grills in the entryway?

- ☑ Yes
- ☐ No

106a. If yes: at least 6 feet long?

- ☑ Yes
- ☐ No

107. Is there noise in classrooms from HVAC units, traffic, etc. that may impact education?

- ☐ Yes
- ☑ No

108. Lighting Quality:

108a. Types of lighting in general purpose classrooms (check all that apply):

- ☑ Daylight
- ☐ Flourescent-not full spectrum
- ☑ Flourescent full spectrum
- ☑ Incandescent
- ☐ Other (describe)

108b. Are there blinds in the classroom to prevent glare?

- ☑ Yes
- ☐ No

108c. Overall Rating:

- ☑ Good
- ☐ Fair
- ☐ Poor

108d. Comments:

(No Response)

109. Evidence of Vermin

109a. Is there evidence of active infestations of...(check all that apply)?

- ☐ Rodents
- ☐ Wood-boring or Wood-eating Insects
- ☐ Cockroaches
- ☐ Other Vermin
- ☑ None

Indoor Air Quality

110. Mold

110a. Is there visible mold or moldy odors?

- ☐ Yes
- ☑ No

110c. Are any surfaces constructed of any of the following materials?

- ☑ Paper-faced or gypsum products
- ☑ Cellulose products (typically ceiling tiles)

110d. Estimated cost of necessary improvements $:

(No Response)

110d. Comments:

(No Response)

111. Humidity/Moisture

111a. Overall rating of humidity/moisture condition in building:

- ☐ Good
- ☑ Fair
- ☐ Poor

111b. Are any of the following found in/or around classroom areas (check all that apply)?

- ☐ Active leaks in roof
- ☐ Active leaks in plumbing
- ☐ Moisture condensation
- ☐ Visible stains or water damage
- ☑ None

111c. Are any of the following found in/or around other areas (check all that apply)?

- ☐ Active leaks in roof
- ☐ Active leaks in plumbing
- ☐ Moisture condensation
- ☐ Visible stains or water damage
- ☑ None

112. Ventilation: fresh air intake locations, air filters, etc.

112a. Are fresh air intakes near the bus loading, truck delivery, or garbage storage/disposal areas?

- ☐ Yes
- ☑ No

112b. Is there accumulated dirt, dust or debris around fresh air intakes?

- ☐ Yes
- ☑ No

112c. Are fresh air intakes free of blockage?

- ☑ Yes
- ☐ No

112d. Is accumulated dirt, dust or debris in ductwork?

- ☐ Yes
- ☑ No

112e. Are dampers functioning as designed?

- ☑ Yes
- ☐ No

112f. Condition of air filters:

- ☑ Good
- ☐ Pair
- ☐ Poor

112g. Outside air is adequate for occupant load:

- ☑ Yes
- ☐ No

112h. Rating of ventilation/indoor air quality:

- ☑ Good
- ☐ Pair
- ☐ Poor

112i. Comments:

(No Response)

113. Indoor Air Quality (IAQ) Plan

113a. Does the school district use EPA's Tools for Schools program?

- ☐ Yes
- ☑ No

113b. If No, is some other IAQ management plan used?

- ☑ Yes
- ☐ No

113c. Has the District assigned IAQ responsibilities to a designated individual?

- ☑ Yes
- ☐ No

113c.1 If Yes, what is their job title?

(No Response)

114. Does the school practice IPM?

- ☑ Yes
- ☐ No

114a. Is vegetation kept one foot away from the building?

- ☑ Yes
- ☐ No

114b. Are crevices and holes in walls, floors and pavement sealed or eliminated?

- ☑ Yes
- ☐ No

114c. Is there a certified pesticide applicator on staff?

- ☐ Yes
- ☑ No

114d. Are pesticides used in the building?

- ☐ Yes
- ☑ No

114d.1 If Yes, how are they typically applied?

- ☐ Spot treatment
- ☐ Area wide treatments

114e. Are pesticides used on the grounds?

- ☐ Yes
- ☑ No

114e.1 If Yes, was an emergency exemption granted by the Board of Education?

- ☐ Yes
- ☐ No

115. Does the school have a passive radon mitigation system installed (was built with radon resistant features)?

- ☐ Yes
- ☑ No

115a. Has the facility been tested for the presence of radon?

- ☐ Yes
- ☑ No

115b. Were any of the results of the test greater than or equal to 4 picocuries per liter (pCi/L)?

- ☐ Yes
- ☐ No

115c. If Yes, did the school take steps to mitigate the elevated radon levels?

- ☐ Yes, active mitigation system installed
- ☐ Yes, passive mitigation system made active
- ☐ Yes, ventilation controls (HVAC) adjusted
- ☐ Yes, other (describe)
- ☐ No action taken

115c.1 Describe other actions taken to mitigate elevated radon levels:

(No Response)

American Red Cross Shelter

116. American Red Cross Shelter

- [x] Yes
- [ ] No

116a. Is there a written agreement with the American Red Cross for the use of this building as an emergency shelter?

- [ ] Yes
- [x] No

116b. Does this building have an emergency generator to support sheltering operations (lights, HVAC, etc.)?

- [x] Yes
- [ ] No

116b.1 If Yes, what systems are connected to the emergency generator? (check all that apply)

- [x] Communication system
- [x] Fire alarm system
- [x] Security system
- [x] Lighting
- [x] HVAC
- [x] Sump pump

116c. Does this facility have a cooking/food preparation kitchen?

- [x] Yes
- [ ] No

116c.1 If Yes, is the area outfitted for:

- [x] Full preparation
- [ ] Warming capabilities only

116d. What items in the cooking/food preparation kitchen are powered by the emergency generator? (check all that apply)

- [x] Cooking equipment
- [x] Refrigeration equipment
- [x] Other kitchen equipment

116e. Potable water:

- [x] Provided by municipal system
- [ ] Provided by on-site wells - not connected to the emergency generator
- [ ] Provided by on-site wells - connected to the emergency generator

116f. Sanitary:

- [ ] Gravity discharge
- [ ] Force main pumping station - not connected to the emergency generator
- [x] Force main pumping station - connected to the emergency generator

Appendix D: 2016 Educational Technology Plan

* Provided by District

wnyric www.wnyric.org
Erie 1 BOCES Education Campus • 355 Harlem Road • West Seneca, NY 14224-1892

2016 Educational Technology Plan

Checklist & Work Guide

Applicant	Legal Name of Applicant/District Cuba-Rushford Central School District		
	Address 5476 Route 305		
	City Cuba	Zip Code 14727	County Allegany
	Telephone 585-968-2650		Fax 585-968-2651
	Superintendent Mr. Carlos Gildemeister	School District CRCSD	
	Technology Plan Start Date July 1, 2015	Technology Plan End Date June 30, 2019	

Technology Plan Contact	Name of Technology Plan Contact Jay Morris		Official Title Technology Director
	Address 5476 Route 305		
	City Cuba		Zip Code 14727
	Telephone 585-968-2650	Fax 585-968-2651	Email Address jmorris@crcs.wnyric.org

Check if the same as the Contact X Technology Director	Name of Technology Director		Official Title
	Address		
	City		Zip Code
	Telephone	Fax	Email Address

URL of the District Educational Technology Plan: http://www.crcs.wnyric.org

Educational Technology Plan

Element: Cover Page

Note: A cover page is necessary for identification and logistical purposes.

Components
The cover page includes each of the following basic identification items: • District/school name, address, phone number; • Start date of plan (month, year); July 2016 • End date of plan (month, year); June 2019 • Contact person for plan including phone number, fax number, and email address; • The URL for the location of the technology plan on the web is indicated.

Cover Page determined complete? Yes x☐ No ☐

Table of Contents

Mission: To prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community.

Vision: To become a regional model of excellence.

Values: Safe and caring learning environment
Unwavering focus on learning
Collaboration
Pride

A. DISTRICT/SCHOOL BACKGROUND AND DEMOGRAPHICS:

The Cuba-Rushford Central School District came into existence when the Rushford district was annexed by the Cuba district in July 1991. As a result of the annexation, Cuba-Rushford has benefited from significant additional state operating aid that has enhanced the educational program and supplemental capital construction aid that has funded much needed capital improvements. Since 1991, school leaders and staff have established a tradition of preparing K-12 students for adult life roles. This tradition has woven a strong community fabric for which the school district has served as a primary contributor.
Cuba-Rushford has a elementary school and a combined Middle and High School in Cuba, New York. The district is committed to enhancing our student's learning environment by keeping classroom sizes less than twenty four students per class. Our district employs one hundred and seventy staff in every capacity to support each student within the goals established by the Strategic Plan.
Our current enrollment is eight hundred and seven students.

B. EXECUTIVE SUMMARY:

At Cuba-Rushford Central School District we are investing in hardware and software the students have access to. We are in a transition away from technology that is locked in rooms or carts to technology students have 24/7 access to. Our students have the benefit of 24/7 access to information combined with personalized learning. The goal is not one to one but three to one. Their BYOD, a district iPad and district work station(s) they can do larger cloud based projects on.
Based on the Governors Symposium at UB September 17, 2014 we need to increase our up load and down load from 40 Mbps to 100Mbps this year and to 1 Gbps per student by 2017. That road map has not been created let alone the trip planned out on it for our district. Fiber from AP to Backbone may be critical. WNYRIC has 2, 10 Gigabit connections to the back bone. That may be a bottle neck.
From a district perspective we plan a balanced approach. We will balance the required hardware/software, the end user support, Curriculum Integration, Marketing and Communication, Faculty Development, Financial Planning all to allow the students to be ridiculously successful and safe with the tools they have access to.
In this example IT is a wheel with seven spokes not a ladder with five rungs.

C. STAKEHOLDERS.

The district has assembled different committees to address various technology needs. There are:

a. Joint Educational Technology Team (JETT)
b. Technology Committee
c. Web Committee

I. Joint Educational Technology Team (JETT):

Educators are the driving force behind as well as the key constituents of the technology committee. They contribute to the development of technology integration plans at the school/classroom level. The support of other key stakeholders is essential to sustain the broad-based, continual support needed for long-range technology planning. The active involvement and support of parents, students, community, and business leaders are very important to the overall success of our planning effort.

The district technology committee received input from several groups that represent the communities served by our schools. We received information from parents, teachers, students and community members. These groups shared the common goal of quality education for all students throughout the district, and each brought differing perspectives and priorities. Their suggestions were incorporated in the long-range vision and implementation schedule.

Members

Carlos Gildemeister, Superintendent
Jay Morris, Director of Technology (Chair)
Chris Cappelletti, Teacher and Technology Integrator
Scott Jordan, Science Teacher
Eric Talbot, Teacher and Technology Integrator

II. Technology Committee:

The district Technology Committee meets three times a year. All staff members and visitors are always welcome. Anyone interested in attending a meeting or becoming a member of this committee, may contact Jay Morris at (585) 808-3603 or Carlos Gildemeister at (585) 968-2650.

Members

Carlos Gildemeister, Superintendent
Kevin Erickson, Cuba-Rushford Elementary School Principal
Sue Culbert, Student Information and guidance
Scott Jordan, Science Teacher
Deb Dorgan, Math Teacher
Chris Cappelletti, Teacher, Technology Integrator
Wendy Sprague, Librarian
Carrie Bold, High School Principal (Committee Co-Chair)
Linda Botens, English Teacher

Tom Kenyon, High School Math Teacher
Shannon Albert, Middle School Science Teacher
Jay Morris, Director of Technology (Committee Co-Chair)
Paul Austin, Technology Specialist
Monica Kwiatkowski, 8th grade SS teacher

Community

Cindy Dutton, Cuba Patriot Reporter
Tim Cox, CA BOCES Director
Mansel Wells, Erie 1 Technology Planner
Mary Linza, Parent Representative
Dave Crowley, Community Member and CRCS BOE member
Chris Berardi, Parent Representative
Skip Wilday, Parent Representative
Wendy Sprague, School Librarian
Betsy Hardy, Parent Representative and CABOCES employee

III. Web Committee:

The Web Committee meet two times a year to discuss the effectiveness of the Cuba-Rushford web site and to evaluate the procedures and current needs.

Members

Kevin Erickson, Cuba-Rushford Elementary School Principal
Jay Morris, Director of Technology (Committee Co-Chair)
Scott Jordan, Science Teacher
Chris Cappelletti, Teacher, Technology Integrator
Wendy Sprague, Librarian
Carlos Gildemeister, Superintendent (Committee Co-Chair)
Tom Kenyon, High School Math Teacher
Shannon Albert, Middle School Science Teacher
Paul Austin, Technology Specialist

D. TECHNOLOGY VISION:

The Cuba-Rushford Central School District will use technology to provide the best educational and management tools for our students, teachers, staff and administration.

