

SPECIAL MEETING
December 4, 2025 at 6:00 PM - District Main Conference Room
800 Devillen
Royal Oak, Michigan 48073

AGENDA

1. Welcome and Introduction

2. Public Comment

3. Technology and Curriculum

Presenter: Stephen Melchor & Joe Youanes

3.1. Raptor Visitor Management

Presenter: Stephen Melchor

3.2. Board Office Scanning

Presenter: Stephen Melchor & Kathy Abela

4. BSSF

Presenter: Michelle Kerns

4.1. Three Year Plan

Presenter: Michelle Kerns

2

2025 - 2026 Capital Projects

 = Bids



BSSF	2025	2026	2027
Facilities			
Site Paving/Improvements	Paving - ROMS PO Tennis Courts PO	Allowance \$ -	Allowance \$ -
Site Fencing/sitework	Allowance \$ 25,000	ROMS Tennis PO ROHS Stg. Bldg. \$ 250,000 Fencing \$ 50,000 OR Play Area PO	Allowance \$ 50,000
Roofing	ROHS PO	Addams \$ -	Addams \$ 1,000,000
Concrete (sidewalks)	Allowance \$ -	Allowance \$ 30,000	Allowance \$ 30,000
Tuckpointing/envelope	Envelope repair \$ -	Envelope repair \$ -	Envelope repair \$ -
Mech/Elect.	Oak Ridge Clocks PO ROMS Chiller removal PO ROHS Boilers PO Mobile Generator PO	ROMS/ROHS A/C \$ 1,400,000	ROMS/ROHS A/C \$ 800,000
General Remodel		Churchill \$ 4,000,000	Churchill \$ 2,000,000
Doors			
Technology			
Instructional	Staff devices Student devices	Allowance \$ 200,000	Allowance \$ 400,000
	Allowance \$ 30,000	Allowance \$ 200,000	Allowance \$ 400,000
Soft costs Owner rep, A/E, C/M, permits etc	\$ 50,000	\$ 350,000	\$ 200,000
TOTAL FOR PROJECTS	\$ 105,000	\$ 6,280,000	\$ 4,480,000
	\$ 6,165,299	\$ 5,100,356	\$ 2,820,356
	\$ - (2025 taxes)	\$ 4,000,000 (2026 taxes)	\$ 4,100,000 (2027 taxes)
	\$ 959,943		
	\$ 105,000	Total from above \$ 6,280,000	Total from above \$ 4,480,000
	\$ 5,100,356	\$ 2,820,356	\$ 2,440,356

Funding Source Designations are for planning purposes only. Board authorizes administration to move project costs between funding sources as allowable under statute and accounting guidelines.

ROYAL OAK SCHOOLS - BID #2426-03
ROYAL OAK HIGH SCHOOL STORAGE BUILDING
BID DUE DATE AND TIME: NOVEMBER 25, 2025 AT 11:30 AM

Bidders Name	Bidders Location in Michigan	Bid Security	Addendums 1 & 2 Noted	Familial Relationship Affidavit	Iran Linked Business Affidavit	Grand Total Amount	Remarks
A.F. Bellisario, Inc.	Waterford	Y	Y	Y	Y	\$288,000	
Advanced Building Group, LLC	Detroit	Y	Y	Y	Y	\$298,907	
Blackstone Building Company	Troy	N	Y	Y	Y	\$197,715	

5. Bond Projects

5.1. TMP Facility & Program Assessment
Presenter: John Tafelski

GUIDING PRINCIPLES RANKING Individual Worksheet

Please rank the following statements based on your personal feelings about their importance in a potential future bond program (1 being most important to 12 being least important). Please use each number only once.

- _____ Address our school sites to enhance wayfinding, creating clearly defined and accessible main entrances while optimizing traffic patterns and circulation for efficient and safe arrivals/departures.
- _____ Reimagine facilities to support expanded programs for our youngest learners with age-appropriate, welcoming spaces that celebrate their uniqueness, thus providing accessible early childhood opportunities for our community.
- _____ Enhance our secure entries to improve visitor management during events, meetings and gatherings at all schools to improve the safety of our students and staff.
- _____ Address identified infrastructure needs to support our current and future programs, attending to issues such as, but not limited to, thermal comfort, lighting, acoustics and accessibility.
- _____ Provide equitable shared spaces for individual and group learning, accessible from neighboring classrooms and structured to accommodate both learning support and student-directed learning.
- _____ Create spaces for career exploration, including laboratory learning, engineering, robotics, and industry-relevant programs that support a culture of real-world experiential learning at all grade levels.
- _____ Enrich performing and fine arts amenities for our students and the broader community, supporting both informal and large group gatherings.
- _____ Enhance accessibility and wayfinding for athletic amenities for our students, spectators and community.
- _____ Develop inspiring professional learning spaces for staff to foster teaming, collaboration, and interaction, enabling teachers to provide stronger support for all students.
- _____ Re-imagine our facilities and programs to optimize the school day experience for students with special needs and the teachers / staff members who support them, at all grade levels.
- _____ Develop outdoor learning spaces to provide accessible experiences that cultivate meaningful relationships with nature.
- _____ Re-imagine gathering spaces to create agile, flexible, and student-centered areas for collaboration, research and study.