These tools will provide strength to overall academic achievement. Educational technology will enhance the curriculum for already high achieving students, while providing a multidimensional approach to support remediation in reading, math and writing skills.

Educational technology will help provide each student with the success needed to become a life-long learner with a positive self-image. The student will be prepared to accept the technological changes in the working world of the future.

Educational technology will enhance teacher and management productivity by increasing the ability to communicate with parents, students, colleagues, the business community, and the world. The overall Technology Vision is to:

1. Be specific in our educational goals and vision of learning through technology
2. Provide ongoing professional development
3. Allow structural changes in the school day that promote learning
4. Maintain a robust technical infrastructure and technical support
5. Ensure ongoing evaluation of our technology plan.
6. Have connection speeds of 100 Mbps/student 2014 and 1 Gbps 2017.
7. Build a student environment that supports the 3:1 device ratio per student.

E. TECHNOLOGY GOALS.

Goal 1: Maintain, update, and add technology equipment and software to have access and utilize the most current and useful available technology.

Goal 2: Dedicate money and time to ensure professional development opportunities and collaboration for students and staff.

Goal 3: Establish an unwavering focus on innovative learning experiences for students and staff that match our district mission and vision.

Goal 4: Organize and clarify responsibilities/funding for new and existing technologies.

Goal 5: Enhance the relationship within the school, and between the school and community.

F. Top Three Challenges

Our focus is improved Internet availability and speed for all students. The challenges that are highest on our list are last mile connectivity for 20% of our community. We are rural. It may be more than a mile for many. Install next generation APs to allow wireless connectivity to be

greater than 1 Gbps by 2017. Work closely with our students, staff and community to allow the technology to help them all be ridiculously successful with learning and doing in school, college and careers.

Element: Introductory Material

Note: An introductory section is needed to provide reviewers and other readers with background information and plan context.

Page(s)	Components
7 4 8 4	• **Mission:** The introductory section includes the district/school mission statement. • **Introduction:** The introductory section includes a short description of district/school background and demographics including size, number and level of buildings, number of teachers and students, socioeconomic status, etc. Include a list of names of stakeholders and their positions. • **Table of contents**

Introductory Material determined complete? YesX☐ No☐

Element: Vision and Goals

Note: List broad general district goals in this section. A vision and goals section provides clarity for the overall direction of the technology program. Detailed goals may appear as part of other sections.

Page(s)	Components
9 4 10 7	• **Vision:** A broad vision is articulated for the district/school technology program. • **Goals:** Broad, general district goals are established that reflect expectations of how technology will be utilized within the district. These might include: ○ The district's intent to highly integrate technology into teaching and learning; ○ The relationship of the goals to the long-term vision and the district mission; ○ Realistic strategies on how technology will be used to improve student learning and achievement; ○ A description on how the goals address the objectives of the school improvement plan/strategic plan.

Vision and Goals determined complete? Yes ☐ No ☐

I. CURRICULUM

Element: B. Student Achievement

Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.

A. STUDENT ACHIEVEMENT

I. ISTE Standards with embedded examples from Cuba-Rushford

Listed below are the ISTE standards and specific examples from content areas and grades of how technology is integrated into curricula and instruction.

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes.
b. create original works as a means of personal or group expression.
c. use models and simulations to explore complex systems and issues.
d. identify trends and forecast possibilities.

-**Example**: CRCS equips classrooms with a promethean board, Elmo, projection devices, Sound Field System, and student computers with standardized software to ensure students can become familiar and confident in the operation of the hardware and software regardless if they are in Pre-K or Grade 12.

-**Example**: CRCS staff maintain their own classroom web page where they post:\

- Learning Objectives for students and parents
- A syllabus
- Homework
- Academic Intervention Services Materials for struggling students

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. develop cultural understanding and global awareness by engaging with learners of other cultures.
d. contribute to project teams to produce original works or solve problems.

-**Example**: Every CRCS Grade 3 – 12 is afforded an email account. Student receive training to allow them to receive teacher communications/work via email, collaborate with others, maintain a functioning calendar / Task List, post and share work internally, collaborate with other students, and interact with peers.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. process data and report results.

-**Example**: Every CRCS student is provided and trained to use their server space to gather and plan research. As students enter Grade 6, they learn how to research a writing assignment using Library Media Resources, and integrate them into presentation software. Presentation software packages available to our students include all Microsoft software, iMovie and other Video software, etc. They learn to gather, analyze, organize and create a presentation that will portray their thoughts.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation.
b. plan and manage activities to develop a solution or complete a project.
c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

-**Example**: See #3 above. In grade 8, the use of technology sources is used to answer Document Based Questions in the Grade 8 Social Studies Assessment. Students make informed decisions using appropriate digital tools and resources.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

-**Example**: Our Video Creation class at the high school level creates video events for community events keeping in mind the legal ramifications as they utilize copyrighted materials. They are collaborative projects that require student to communicate precisely with community members, teachers and fellow student. See Appendix VCE 5 year Plan. Page 65

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.
b. select and use applications effectively and productively.
c. troubleshoot systems and applications.
d. transfer current knowledge to learning of new technologies.

Example: We are finding that the exposure to technology within K through grade 5 is so effective that students are very comfortable utilizing it in middle school.

I. CURRICULUM

Element: A. Curriculum Integration

Goals and strategies, aligned with challenging state and national standards, for using telecommunications and technology to improve teaching and learning.

Page(s)	Components
11 9-11 12 9-11 13 9-11	• 5-10 specific goals that are aligned with state or national standards for using advanced technology to improve student academic achievement. (These goals should be "concrete and measurable.") • Strategies describe how technology will be used to improve the academic achievement, including technology literacy, of all students. • A description is provided on how the district will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction. (**Could** include specific promotions and targeted audiences.)

Element I: A. determined complete? Yes ☐ No ☐

I. CURRICULUM

Element: B. Student Achievement

Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.

Page(s)	Components
14 9-11	• A description on how technology (including software and electronically delivered learning materials) will be integrated into curricula and instruction. The information described here **could** include: ○ Specific examples from within content areas and/or grade levels; ○ OR, if desired, the full-curriculum describing the technology integration within the curriculum (integration benchmarks). ▪ Tie either of the above with Common Core, NYS State and ISTE standards. Discuss how they are being used.
15 9-11	• A timeline for the technology integration into curricula and instruction is included. (See Action Plan)

Element I: B. determined complete? Yes ☐ No ☐

I. CURRICULUM

Element: C. Technology Delivery

Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.

Page(s)	Components
16 9-11	• Internet, interactive video, on-line courses, and/or other appropriate technologies for distance learning are presented in terms of how these technologies are currently being used **OR** might be used in the future to enhance instruction and increase student achievement.

Element I: C. determined complete? Yes ☐ No ☐

I. CURRICULUM

Element: D. Parental Communications & Community Relations

Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.

Page(s)	Components
17 9-11 18 9-11	• A description is included on how the instructional technology plan will be disseminated to the community. • Additional means of how technology will be used effectively in communicating with parents and promoting parent involvement are identified. These might include web sites, printed materials, and teacher meetings.

Element I: D. determined complete? Yes ☐ No ☐

Cuba-Rushford Central School
Professional Staff Development Guiding Assumptions

To help guide us toward successful professional staff development, we have included some guiding assumptions of staff development. The National Staff Development Council and the New York State Staff Development Council offer the following characteristics which may support and sustain our community of adult learners.

1. **Incorporation of available knowledge basis:** Current research findings need to be integrated into the educational process.

2. **Designs built on principles of adult learning and change process:** Effective educational practices for students and adults may be derived from research findings

3. **Experimentation and risk taking:** People acquire and retain new skills and knowledge through a growth process more effectively than through a process which emphasizes correction.

4. **Collegiality and collaboration:** Commitment to implement planned change is built through collaboration and open communication.

5. **Appropriate participant involvement in goal setting, implementation evaluation and decision making:** Needs identified by various constituent groups and individuals may be the basis for designing staff development programs and activities.

6. **Time to work on staff development and assimilate new learning:** Solutions to complex problems require systematic decision-making processes.

7. **Leadership and administrative commitment:** Change is a process-not an event. Since implementation of educational programs takes from 2-5 years, it requires continual support at all levels.

8. **Integration of individual goals, school and district goals as well as State and Federal standards of technology competencies:** The nature of the working environment must be considered in designing staff development support activities.

9. **Formal placement of the program within the philosophy and organizational structure of the school and district:** Efficient and effective investment in developing the district's human resources yields dividends in accomplishing district goals.

Cuba-Rushford Central School
Professional Development Plan

On or before the 15th calendar day after the first student attendance day of each school year, each employee will submit to the unit member's Building Principal an individual professional growth plan identifying the professional growth activities the employee will undertake to improve the employee's knowledge of curriculum taught by the employee, the employee's instructional skills and/or the employee's interpersonal skills. The plan will also explain how the activities may improve the employee's professional abilities and may positively affect student achievement. The teacher and the Building Principal will thereafter meet to discuss the plan and the Principal may make suggestions to improve the plan, but the Principal may not dictate the content of the plan. The teacher may modify the plan at any time thereafter, but must inform the Principal in writing of any changes to the plan. A returning teacher may submit a professional growth plan for summer activities by July 1. Such activities shall be considered as meeting the professional development responsibilities for the next school year.

On or before June 30 of each school year, each employee will provide a written explanation to the Principal of what professional growth activities the teacher engaged in since the end of the last school year. The explanation will also include an explanation of how the activities impacted the employee's professional abilities and/or student achievement and an approximation of the number of hours the teacher was engaged in such activities.

3. *Needs/Data Analysis*

Cuba-Rushford Central
Professional Development Plan
Attachment / Needs Assessment Sources Used

1. School Report Card
2. BEDS data
3. The CAR report
4. Title 1
5. Student attendance rates
6. Graduation and drop-out rates
7. State benchmarks for student performance
8. New York State assessments
9. Longitudinal data
10. Teacher surveys
11. Teacher self-assessments
12. Curriculum revisions (ongoing)
13. Community feedback

Attachment 11 District Resources

Fiscal resources:
Staff development budget Staff resources:
Curriculum Coordinator
Grade level/subject area teams
BOCES (instructional Support Services, SETRC) Teacher Resource Center Local consultants
Community-.
Parent/Teacher Organization
Shared Decision Making Team

Cuba-Rushford Central School
Professional Development Plan Implementation Map

Step 1: Appendix B added to the negotiated agreement between the Board of Education and the Teachers' Association of Cuba-Rushford Central School.

Step 2: Negotiated agreement ratified by the Cuba-Rushford Teachers' Association and the Board of Education.

Step 3: In accordance with the language on page 32 of the negotiated contract on or before the 15th calendar day after the first student attendance day of each school year, each employee will submit to the unit member's Building Principal an individual professional growth plan identifying the professional growth activities the employee will undertake to improve the employee's knowledge of curriculum taught by the employee, the employee's instructional skills and/or the employee's interpersonal skills. The plan will also explain how the activities may improve the employee's professional abilities and may positively affect student achievement. The teacher and the Building Principal will thereafter meet to discuss the plan and the Principal may make suggestions to improve the plan, but the Principal may not dictate the content of the plan. The teacher may modify the plan at any time thereafter, but must inform the Principal in writing of any changes to the plan. A returning teacher may submit a professional growth plan for summer activities by July 1. Such activities shall be considered as meeting the professional development responsibilities for the next school year.

Step 4: On or before June 30 of each school year, each employee will provide a written explanation to the Principal of what professional growth activities the teacher engaged in since the end of the last school year. The explanation will also include an explanation of how the activities impacted the employee's professional abilities and/or student achievement and an approximation of the number of hours the teacher was engaged in such activities.

Step 5: Repeat procedures starting with Step 3.

CRCS Professional Growth Activities

High quality professional development is essential to creating schools in which all staff members are learners who continually improve their performance. Professional development not only includes high-quality ongoing training programs with follow-up and support, but also may include growth promoting job-embedded, process such as those listed below:

Video review, CD-ROM or Online Tutorials

Regional/National conferences/workshops

Site visitations

Leadership role in a professional organization

Grade level/discipline study groups: Two or more teachers research a topic relevant to their area

Action research: raising questions about how to improve practice, studying the literature and research related to their question(s), and selecting an approach or approaches that might result in improving current practice.

Reflective logs: keeping a log of specific Practices, within a topic, to determine what is important, working, the strengths among implications.

'Best Practice' Research: investigate the best practices in a specific area.

Assessment Literacy: Becoming proficient in the area of assessment

Case Studies: Using carefully chosen, real-world examples of teaching to serve as springboards for discussions among small groups of teachers.

Coaching: Teachers taking and acting with a goal of continuously improving their teaching practice. Being critical listener/observer, ask questions, make suggestions that help a teacher grow and reflect.

Curriculum Development: Developing curriculum maps and webbing.

Examining Student Work: To ensure that what students learn is aligned with standards.

Workshop attendance

Observation of other teachers

Portfolio

Peer review

Training to be a mentor teacher for peer review

Content area study and/or exploration, travel**, or other school visitations**

SUPPORT LETTER OF PROFESSIONAL DEVELOPMENT – SUPERINTENDENT

CUBA-RUSHFORD CENTRAL SCHOOL

Superintendent of Schools, 585-968-2650 / Fax: 968-2651
Transportation Supervisor, 585-968-2446

Cuba-Rushford Middle/High School
5476 Route 305N, Cuba, NY 14727
585-968-2650 / Fax: 968-1091

Cuba-Rushford Elementary School
15 Elm Street, Cuba, NY 14727
585-968-1760 / Fax: 968-3181

October 15, 2012

Dear Faculty and Staff,

The Cuba-Rushford student centered technology plan is based on our mission statement. Our mission statement is "*To prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community.*" We will do this by balancing the importance of Knowledge, Pedagogy and Technology. Our goal with technology is to have it blend in and disappear in the background. We leverage the teaching skills of the staff and help the students learn at rates that are based on Moore's Law. We will do this with technology while building students and staffs confidence, self esteem and sense of well being. We plan to give everyone in our district the opportunity to bring as much benefit as possible to those in the world around them.

We could not prepare them without you! Thank you!

Carlos Gildemeister
Interim Superintendent
Cuba-Rushford District

http://www.crcs.wnyric.org

A. SUPPORT LETTER OF PROFESSIONAL DEVELOPMENT – TECHNOLOGY INTEGRATION SPECIALIST.

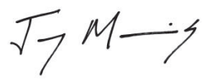
To whom it may concern,

The Technology Integration Specialist (TIS) has the privilege to facilitate the use of technology to benefit student achievement. The TIS focuses on the staff development needs of the faculty in the area of technology integration into the instructional program of the district. Some of the specific duties relating to Professional Development are listed.

- Assists individual teachers in their classrooms on the full integration of technology into their instructional plan. This includes lesson planning, problem-solving, modeling of instructional strategies, and instructional coaching related to technology.
- Provides faculty in-service training.
- Disseminates research and literature to faculty on instructional technology.
- Assist teachers through the 'check points' established by the Technology Training Committee.
- Remains current in the field by reading research and literature, attending conferences and workshops and networking.
- Assists Curriculum Coordinator. Conducts annual staff development needs assessment related to instructional technology and implements a technology staff development plan for Instruction with help by the Technology Coordinator and the Superintendent.
- Serves on the district technology committee.
- Works with administrative and instructional teams to effectively infuse technology into the instructional program.
- Planning and overseeing operation of summer computer camps.

The enthusiasm of the staff, students and community has generated positive momentum in the area of technology integration at CRCS. The "21st Century Tools" and skills are being utilized with proven teaching methods to prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community**.**

Sincerely,



Jay Morris

A. TECHNOLOGY STANDARDS - ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS.

Cuba-Rushford has adopted the ISTE National Educational Technology Standards for Students and has implemented curriculum and technology classes K-12 that ensures our students master the use of technology and become technology literate.

NETS for Students

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

1 Basic operations and concepts
- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2 Social, ethical, and human issues
- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3 Technology productivity tools
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4 Technology communications tools
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5 Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Profiles for Technology Literate Students

GRADES Pre K - 2

Performance Indicators:
All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

GRADES 3 - 5

Performance Indicators:
All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

GRADES 6 - 8

Performance Indicators:
All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 8 students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3 , 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

GRADES 9 - 12

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 12 students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. (4, 5, 6)
8. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

B. ACTIVITIES SUPPORTING TECHNOLOGY STANDARDS FOR STUDENTS AND PROFESSIONAL DEVELOPMENT FOR STAFF.

Technology Training Offerings

Over the past several years we have relied heavily upon the results from the yearly surveys given to all of the staff to determine future needs. In addition, we have also relied on the specific requests from students and staff alike for use of technology and specific training needs as they develop their Professional Development Goals.

As we draw the data out from the responses, we become sensitive to new areas where any staff member wishes to grow in the technology. They are encouraged to set a personal technology goal for themselves. We are finding more individualized sessions to be the most needed and beneficial. To that end, we are taking the results of the surveys and determining how best to schedule training and follow-up for the staff. It is our goal for the staff to become comfortable with the technology and to also be risk-takers in learning new and exciting applications as they embed these skills in their teaching and / or work experiences.

We are offering staff and student development opportunities emphasizing the use of technology as a lever to apply Moore's Law to rate of learning. Our goal is for all our Cuba-Rushford staff and students to utilize technology to enhance learning, increase productivity and promote creativity. The present collaboration that already exists within the staff and student population allows for a different variety of media and formats to communicate information. This is an asset as we try to replicate this type of instruction and learning in our entire classrooms district wide. The use of our technology Integration Specialist allows the district to assess, plan and carry out the activities that support the technology standards for our students and staff members. We are also fortunate to participate in the staff development offerings in District and at our local CA BOCES and ERIE 1 BOCES with their staff.

People and Groups offering Professional Development
Individualized / Small Group Trainings

Technology Integration Specialist (In-house)	Individualized training occurs on a daily basis throughout the district based on surveys, direct requests for technical, software or implementation help, and staff PDP Goals.
Cattaraugus Allegany Board of Cooperative Educational Services (BOCES)	Provide all types of Staff Development Services through their Instructional Support Services (ISS) staff based on yearly surveys and on new technologies being availed to the educational community.
Common Set of Learning Objectives and Model Schools through ERIE 1 BOCES	Provide all types of Staff Development Services by Integrating Technology Through Regional Collaboration. Their services are set up according to the results of the CSLO survey.
Speakers and Professional Consultants	Usually provide District Wide Staff Development or larger group sessions during Superintendent Days.

II. PROFESSIONAL DEVELOPMENT

Element: E. Professional Development

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

Page(s)	Components
19 14-24 20 16 21 14-20	• Professional development strategies are in place to ensure that ALL staff and administrators are made aware of how to use available technologies to improve student learning. • A timeline for the implementation of various types of professional development training is included. (See Action Plan) • Awareness is indicated of state and national standards addressing technology competencies for teachers, administrators, and other relevant educators.

Element II: E. determined complete? Yes ☐ No ☐

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Element: F. Infrastructure Needs/Technical Specification, and Design

Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.

A. PRESENT TECHNOLOGY CLIMATE.

THERE ARE NO NON-PUBLIC SCHOOLS IN THE CUBA-RUSHFORD SCHOOL DISTRICT

TECHNOLOGY COMMITTEE

The district technology committee and the sub-committees meet on a regular basis throughout the school year. Staff members and community members are encouraged to join the committees or visit meetings. Staff is updated over e-mail, and the community receives information through the district newsletter and the district's web page. The building level teams and the district level team have been included in the long range planning activities.

TECHNOLOGY PLAN

This technology plan is intended to be a living document with updates on a yearly basis to make recommendations and evaluations. The JET committee, a sub-committee of the technology committee, will meet yearly to accomplish this task and to present the evaluations and recommendations to the board of education.

ENVIRONMENT

The Cuba-Rushford Central School District has adopted the standards of the Erie 1 BOCES Regional Information Center to assure the interoperability of technology components. The district uses the Center's approved lists for purchasing guidelines. The building wiring design assures connectivity and interoperability of PC computers through local and wide area networks. Electrical circuits with surge suppressed outlets dedicated to the data outlets have been installed in each building. Each classroom in the district has either 5 or 6 data outlets for the classroom mini labs.

COMPUTER WORKSTATIONS

Current workstation standards reflect industry standards and the anticipated demands of software to be used by administrators, teachers, students, and staff. Teachers in the district have mini-labs of 5or 6 computers for their students. The teacher workstation is connected to a high resolution projector pointed at a promethean board. There are 400 networked workstations in the district.

EQUIPMENT AND SOFTWARE UPGRADES

A plan exists for the upgrade of hardware and software. A budget for software allows for upgrades and new purchases as necessary. Classroom computer workstations are replaced on a four-year rotation schedule and servers are replaced on a four-year rotation schedule. Decisions will be made on what devices are most beneficial to students for their use. A budget exists for these scheduled equipment upgrades.

COMPUTER LABS and LAPTOP COMPUTERs

The Elementary School has a PC computer lab for student and teacher training. The middle/ high school building has a PC lab, 18 wireless mobile labs. Teachers may schedule these labs when classes are not in session.

E-MAIL
Staff communicates through Lotus Notes and has individual Internet addresses. Student accounts are available to all students' grades 3-12 in support of the New York State Learning Standards.

INTERNET
The Internet may be accessed from any networked workstation. All buildings have access to the Gigabit Broadband Wide Area Network for data and Internet services through the Erie 1 Regional Information Center.
INTERNET FILTER
All computers on the network are filtered by LightSpeed Content Filtering. This is a service of the Erie I BOCES Regional Information Center. Student devices that leave school grounds only have access to the internet through the LightSpeed browser.
**Internet Content Filtering/Safety Policy included at the end of this section.*

WEB SITE
The goal is to provide a complete and interactive web site with district information for students, staff and the community. The district's web site may be reached at www.crcs.wnyric.org

LIBRARIES - SCHOOL
The elementary library and the middle/high school library are automated with Mandarin Software version M3. Students and teachers may conduct library searches from any networked computers. The Internet is accessible from all computers in each library. The Cuba-Rushford Central School Middle/ High School library has been designated an Electronic Doorway Library by the Board of Regents, the New York State Education Department and the New York State Library.

LIBRARIES - PUBLIC
The district has a continuing interaction with the public libraries in our communities. The Rushford Free Library and the Cuba Circulating Library have free Internet for their patrons. The library boards have worked with the technology committee in adoption Code of Ethics for users at their facilities. These libraries are represented on the district technology committee and will be included in ongoing technology efforts.

CODE OF ETHICS
The district has approved a code of ethics form for staff and students. Students and staff will need to accept the terms in order to log-into the district's computers.

SOFTWARE
Technological tools continue to evolve and improve. Providing the administrators, teachers, staff and students with the best tools available will enable them to perform their tasks more effectively. The variety and scope of available software for instruction continues to grow rapidly, making its way into mainstream instructional practice. The technological tools found in our school district must be used to promote the varied types of learning as well as various learning styles and abilities. Education software should address curriculum priorities and should be:

Inquiry-based

Interactive
Student directed
Objective based
Reflective of real life applications

Much of the software chosen will be approved for purchase through the Common Set of Learning Objectives. Software approved in this manner will take into consideration curriculum goals, teaching styles at the various levels, and learning styles and abilities.

DISTANCE LEARNING
There are distance learning rooms at both buildings that utilize the Gigabit Broadband Wide Area Network. In addition to the distance learning room's I.P. video conferencing capabilities, we also have to a mobile Polycom carts that can be moved into the classrooms for virtual field trips.

TELEPHONE SERVICE
All teachers have classroom telephones with access to outside lines.

FUNDING
The JET Team recommends that Erie 1 BOCES Regional Information Center continue as the vehicle for the district technology plan. The district can expect to receive state aid by careful acquisition of state approved and BOCES supported hardware, software and training services. Ongoing use of the aid incentive will help the district realize our vision of students prepared to work with the technology of the future.

The district will coordinate funding sources to support various aspects of the technology plan. The sources will include federal, state and grant funds. Local budgets will continue to provide technology resources.

Provisions in the local budget exist for:
*Hardware
*Software
*Operating costs of phone lines, cell phones, and security systems
*Consumable materials
*Professional development
*BOCES services

The district is applying for E-Rate funds through the Western New York Regional Information Center. The telecommunications Act of 1996 should enable the district to upgrade communications throughout the district. Plans are in place for the acquisitions and upgrades and are included in this document.

EQUITY
The Cuba-Rushford Central School District is using technology to improve student learning outcomes. Technology is being integrated into the curriculum and learning activities of **all** students to improve learning. The attainment of the New York State Learning Standards will be the focus to improve student learning and performance. Proven instructional technology practices will be emphasized in professional development delivered by BOCES and other providers.
All Cuba-Rushford Central School students have access to classroom computers and all

Grade 6 - 12 students have access to devices for at home use.

ASSISTIVE TECHNOLGY

The district provides voice recognition software and specialized computer workstations in support of requests by the district's Committee on Special Education. These special workstations and software are provided upon request to benefit students with special needs.

TECHNICAL SUPPORT

The technology staff consists of the technology coordinator, three Erie 1 LAN technicians (seven tech. days), a full time electronic equipment technician, and 1/5 time technology integration specialist. Participation in COSERs through Erie 1 BOCES and Cattaraugus BOCES, provide hardware maintenance, and software application support for administrative applications.

CURRICULUM SUPPORT

The Curriculum Support staff consists of a building principal, a technology integration specialist and a 3/5 CA BOCES Curriculum Coordinator.

B. BROADBAND STATEMENT.

Cuba-Rushford has already acquired a Gigabit Broadband Wide Area Network connection for data and the Internet in every district building.

C. TECHNOLOGY NEEDS TIMELINE AND INVENTORY WITH LOCATION OF EQUIPMENT AND REPLACEMENT / MAINTENANCE CYCLE.

Computers (listed by type)

	Offices	Classrooms	Library Or Media Center	Admin. Office	Assigned to Students	Planned Future Acquisitions		
						2015-2016	2016-2017	2017-2018
Desktops		100	64			50	50	50
Laptops		100				50	50	50
iPads	40	120		12	807	400	400	400
Number of Computers listed Above that are Internet ready	ALL	ALL	ALL	ALL	ALL	All	All	All
Number of Computers listed Above equipped for multimedia	24	415	56	13	366	100	100	100

Peripheral Devices

	Computer Labs	Classrooms	Central ized	Admin. Office	Other Location	Planned Future Acquisitions		
						2015-2016	2016-2017	2017-2018
Printers	3	0	20	5	2	2	2	2
Projection Devices	3	130			5	50	50	50
Video Cameras		6				3	3	3
Promethean Boards	3	120			1	8	8	8

Software (listed by type)

	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2015-2016	2016-2017	2017-2018
Windows 7	ALL	ALL	ALL	ALL	ALL	Upgrade	As	Needed
Microsoft Office	All	All	All	All	All	Upgrade	As	Needed
Type to Learn III	All		All			Upgrade	As	Needed
Accelerated Reader	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Lotus Notes	All	All	All	All		Upgrade	As	Needed
Kidspiration	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Inspiration	All Labs					Upgrade	As	Needed
Earobics	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Adobe Creative Suite	ALL	ALL	ALL	ALL	ALL	Upgrade	As	Needed
Vectorworks	50					Upgrade	As	Needed
Visions	All MS/HS					Upgrade	As	Needed
VPP	iPads	iPads	iPads	iPads	iPads	$20,000	$30,000	$40,000

Network Equipment

	Computer Labs	Classrooms	Central ized	Admin. Office	Closet	Planned Future Acquisitions		
						2015-2016	2016-2017	2017-2018
Access Points			99			Upgrade	As	Needed
Switches					27	Upgrade	As	Needed
Servers					11	Upgrade	As	Needed
Other						Upgrade	As	Needed

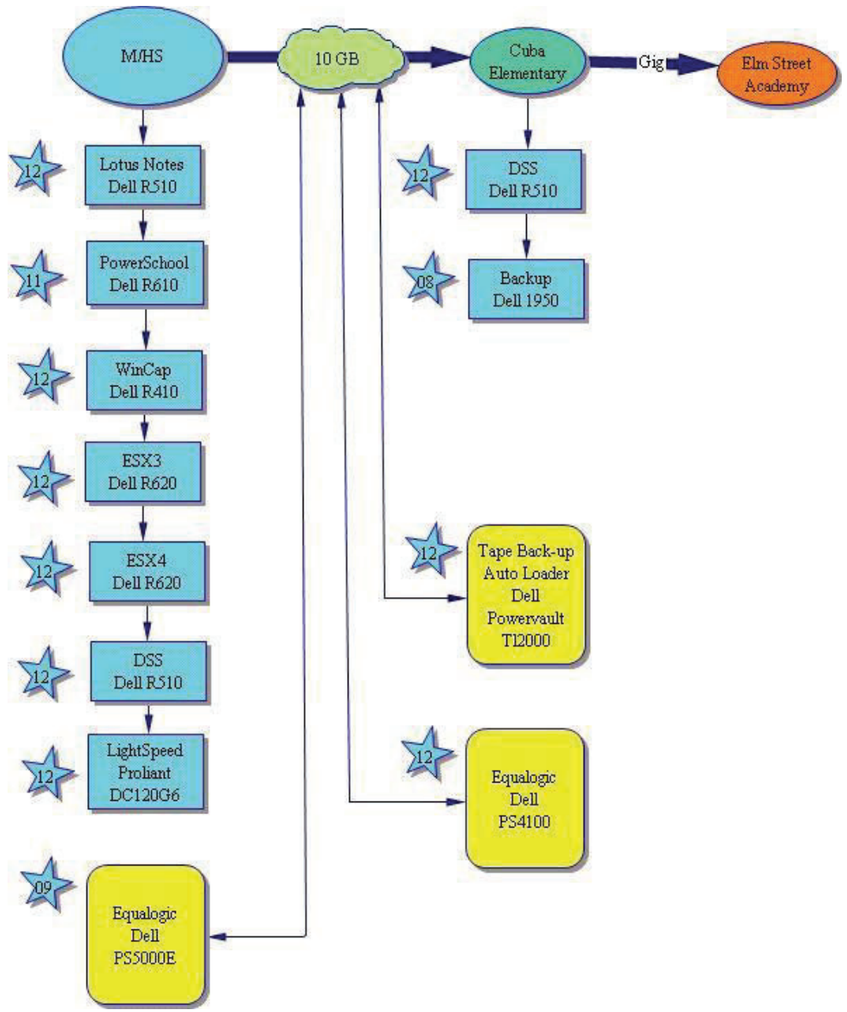
Telecommunication Links

	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2015-2016	2016-2017	2017-2018
Gigabit	Service To Both Buildings					Upgrade	As	Needed
Dedicated Cable	Service To Both Buildings					Upgrade	As	Needed
Distance Learning	Available in Both Buildings					Upgrade	As	Needed
Other	Wireless	Wireless	Wireless	Wireless	Wireless	Upgrade	As	Needed

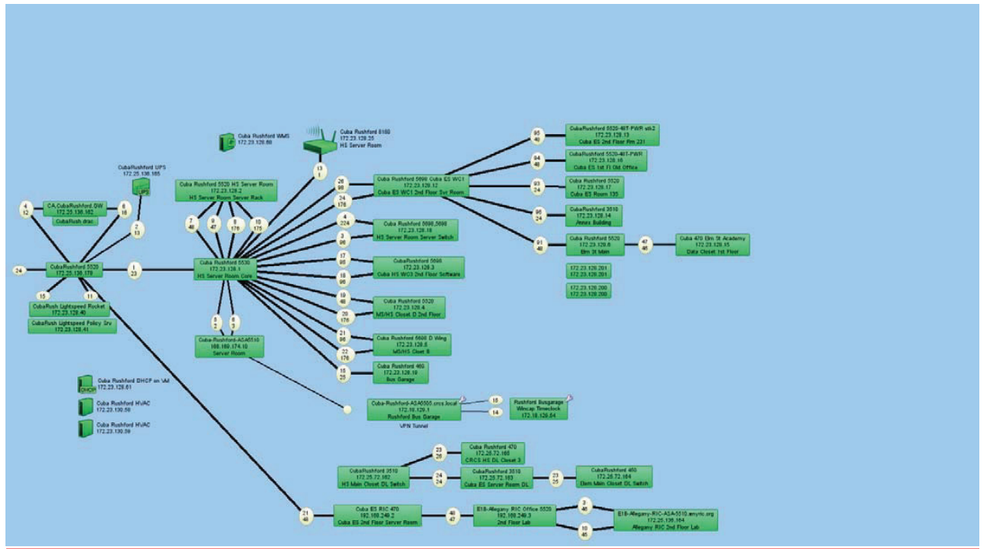
D. NETWORKING ENVIRONMENT

The computer network is a switched network with a gigabit fiber backbone to all wiring closets, elementary building, the bus garage, and the fish hatchery. Ten of the eleven servers are located at the MHS. The tape back-up auto loader is attached to a server located in the Elementary, which provides off-site data recovery. Currently wireless connectivity is available district wide. Both campuses have 1 gigabit connection to each desktop.

Server Configuration:



Switches and Wiring Closets:



III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Element: F. Infrastructure Needs/Technical Specification, and Design

Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.

Page(s)	Components
22 26-33 23 26-33 24 26-33 25 26-33	• A description and inventory of the current status of hardware, software, network infrastructure, telecommunications, and other technology services in the district is provided – **should include a statement about broadband.** • The plan includes a description and inventory of the hardware, software, network infrastructure, telecommunications, and other services that will need to be acquired to improve instruction and student learning. • Basic strategies for ensuring the interoperability of equipment are provided. (Plans for continuous upgrading and a timeline for technology acquisitions should be included.) • The plan includes a description of the replacement & maintenance cycle and technical support that is available within the district.

Element III: F. determined complete? Yes ☐ No ☐

Element G: Inventory

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Element: H. Increase Access

Strategies to increase access to technology for all students and all teachers.

Page(s)	Components
26 26-33	• The plan addresses the steps that will be taken to ensure all students and teachers have increased access to technology (examples of issues to be addressed might include assistance to students in high-poverty and high-need schools or to students needing assistive technologies).

Element III: H. determined complete? Yes ☐ No ☐

Element: IV. Evaluation

Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state and national academic standards.

A. EVALUATION PROCESS.

The District Technology Plan will be monitored and evaluated by the district technology committee three times a year and the Joint Educational Technology Team (JETT) on a semi-annual basis for the duration of the plan. Through the review of the indicators of success of each of the goals listed, the committees will be able to evaluate and adjust the plan as necessary. The progress of the committees in their quest to meet the goals of the plan will be published via staff email and district newsletter. This will enable the community to be informed about the ongoing status of the Technology plan. In September of each school year, a yearly summary of goal completion and the status of current projects completed by the committee will be submitted to the BOE/Superintendent. Goals that are not completed by the end of their deadline will be addressed, reevaluated and/or adapted by the committee.

Monitoring of Curricular Goals

Monitoring Curriculum Integration Goal #1:
Through our Technology Surveys, teacher observation of student work, and the assessment of our Technology Integration Specialist, the district monitors how students:

a. Recognize the need for information
b. Recognize that accurate and comprehensive information is the basis for intelligent decision making
c. Formulates questions based on information needs
d. Identifies a variety of potential sources of information
e. Develops and uses successful strategies for locating information
f. Determines accuracy, relevance, and comprehensiveness.
g. Distinguishes among fact, point of view, and opinion
h. Identifies inaccurate and misleading information
i. Selects information appropriate to the problem or question at hand
j. Organizes information for practical applications
k. Integrates new information into one's own knowledge
l. Applies information in critical thinking and problem solving
m. Produces and communicates information and ideas in appropriate formats

Monitoring Curriculum Integration Goal #2:
Through our Technology Surveys, teacher observation of student work, the assessment of our Technology Integration Specialist, and the career paths they develop with the district guidance counselors, the district monitors how students:

a. Seek information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.
b. Designs, develops, and evaluates information products and solutions related to personal interests.
c. Is a competent and self-motivated reader
d. Derives meaning from information presented creatively in a variety of formats
e. Develops creative products in a variety of formats
f. Strives for excellence in information seeking

Monitoring Curriculum Integration Goal #3:
Through technology surveys, observation of teacher's lessons, and the assessment of our Technology Integration Specialist, the district monitors the success rate and determines the level of support that is needed. These discussions occur at our weekly Congruence (Elementary) and Team meetings (Middle / High), the weekly Technology Integration meetings, the bi-weekly technology meetings, the weekly Administrator team meetings and other special meetings throughout the year. The district will graph our success and post it as a motivational piece.

Monitoring Curriculum Integration Goal #4:
The technology integration needs and success of our staff is monitored through classroom observations, the level of User Support Incidents created, PDP surveys, and all the district and school specific meetings listed under the monitoring of the curriculum integration goal #3.

Monitoring Curriculum Integration Goal #5:
The Technology Plan is the roadmap utilized in all technology and technology integration meetings. Any adjustments made to the technology Plan are reflected at the end of the plan from year to year and are a result of the monitoring tools in place within the Technology Plan.

CUBA-RUSHFORD CSD
Instructional Technology Plan - Annually - 2015

Monitoring and Evaluation

2. **Please fill in all information for the policies listed below.**

	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	(No Response)	http://www.crcs.wnyric.org/departments.cfm?subpage=726890	2001
Internet Safety/Cyberbullying	(No Response)	http://www.crcs.wnyric.org/forms.cfm?myForm=22432	2012
Parents' Bill of Rights for Data Privacy and Security	(No Response)	http://www.crcs.wnyric.org/community.cfm?subpage=158648	2014

IV. MONITORING AND EVALUATION

Element: I. Evaluation

Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state and national academic standards.

Page(s)	Components
27 37-38	• A general description of the process by which the evaluation will be conducted is included.
28 37-38	• The evaluation section indicates what measures will be used and how success will be determined. The plan indicates the following: (Action Plan)
29 37-38	▪ Frequency of evaluations;
30 37-38	▪ Persons responsible for evaluations;
31 37-38	▪ Strategies describing how unmet goals will be addressed.

Element IV: I. determined complete? Yes ☐ No ☐

IV. MONITORING AND EVALUATION

Element: J. Acceptable Use Policy

Strategies are in place to monitor the district's Acceptable Use Plan for staff and student use of the technologies.

Page(s)	Components
32 37-38	An Acceptable Use of Technology Policy (AUP) for the district is included with the BOE approval date. http://www.crcs.wnyric.org/departments.cfm?subpage=726890
33 37-38	The district policy for Internet Safety/Content Filtering is included with the BOE approval date and the ***public forum date***. http://www.crcs.wnyric.org/forms.cfm?myForm=22432
34	Parent's Bill of Rights http://www.crcs.wnyric.org/community.cfm?subpage=158648

Element IV: J. determined complete? Yes ☐ No

Questions – Contact Michelle Okal-Frink
techplans@e1b.org
Associate Director: Instructional Technology, Research & Innovation
(716) 821-7200

Appendix E: Professional Development Plan

* Provided by District

Cuba-Rushford
Organizational Professional Development Plan
2014-2017 – 3 Year
2016-2017 Update

TABLE OF CONTENTS

Vision

Mission: To prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community.

Vision: To become a regional model of excellence.

Values:

Safe and caring learning environment

Unwavering focus on learning

Collaboration

Leadership

Pride

Introduction

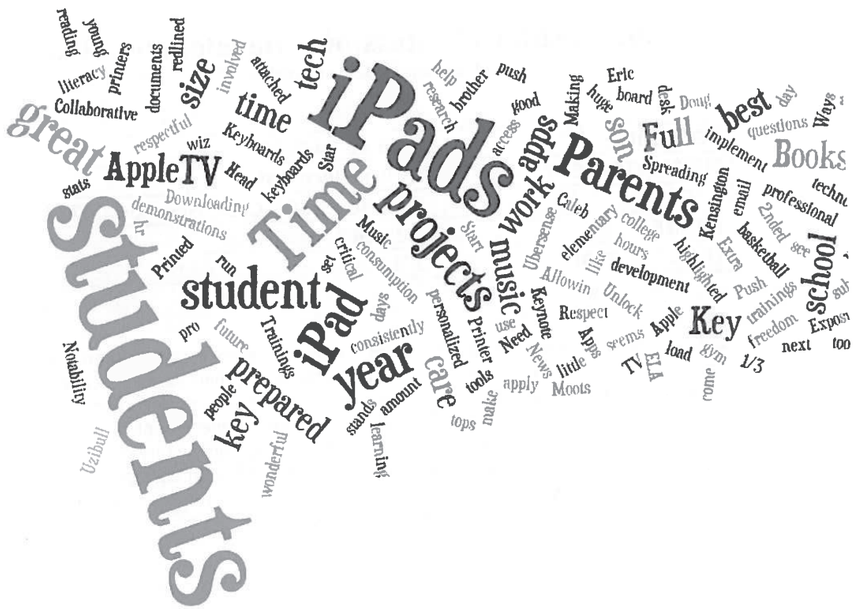
Cuba-Rushford Professional Development Plan

"A Regional Model of Excellence"

BEDS CODE:	0223-02-04-0000
SUPERINTENDENT	Carlos Gildemeister
ADDRESS	5476 Route 305, Cuba, New York 14727
PHONE	(585) 968 -2650
EFFECTIVE YEARS	2014-2017

Introduction:

Cuba-Rushford is committed to increasing students' cognitive, social, emotional and academic achievements throughout its schools by raising their knowledge, skills, experiences and opportunities. Given that research indicates that teacher and staff quality is the single most powerful influence on student achievement, it is essential to ensure teachers and staffs are provided with ongoing, high quality professional development to sustain and enhance their practices in this ever changing environment. The tools our students need to succeed today require them to think outside of the box.



These are the top words used in our 1-legged interview by our educators at CRCS!

Formal avenues for professional development:

- Staff Development Days offered in the District during the school year.
- Workshops of varying length which are conducted by our own professional staff.
- Workshops of varying length which are conducted by professional educational organizations such as BOCES, NYSUT, SAANYS, SETRC, ACCORD, the Teacher Center, the New York State Education Department, and colleges and universities.
- Graduate course work for faculty that is supported by salary increments.
- District sponsored participation in the writing and updating of curriculum
- Peer assistance programs that allow skilled teachers to share their expertise and knowledge with teachers who have had unsatisfactory evaluations.

- Mentoring opportunities where teachers formally share expertise and knowledge regarding teaching and learning

Broad Areas Considered as possible Goals for the 2014-2017

- Common Core ELA Curriculum
- Common Core MATH Curriculum
- Infusing Common Core Across the board in all Subject areas / More writing
- Learner Focuses Instruction
- Danielson Frameworks of Learning: Going from Effective to Highly Effective
- 1:1 Device Initiative / Flipped Classroom
- Parental Involvement / Parent Portal / Power Announcements

One-Legged Interview Approach in developing meaningful Professional Development:

It is the district's duty to provide the richest *Professional Development* to our faculty and staff to ensure it is meaningful, targeted, and meets their needs. Our teaching faculty and staff work hard during the day to connect academically and emotionally with students during teaching and non-teaching times throughout the day.....they are busy people who also work in a busy environment that sometime does not allow more than five or ten minutes to have a meaningful conversation. Sometimes the only chance we have to talk to them about their needs and the district initiatives are in the hallway between classes. This is a very valuable time that should not be taken for granted. In fact, it should be used frequently to check on the progress of their needs and the district's goals. Principals, Curriculum Coordinators, and other Staff Involved in developing Professional Development opportunities can take advantage of this time by conducting a one-legged interview.

A one-legged interview would typically begin by asking the teacher a question as simple as "How is it going today with... (specific about their needs or district goals)?" This gives the teacher an opportunity to express their thoughts and needs and a less formal/rigid environment. It gives the person asking the one legged question the opportunity to assess their answers and their reaction to the question. From there, they can ask the teacher about their strengths and weaknesses concerning the initiative or inquire further about their wishes to tailor the Professional Development Opportunities to the teacher's needs.

There are several advantages in using a one-legged interview:

- One major advantage to using a one-legged interview is the fact that the interview can take place anywhere and at a time that is convenient for the teacher.
- Although broad goals and initiatives are developed by NY State requirements, the district's mission & vision statements, and by the goals & needs of each school, the one-legged interview informs the specific direction and professional development offered (bottom-up approach).
- The simple but frequent interactions keep our administration and other supporting staff connected to the real needs and desires of each educator.

To improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development directly related to student learning needs. Our desire is to create a 20-year master plan that focuses on Curriculum, Instruction and the full utilization of today's tools.

Professional Development Committee Membership
Administrators, Teachers and Staff, Parents, and BOCES Staff

Name	Title
Carlos Gildemeister	Administration – Superintendent, PDP & BLT Member, CRCS Parent
Kevin Erickson	Administration - Elementary Principal, PDP & BLT Member
Katie Ralston	Administration - Middle School Principal, PDP & BLT Member
Carrie Bold	Administration - High School Principal, PDP & BLT Member
Kathleen Agnello	Teacher - Curriculum Coordinator & BLT Member
Christopher Cappelletti	Teacher – 7th Grade SS, Tech Integrator, PDP & BLT Member
Michelle Grillo	Teacher – 11th Grade ELA, PDP & BLT Member
Melissa Grover	Teacher – Kindergarten – PDP Team Member & CRCS Parent
Ronda Myers	Teacher – 2nd Grade, BLT Member & CRCS Parent
Eric Talbot	Teacher – 2nd Grade, PDP & BLT Member, & **STEM Leader
Dave Volz	Teacher – 8th Grade Math & BLT Member
Nicole Williams	Teacher – 6th Grade SS, PDP & BLT Member
Molly McMahon	8th Grade ELA & BLT Members
ay Morris	CIO – Technology Director, PDD & BLT Member, & CRCS Parent
A BOCES ISS Team	Teachers & Instructional Support Staff, PDP & BLT Members

*BLT – Blended Learning Team Member – Teachers providing PD and Modeling to other teachers after school, during instruction & Superintendent Days.
** STEM – Science, Technology, Engineering & Math Teacher

Cuba-Rushford Organizational Professional Development Plan 2014-2017

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Cuba-Rushford provides Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

Philosophy

Professional development at Cuba-Rushford is a vital component of our commitment to serving our teachers and educators to ensure they are equipped to the growth of our learner students. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the specific needs of the individual educator with a district wide focus on curriculum, instruction and utilizing the most current and effective tools to support the curriculum and instruction.

We strive to provide professional development in alignment with the New York State Professional Development Standards (http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf):

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.

5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.

8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Organizational Professional Development Goals

Cuba-Rushford Organizational Professional Development Plan 2014-2017

Goal #1: Implementation of Common Core, New York State Standards and National Curriculum.

Goal #2: Highly Effective teachers: Are you there yet? Utilizing Thoughtful Education to focus on better Instruction - inquiry based, student centered, and collaborative learning.

Goal #3: Utilizing the most current and effective tools to support the curriculum and instruction. To ensure digital citizenship through innovation and collaboration.

Action Plans

Please see Appendix A for a list of all anticipated workshop topics, trainings, and consultants to be utilized by the district during the 2016-2017 school year.

Goal 1: ***Implementation of Common Core, New York State Standards and National Curriculum.***

Objective: K-12 Vertical Standards Alignment and common writing practices.
Essential Questions: What resources and strategies are needed to enhance our current curriculum?

Cuba-Rushford Organizational Professional Development Plan 2014-2017

Activities and Strategies: PD in-house & through BOCES ISS Staff. Grade Band and Team Level meetin committees.			
Inputs	Evidence	Responsibility	
Committee Formation, Conducting surveys, offering PD.	Curriculum Maps, student work and data	ELA Director, Principal, Curriculum Coordinator, Teachers	2016

Objective: Implement K-12 Instructional practices, student work & assessment practices using the Social
Essential Questions: What professional development is needed to shift the instructional practices to align Framework?
Activities and Strategies: PD in-house and through BOCES ISS Staff. Grade band and Department meet Studies Framework committee meetings.

Inputs	Evidence	Responsibility	
Committee Formation, Conducting surveys, offering PD.	Curriculum Maps, lesson planning, student work and data	Principal, Curriculum Coordinator, Social Studies Teachers	201€

Goal 2: *Highly Effective teachers: Are you there yet? Utilizing Thoughtful Education to focus on better Instruction - inquiry based, student centered, and collaborative learning.*

Objective: Educators will adjust their instruction toward inquiry based, student centered, and collaborati
Essential Questions: How do we make student leaders of their own learning?
Activities and Strategies: PD in-house and through BOCES ISS Staff, attend Middle School Association, Training and utilizing the expertise of our in-house BLT members.

Inputs	Evidence	Responsibility	
Committee Formation, Conducting surveys, offering PD.	Classroom Observations, Team Notes, Conference Summary Forms and Student Work	Principal, Curriculum Coordinator, and Teachers	201€

Goal 3: Utilizing the most current and effective tools to support the curriculum and instruction. To ensure digital citizenship through innovation and collaboration.

Objective: Teachers and Students will adopt and implement a Blended Learning philosophy and prac

Essential Questions: Are students and teachers utilizing all the tools available to them in today's world to through innovation and collaboration.
Activities and Strategies: PD in-house and through BOCES ISS Staff, Teachers sharing their 'Best Practi Superintendent Days offerings, mentoring/modeling program, use of the BLT members to shadow and su and classroom visits.

Inputs	Evidence	Responsibility	
Committee Formation, JETT Committee, Technology Committee, Conducting surveys, offering PD.	Student becoming globally aware of community needs. Increase graduation rates, college and career readiness, college placement.	Administrators, Curriculum Coordinator, Tech Director, Tech Integrator, Teachers & Students.	201€

Provisions for Mentoring Program

The Cuba-Rushford Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Cuba-Rushford will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.
The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	Choosing and training effective veteran teacher leaders to t
Role of the Mentors	Coach and nurture the new employee
Preparation of Mentors	Summer program

Types of Mentoring Activities	Observe and model new employees in the classroom, monthly mee with principal
Time Allotted for Mentoring	At least 2 summer days and monthly school meetings.

Provisions for School Violence Prevention and Intervention Training

Cuba-Rushford is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Cuba-Rushford will provide refreshers on school violence prevention and intervention.

In instructional settings, Cuba-Rushford will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Cuba-Rushford teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

For all other faculty and staff, Cuba-Rushford meets* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Cuba-Rushford total student population as of such date as established by the commissioner.*

Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2016-2017 school year which will be available across the Cuba-Rushford organization where CTLE credit will be awarded. Topics in the chart below are topics that will be provided by Cuba-Rushford and or CA BOCES professional development staff over the coming year.

Topic	Organization/Consultant Provider
Emerging ELA SS Studies	Cuba-Rushford District
Standards Based Learning	Cuba-Rushford District
Data Driven Instruction	Cuba-Rushford District
Leaders of Their Own Learning	Cuba-Rushford District
Writing in the Content Area	Cuba-Rushford District
Cross Curricular Teaching	Cuba-Rushford District
Family Engagement	Cuba-Rushford District
Poverty Training	Cuba-Rushford District
Robotics	Cuba-Rushford District
Game Design	CAEW BOCES
Adobe	CAEW BOCES
APPR	CAEW BOCES
Elementary Math	CAEW BOCES
Equipment Specific Training	CAEW BOCES
Every Book is a Social Studies Book	CAEW BOCES
Every Book is a Social Studies Book	CAEW BOCES
Explicit Direction Instruction	CAEW BOCES
Family Engagement	CAEW BOCES
Forklift Training	CAEW BOCES
Game Based Learning	CAEW BOCES
Leadership	CAEW BOCES
Lexile Framework	CAEW BOCES
Librarians	CAEW BOCES
Library Science	CAEW BOCES
Literacy	CAEW BOCES
Manufacturing and Engineering	CAEW BOCES

Mass Customized Learning	CAEW BOCES
MS Math	CAEW BOCES
MS/HS ELA	CAEW BOCES
Music	CAEW BOCES
My Learning Plan	CAEW BOCES
Text Complexity	CAEW BOCES
New Teacher Mentoring	CAEW BOCES
Online Learning	CAEW BOCES
Physical Education	CAEW BOCES
Poverty	CAEW BOCES
PowerSchool Updates	CAEW BOCES
Project Based Learning	CAEW BOCES
Research Strategies	CAEW BOCES
Resiliency	CAEW BOCES
Restorative Justice	CAEW BOCES
Restorative Justice	CAEW BOCES
Right to know	CAEW BOCES
RTI	CAEW BOCES
School Counseling	CAEW BOCES
School Psychologists	CAEW BOCES
School Safety	CAEW BOCES
Science	CAEW BOCES
Social Studies Standards	CAEW BOCES
Social Thinking	CAEW BOCES
Special Education	SESIS
Standards Based Grading	CAEW BOCES
STEM	CAEW BOCES
Teacher Evaluation	CAEW BOCES
Technology Integration	CAEW BOCES
Thoughtful Education	CAEW BOCES
Trauma Informed Care	CAEW BOCES
Utilizing Learning Resources	CAEW BOCES
Vocabulary Development	CAEW BOCES
Writer's Workshop	CAEW BOCES
Writing	CAEW BOCES

Appendix F: 2018 Capital Project Scope of Work

* Provided by District

2018 CAPITAL PROJECT

"Preserving our Investment in our children"

Facilities Tour
SATURDAY
December 3
1:00pm
Begins at Cuba-Rushford Elementary Foyer
15 Elm Street, Cuba NY

Public Hearing
TUESDAY
December 13
6:00pm
At Cuba-Rushford Elementary Auditorium
15 Elm Street, Cuba NY

Public Vote
THURSDAY
December 15
12:00pm – 8:00pm
At Cuba-Rushford Elementary & Rushford Town Hall

From the Board of Education & Superintendent

The Cuba-Rushford Board of Education is proposing a 2018 capital project at a time when it can maximize state building aid:

■to address safety vulnerabilities throughout the district. These upgrades will increase our ability to secure students in emergency situations. ■ to renovate and improve school facilities to address issues reported in the state mandated Building Condition Survey (BCS). ■ to enhance existing areas that benefit students academically and community member usage. ■ to continue the preservation and enhancement efforts approved by voters in previous capital projects. ■ to meet long-term goal of bringing special education students attending programs in other districts and BOCES back into their home district. These students receive less instructional time because of travel time. ■ to provide related services (OT, PT, Speech & Counseling) in spaces that meet SED Instructional Space Review Guidelines.

ELEMENTARY SCHOOL

Auditorium Improvements
- Replace Carpet
- Infill deteriorating band pit
- Upgrade stage lighting to LED

Heating and Ventilation Upgrades
- Upgrade heating and cooling
- Improve gymnasium air quality

Solar Heating Upgrades
- Energy Efficiency - Equal to unit in Middle High School

Gymnasium Upgrades
- Suspended walking track
- Replace bleachers
- Provide alternative recess environment for students during cold weather months.
- Expand PE Curriculum & Track activities year long.
- Open for community usage evenings
- Replace gym divider curtain

Security Upgrades
- Secure entrance vestibules for incoming students, staff and visitors
- Provide security access at gymnasium entrance
- Safety & security window film
- Keyless Door Hardware (expanded)

Exterior Upgrades
- Sidewalk Repairs
- Construct Exterior Canopies near bus loop and entranceway.

MIDDLE HIGH SCHOOL

Classroom Additions:
- Provide STEaM learning areas
- Provide special education instruction and related services areas

Weight Room Improvements
- Upgrade equipment
- Secure entrance

Security Upgrades
- Keyless Door Hardware (expanded)
- Secure entrance vestibules for incoming students, staff and visitors
- Security cameras upgrades
- Safety & security window film
-

Power & Data Upgrades

Auditorium Improvements
- Upgrade stage lighting to LED

Locker Room Upgrades
- PE locker rooms
- Sports locker rooms

Heating and Ventilation Upgrades

Keyless Door Hardware - Prioritizing safety of students & staff!

I. Keyless hardware will allow us to reduce vulnerabilities throughout the district.
II. Provides better collaboration and access to Law Enforcement.
III. Better secures students in emergency situations.
IV. Secures vestibules for incoming students, staff & visitors.

Why does Special Education Need more learning areas?

- ✓ New special education areas are needed to meet long-term goal of bringing students attending programs in other districts and BOCES back into their home district. These students receive less instructional time because of travel time.
- ✓ The middle and high school special education classrooms, resource & related services (OT, PT, Speech & counseling) rooms are currently being held in offices that do not meet the SED room size guidelines.
- ✓ Privacy of students receiving related services and the integration of special education classrooms into core subject areas as recommended by the Instructional Space Review Guidelines from State Education Department.

SITE IMPROVEMENT

Elementary School

Athletic & Outdoor Improvements for Physical Education, Athletics and Community Activities

- Replace exterior bleachers
- Improve announcing stand
- Resurface outside walking track
- Replace exterior fencing
- Create outdoor teaching spaces for STEaM curriculum

Exterior Canopies

- Provide shelter in the am for 30-40 students riding to Middle High School
- Provide shelter for parents during dismissal.

Middle High School

Exterior Upgrades

- Sidewalk Repairs
- Construct Exterior Entrance Canopy
- Athletic field improvements

ELM STREET ACADEMY

Upgrades

- Safety & security window film
- Keyless Door Hardware (expanded)
- Cafeteria tables replaced
- Install whiteboard surfaces
- Power, data & technology upgrades

For Capital Projects in the Cuba-Rushford Schools, the state of New York will reimburse the district 86.38% of the proposed 14 million dollar project. This is a great opportunity to bring the tax dollars our community has already paid to the state back into our home district. The district will utilize the Capital Reserve Funds the voters established in 2014.

No Tax Increase as a result of this Capital Project

Anticipated start date of projects Summer 2018

· Nearly fifty percent of the proposed work relates to health and safety improvements schools.

· For every dollar spent, NYS building aid will pay approximately 86.5 cents bringing state taxes paid back into our community.

· Project work has been timed to align with retiring debt and Capital Reserve Funds to have no tax increase associated with the capital project.

· New special education areas to meet long-term goal of bringing students attending other programs back into the district.

Thank you for your support!

Why a Walking Track?

- ✓ During the 2013-14 & 2014-15 school year we experienced sub-zero weather conditions making it difficult to provide recess for 400+ student over a three-month span. This is just one of many examples of the need for an alternative recess environment for student use year around.
- ✓ We would like to expand the Physical Education curriculum and track activities for students.
- ✓ Over the last five years parents and community members have expressed the desire to have a track for their children and for the community to use for youth programs.
- ✓ The district is looking to utilize our facilities to enhance the life of the community. In this scenario, we anticipate opening the track to the community in the evenings for a three-hour period to promote wellness and support the community.

Cuba Rushford CSD
2018 CIP - Scope Summary

9/19/2016

#	Item	9/19/16 Meeting Notes	Construction Estimate
Middle Highschool			
MB-01	Parking Lot Repairs	Parking lot repairs have recently been completed, money to remain in project for widening repairs to main entrance, Remaining money to be used for misc. asphalt repairs at parking lots	$536,000.00
MB-02	Alternate Site Exit	Scope to be covered in the TAP grant currently being worked on - remove costs from project estimates	$0.00
MB-03	Sidewalk Repairs	Sidewalk repairs always required - determine areas that need to be replaced	$15,000.00
MB-04	Soccer Field Repairs	Already completed by district - remove costs from project estimates	$0.00
MB-05	Soccer Bleachers	Need to be determined which side of field they need to be on - it is noted that the sun sets during games and is right in the spectators faces	$22,500.00
MB-06	Soccer Light Poles	Noted that this may be something the public would opose due to the current soccer field located on the football field with lights - possibly use money to make modifications to existing football field	$255,400.00
MB-07	Soccer Scoreboard	Completed by district - removed cost from project estimates	$0.00
MB-08	Dryvit Repairs		$100,000.00
MB-09	Gymnasium Exit Doors		$20,000.00
MB-10	Fitness Center	Possibly persue PEP grant for purchase of new fitness equipment - equipment purchased in project will not be aided	$75,000.00
MB-11	Loading Dock Door	Renovate existing to be double doors that would automatically open with card swipe - provide curtains or heat recovery unit in order to limit cold air from coming in while loading items	$10,000.00
MB-12	Entrance Window	Window to be caulked - remove from current project estimates	$0.00
MB-13	Exterior window glazing	Confirm material to be used - confirm budget pricing for this item - currently working on another project with similar scope that would help determine what is best for CR	$50,000.00
MB-14	Gymnasium Divider	Confirmed that it should be a roll up curtain - with solid material full height	$52,200.00
MB-15	Corridor Flooring		$24,000.00
MB-16	Corridor Lockers	Remove and replace existing corridor lockers with wider and deeper units - confirm quantity required	$75,000.00
MB-17	Athletic Lockerroom		$250,000.00
MB-18	Kitchen Door Hardware		$17,500.00
MB-19	Keyless Entry		$131,250.00
MB-20	Power & Data		$200,000.00
MB-21	Stage Lighting/Rigging		$365,000.00
MB-22	Auditorium Walkways	Isle lighting already exists - remove cost from current project estimate	$0.00

Cuba Rushford CSD
2018 CIP - Scope Summary

9/19/2016

#	Item	9/19/16 Meeting Notes	Construction Estimate
MB-23	Exterior PA System		$38,500.00
MB-24	Domestic Water Valve Installation		$50,000.00
MB-25	Locker Room Renovations	Renovate with 10-20 individual changing/shower stalls - need requirements for number of lockers	$140,000.00
MB-26	Occupancy Based Ventilation	Does not provide savings as previously anticipated - combine scheduled cost with MB-27 for UV upgrades	$0.00
MB-27	UV Motor Noise	Possibly provide RTUs to provide cooling throughout large spaces - do not reinstall individual Uvs - Replace Univent Motors	$810,000.00
MB-28	Gymnasium Pads		$18,000.00
MB-29	Gymnasium Bleachers		$50,000.00
MB-30	STEAM Addition	CPL to provide preliminary submission to SED to determine aid prior to public vote - design input from district on exterior and interior	$2,900,000.00
MB-31	Technology	Need specific scope once determined	$21,000.00
MB-32	Security Cameras		$25,000.00
MB-33	Entrance Message Sign		$100,000.00
MB-34	Renovate existing CSE		$270,000.00
MB-35	Entrance walkway cover		$120,000.00
MB-36	Staff Deposit Dropbox	Item not required - remove costs from current project estimate	$0.00
MB-37	Whiteboard Surface		$10,000.00
MB-38	Security Upgrade	Relocate access controls to inside set of doors - relocate receptionist to better control visitors entering building	$95,000.00
Bus Garage			
BG-01	Exterior Repairs	Brick - calcium clean up	$18,000.00
BG-02	Masonry Repoint		$30,000.00
BG-03	OH Doors		$330,000.00
BG-04	Infrared Heating		$125,000.00
BG-05	RTU - AC/Heat		$45,000.00
Storage Building (Concession)			
SB-01	Exterior Concrete Pad		$12,000.00
Elementary School			
ES-01	Exterior Track	Track to be widened to at least 9' for plow - fully asphalt	$130,000.00
ES-02	Sidewalk Repairs		$20,000.00
ES-03	Gymnasium Bleachers		$90,000.00
ES-04	Exterior Bleachers	Provide (3) sets of 50 seat bleachers - renovate existing scorers shack - revise price to $38k	$38,000.00
ES-05	Fence Repairs		$43,200.00
ES-06	Exterior repairs	Item to include brick repairs	$60,000.00
ES-07	Exterior Doors	Not required	$0.00
ES-08	Exterior Windows		$200,000.00
ES-09	Finishes	Scope needs to be confirmed for third floor finishes	$15,000.00
ES-10	Auditorium Flooring	Provide higher grade carpet due to the space being used as a holding area	$8,000.00
ES-11	Auditorium Lighting	Combine items ES24 & ES25	$100,000.00
ES-12	3rd Floor Cooling	Solution/Scope needs to be confirmed	$150,000.00
ES-13	GYM AHU	Solution/Scope needs to be confirmed	$75,000.00
ES-14	Unit Ventilators		$400,000.00

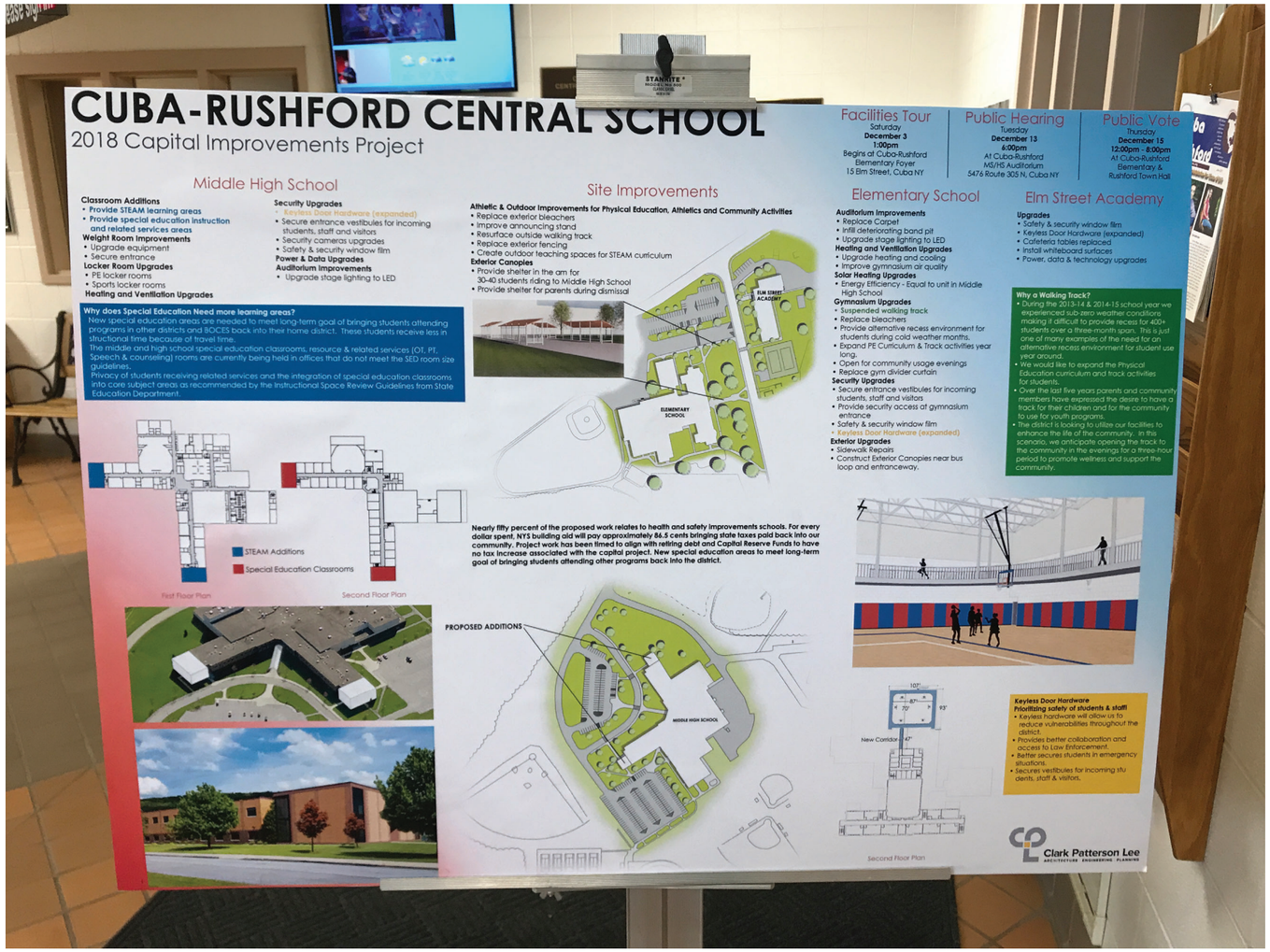
Cuba Rushford CSD
2018 CIP - Scope Summary

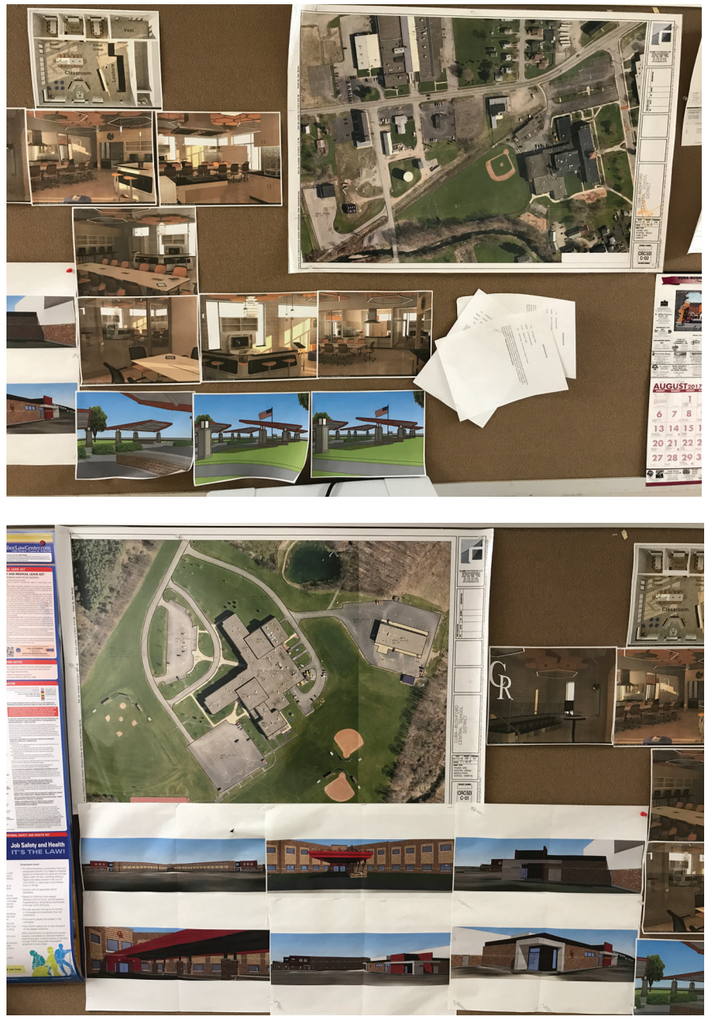
9/19/2016

#	Item		9/19/16 Meeting Notes		Construction Estimate
ES-15	VFD Controls		Two of the AHUs will need to be fully replaced - increase estimate		$40,000.00
ES-16	Technology				$75,000.00
ES-17	Elevator Repairs		Add keyless entry with FOB access and monitoring		$77,000.00
ES-18	Library Motion Sensors		All areas of new lighting to receive occ sensors - goes along with item ES-28		$10,000.00
ES-19	Classroom Motion Sensors		All areas of new lighting to receive occ sensors - goes along with item ES-28		$30,000.00
ES-20	Solar		Heating to match HS		$90,000.00
ES-21	Walking Track		Possibly provide interior stair from track to first floor - confirm all structural for hallway connection to CSE		$400,000.00
ES-22	CSE Toiletrooms				$30,000.00
ES-23	Whiteboard Surface				$5,000.00
ES-24	Auditorium Band Pitt		Combine item with ES-11		$0.00
ES-25	Auditorium Stage Improvements		Combine item with ES-11		$0.00
ES-26	Tree Trimming				$7,500.00
ES-27	Exterior teaching area				$15,000.00
ES-28	LED Lighting				$64,000.00
ES-29	Secure Entrnace				$60,000.00
ES-30	Portable Bleachers		Confirm requirements - ES-04 exterior bleachers		$27,000.00
ES-31	Keyless Entry				$93,750.00
ES-32	PA System		Item added - update existing system - possibly coordinate with VOIP phone system		$30,000.00
ES-33	Fitness Center		Item added to be considered - provide fitness space for staff - need to determine size and requirements in order to provide budget pricing		$0.00
Elm Street Academy					
ESA-01	Gym Tables				$15,000.00
ESA-02	Keyless Entry				$75,000.00
ESA-03	Power/Data				$100,000.00
ESA-04	Technology				$15,000.00
ESA-05	Whiteboard Surface				$5,000.00

	Construction Cost		$9,999,800.00
15%	Contingency		$1,499,970.00
	Construction Total		$11,499,770.00
20%	Soft Cost		$2,299,954.00
	Project Total		$13,799,724.00

$2,283,700 -> Needed improvements and/or SED requirements that have to be done over the next 3 years.
It is better to invest only 13.5% of local funds which equal to $1,862,962 and get $14,000,000 worth of work.


CUBA-RUSHFORD CENTRAL SCHOOL
2018 Capital Improvements Project
Middle High School
Classroom Additions
• Provide STEAM learning areas
• Provide special education instruction and related services areas
Weight Room Improvements
• Upgrade equipment
• Secure entrance
Locker Room Upgrades
• PE locker rooms
• Sports locker rooms
Heating and Ventilation Upgrades
Security Upgrades
• Keyless Door Hardware (expanded)
• Secure entrance vestibules for incoming students, staff and visitors
• Security cameras upgrades
• Safety & security window film
Power & Data Upgrades
Auditorium Improvements
• Upgrade stage lighting to LED
Why does Special Education Need more learning areas?
New special education areas are needed to meet long-term goal of bringing students attending programs in other districts and BOCES back into their home district. These students receive less in structional time because of travel time.
The middle and high school special education classrooms, resource & related services (OT, PT, Speech & counseling) rooms are currently being held in offices that do not meet the SED room size guidelines.
Privacy of students receiving related services and the integration of special education classrooms into core subject areas as recommended by the Instructional Space Review Guidelines from State Education Department.
STEAM Additions
Special Education Classrooms
First Floor Plan
Second Floor Plan
Site Improvements
Athletic & Outdoor Improvements for Physical Education, Athletics and Community Activities
• Replace exterior bleachers
• Improve announcing stand
• Resurface outside walking track
• Replace exterior fencing
• Create outdoor teaching spaces for STEAM curriculum
Exterior Canopies
• Provide shelter in the arm for 30-40 students riding to Middle High School
• Provide shelter for parents during dismissal
ELM STREET ACADEMY
ELEMENTARY SCHOOL
Nearly fifty percent of the proposed work relates to health and safety improvements schools. For every dollar spent, NYS building aid will pay approximately 86.5 cents bringing state taxes paid back into our community. Project work has been timed to align with retiring debt and Capital Reserve Funds to have no tax increase associated with the capital project. New special education areas to meet long-term goal of bringing students attending other programs back into the district.
PROPOSED ADDITIONS
MIDDLE HIGH SCHOOL
Facilities Tour
Saturday
December 3
1:00pm
Begins at Cuba-Rushford Elementary Foyer
15 Elm Street, Cuba NY
Public Hearing
Tuesday
December 13
6:00pm
At Cuba-Rushford MS/HS Auditorium
5476 Route 305 N, Cuba NY
Public Vote
Thursday
December 15
12:00pm - 8:00pm
At Cuba-Rushford Elementary & Rushford Town Hall
Elementary School
Auditorium Improvements
• Replace Carpet
• Infill deteriorating band pit
• Upgrade stage lighting to LED
Heating and Ventilation Upgrades
• Upgrade heating and cooling
• Improve gymnasium air quality
Solar Heating Upgrades
• Energy Efficiency - Equal to unit in Middle High School
Gymnasium Upgrades
• Suspended walking track
• Replace bleachers
• Provide alternative recess environment for students during cold weather months.
• Expand PE Curriculum & Track activities year long.
• Open for community usage evenings
• Replace gym divider curtain
Security Upgrades
• Secure entrance vestibules for incoming students, staff and visitors
• Provide security access at gymnasium entrance
• Safety & security window film
• Keyless Door Hardware (expanded)
Exterior Upgrades
• Sidewalk Repairs
• Construct Exterior Canopies near bus loop and entranceway.
Elm Street Academy
Upgrades
• Safety & security window film
• Keyless Door Hardware (expanded)
• Cafeteria tables replaced
• Install whiteboard surfaces
• Power, data & technology upgrades
Why a Walking Track?
• During the 2013-14 & 2014-15 school year we experienced sub-zero weather conditions making it difficult to provide recess for 400+ students over a three-month span. This is just one of many examples of the need for an alternative recess environment for student use year around.
• We would like to expand the Physical Education curriculum and track activities for students.
• Over the last five years parents and community members have expressed the desire to have a track for their children and for the community to use for youth programs.
• The district is looking to utilize our facilities to enhance the life of the community. In this scenario, we anticipate opening the track to the community in the evenings for a three-hour period to promote wellness and support the community.
New Corridor
Keyless Door Hardware
Prioritizing safety of students & staff!
• Keyless hardware will allow us to reduce vulnerabilities throughout the district.
• Provides better collaboration and access to Law Enforcement.
• Better secures students in emergency situations.
• Secures vestibules for incoming students, staff & visitors.
Second Floor Plan
Clark Patterson Lee
ARCHITECTURE ENGINEERING PLANNING



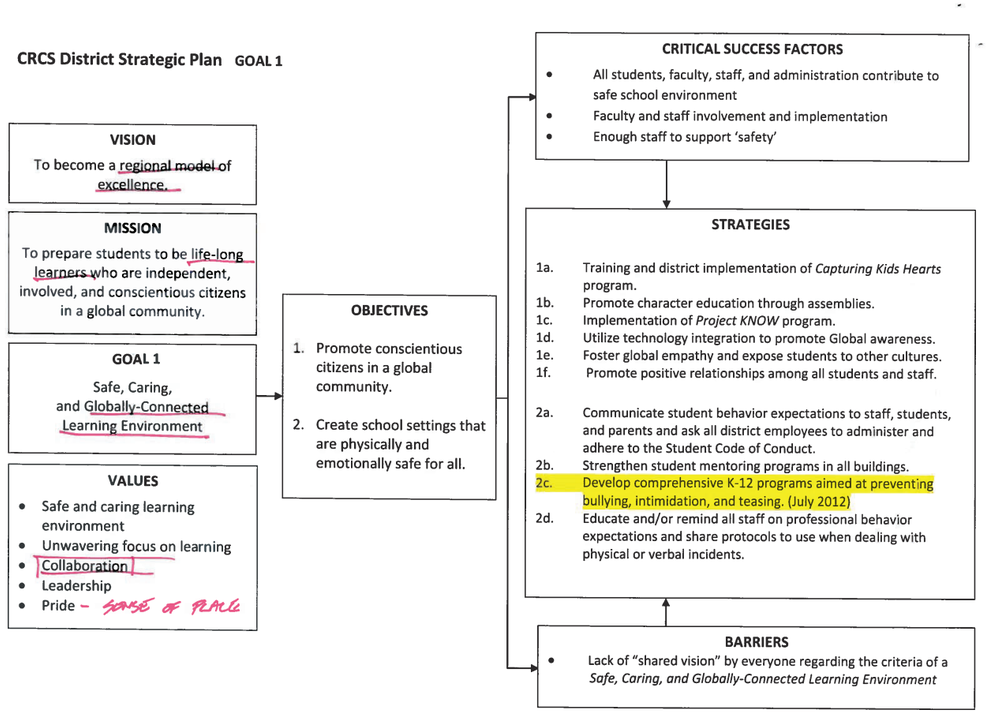
Job Safety and Health
IT'S THE LAW!

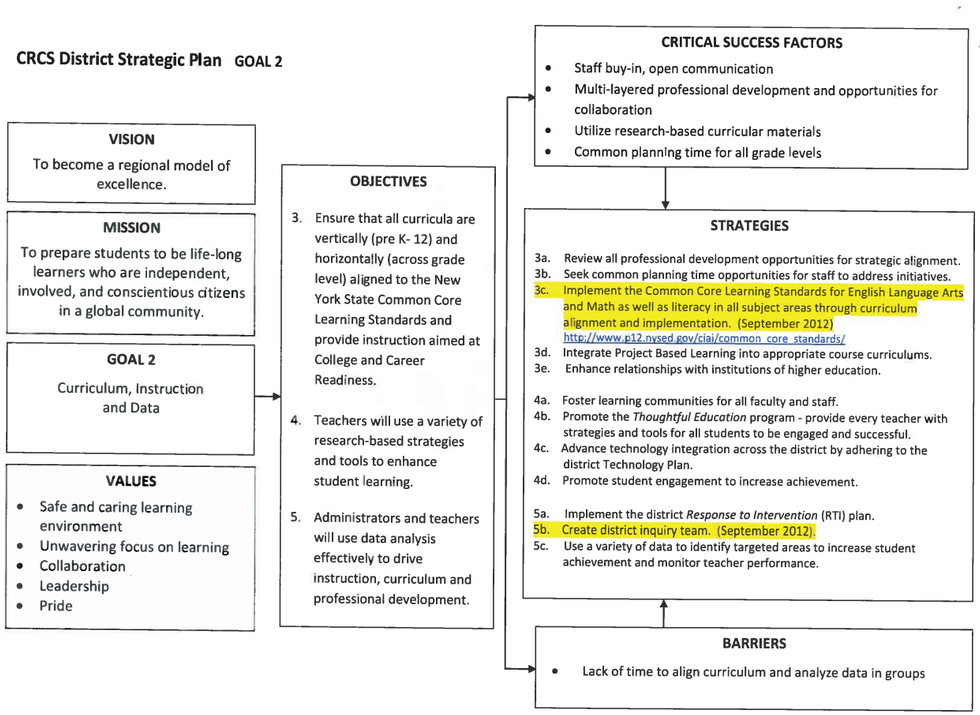
Appendix G: Enrollment Projections

	2016-17 Sept 1	2016-17 Jan 1	2017-18 Projected	2018-19 Projected	2019-20 Projected	2020-21 Projected	2021-22 Projected	2022-23 Projected	2023-24 Projected	2024-25 Projected	2025-26 Projected
PreK (3yrs)	15	15	15	15	15	15	15	15	15	15	15
PreK (4yrs)	54	55	60	55	55	55	55	40	55	55	55
K	63	64	68	75	68	68	68	68	50	68	68
1	63	66	64	69	76	69	69	69	69	51	69
2	65	66	66	65	70	77	70	70	70	70	52
3	62	63	66	68	66	71	78	71	71	71	71
4	57	57	63	67	68	67	72	79	72	72	72
5	63	64	57	64	68	69	68	73	80	73	73
6	51	51	64	64	68	72	70	69	74	81	74
7	65	66	51	65	65	66	72	71	70	75	82
8	68	68	66	54	66	66	66	71	72	71	76
9	75	75	68	67	56	67	67	69	72	73	72
10	74	75	76	70	68	58	68	68	69	73	74
11	71	71	75	77	72	69	60	69	69	70	74
12	64	64	71	76	78	73	70	61	70	70	71
Total	**910**	**920**	**930**	**951**	**959**	**962**	**968**	**963**	**978**	**988**	**998**
Difference		**10**	**10**	**21**	**8**	**3**	**6**	**-5**	**15**	**10**	**10**

* Provided by District

Appendix H: District Strategic Plan





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CRCS District Strategic Plan GOAL 3

VISION

To become a regional model of excellence.

MISSION

To prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community.

GOAL 3

Human Resources

(Hiring, Evaluation and Professional Development Practices)

VALUES

- Safe and caring learning environment
- Unwavering focus on learning
- Collaboration
- Leadership
- Pride

OBJECTIVES

6. Create a high quality, trusting, respectful and committed workforce.

7. Evaluate all staff on a regular basis and provide feedback that is honest, timely, direct and meaningful with respect to improving performance.

8. Provide all staff opportunities for professional development that are aligned to the strategic plan and focused on priority areas.

CRITICAL SUCCESS FACTORS

- District leadership to review the entire hiring process
- Consistent evaluation process and sets of standards
- Need clear expectations and explanations of how all staff are evaluated

STRATEGIES

6a. Develop consistent district procedures for hiring.
6b. Maintain and support new teacher orientation and mentor programs.
6c. Survey district employees (annually) to identify strengths, concerns and areas in need of improvement.

7a. Select quality instruments for evaluating administration, teaching staff and non teaching staff.
7b. Redesign Annual Professional Performance Review to meet NYS Education Department requirements.

8a. Develop collaborative decision making processes that include staff.
8b. Mobilize the staff towards common goals.
8c. When seeking professional development opportunities, look internally as well as externally and align professional development attendance to the strategic plan and focus on priority areas.

BARRIERS

- Lack time for increased evaluations
- Lack of time to develop evaluation instrument

CRCS District Strategic Plan GOAL 4

VISION

To become a regional model of excellence.

MISSION

To prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community.

GOAL 4

Administration and Operations

(Planning, Budgeting, Facilities Management, and Resource allocation)

VALUES

- Safe and caring learning environment
- Unwavering focus on learning
- Collaboration
- Leadership
- Pride

OBJECTIVES

9. Implement the district strategic plan and evaluate results on a quarterly basis.

10. Create budgets that are educationally sound and fiscally responsible.

11. Ensure that district facilities are well-maintained and in compliance with State Education and local safety requirements.

CRITICAL SUCCESS FACTORS

- All Board of Education members, administration, faculty, and staff will be knowledgeable in all aspects of the strategic plan

STRATEGIES

9a. Board of Education adoption of 2011 revisions to strategic plan.
9b. Create action plans that focus on high priority areas and monitor the progress of action plans at least 4 times during the school year.

10a. Incorporate strategic plan priority areas in building next year's budget.

11a. Adhere to the 3-5 year facilities maintenance and improvement plan as outlined in the budget process, and in agreement with the capital improvement project.

BARRIERS

- Lack common understanding for 'educationally sound' budget
- Lack of follow up

CRCS District Strategic Plan **GOAL 5**

VISION

To become a regional model of excellence.

MISSION

To prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community.

GOAL 5

Community Relations

(Programs and services focused on enhancing community involvement and support)

VALUES

- Safe and caring learning environment
- Unwavering focus on learning
- Collaboration
- Leadership
- Pride

OBJECTIVES

12. Strive to ensure that all students enter school ready for success.

13. Improve and enhance communications, involvement and partnerships within the community.

CRITICAL SUCCESS FACTORS

- Effective communication with parents and community
- Community liaison between school and community organizations

STRATEGIES

12a. Support the growth and implementation of early education programs (Success by Six, Head Start, Universal Pre-K).
12c. Maintain positive relationship with town libraries as they relate to education.

13a. Use multiple forms of communication to share what CRCS students are learning and doing (for example; district newsletter, website, Alumni Face book, Cuba Patriot, automated communication systems, etc.)
13b. All articles written for publication will be reviewed by a designated district employee for editing and to ensure readability by the public including explanations of all acronyms.
13c. Provide opportunities for the community to utilize district assets.
13d. Seek out increased opportunities for students to engage in community service.
13e. Create partnerships with local businesses, organizations, and senior groups to promote opportunities for students and staff to work with members of the community in connection with course curriculums, fundraisers, job shadowing, internships, etc.
13f. Communicate with parents and guardians on a regular basis to identify specific expectations for student readiness at each grade level and provide suggestions and ideas for home support.

BARRIERS

- Community involvement
- Transportation for students and community members to and from schools

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