DRAFT

Dec 4, 2025

Program Assessment Report

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

SAFETY & SECURITY

Is there a secure entry / vestibule for visitors?	3	Understated.
Does the building layout restrict visitor access once inside?	2	The welcome center serves as the control point. Once a visitor's credentials are verified, they can access the remainder of the building.
Is the building organized and zoned for after-school activities and use outside of normal school hours?	2	Potential to secure this; Gym and Cafeteria separated by cross-corridor doors in another wing of the building.
TOTAL SCORE FOR PROGRAMMATIC AREA	7	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	78%	

SITE

Is there shelter from the elements at common outdoor entry / waiting areas?	0	
Are vehicular and pedestrian traffic flows separated or arranged to maximize safety for students and staff?	0	Severe challenge.
Is the main entrance easily identifiable?	1	Due to the orientation of the building, visitors can know the main entrance is off of Webster, but it is understated as one approaches the building.
Is there exterior wayfinding / signage to guide visitors?	1	Signage to differentiate ECC entrance and K-5 entrance is helpful.
Are outdoor areas, walkways, and parking zones well-lit to ensure safety during all hours of use?	3	Although visit was during daylight hours, it appears that there is a fair amount.
Is there adequate parking to support community events?	0	Severe challenge.
TOTAL SCORE FOR PROGRAMMATIC AREA	5	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	28%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

BUILDING ORGANIZATION

Does the building layout allow classrooms of the same grade to be clustered together for ease of access and management?	3	There is an ECC Wing, Kindergarten Wing, 1st & 2nd Wing, and 3rd through 5th grade is upstairs.
Does the building layout place related functions or spaces in close proximity to one another?	3	ECC has its own wing. Cafeteria, Gym and Music are close together, not far away from the Media Center.
Is there natural light in the majority of primary learning spaces?	3	Very pleasant.
Are routes to outdoor areas and playgrounds direct, safe, and easy to navigate from classrooms and common areas?	1	
Are there general building storage rooms and/or closets to alleviate the classrooms of items not used on a daily or weekly basis?	1	There are some; the building would benefit for more efficient storage solutions.
Is the building ADA accessible?	2	Two floors but an elevator exists.
Are major circulation routes free of barriers?	3	
Is the use of building spaces balanced, avoiding both underuse and overcrowding?	2	Second floor classrooms are smaller than first floor classrooms. Specials / unified arts are limited on space as well.
Are there dedicated spaces for teachers to meet and collaborate?	2	There are teacher work rooms but lacking teacher meeting rooms.

TOTAL SCORE FOR PROGRAMMATIC AREA **20**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **74%**

WELCOME CENTER & ADMINISTRATION

Is the Welcome Center sized appropriately for all necessary functions?	2	
Do sightlines from the main entrance allow secretaries or administrators to clearly see approaching visitors?	2	
Is there adequate workspace for secretaries while providing sufficient room for visitors and students in the main office?	3	Waiting area is small but functions appropriately.
Is there a designated conference room / meeting area that is not inside of a private office?	3	

TOTAL SCORE FOR PROGRAMMATIC AREA **10**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **83%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

SPECIAL EDUCATION

Is the building equipped with an adequate quantity of self-contained classrooms?	3	Adequate for the current need.
Is the building equipped with infrastructure to support any medical needs? Consider sinks, toileting & changing areas.	1	Self-contained ASD classrooms do not have easily accessible toilet rooms.
Are classrooms sized appropriately?	2	While ASD classrooms have a limited number of students at one time, there are several paraprofessionals in the room, in addition to the teacher.
Is the classroom flexible or adaptable to accommodate varying needs of students?	2	Need for additional sensory items and storage items to better accommodate needs.
Are all key learning spaces fully accessible for students with mobility needs?	3	
Is there a sensory space or sensory paths available with efficient access?	2	Support of sensory needs requires improvement.
Does the technology support collaboration, gathering and interaction?	3	EPIC audio-enhancement system provides additional support to all students. Mounting height is accessible for student interaction.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	2	Horizontal orientation can pose access challenges for students with physical disabilities.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	2	Upgrades needed for thermal comfort.

TOTAL SCORE FOR PROGRAMMATIC AREA **20**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **74%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

LEARNING SUPPORT

Does the building have an adequate quantity of spaces to support all of these functions in the building at any given time?	2	Currently, these functions are accommodated due to the size of the building. Growth is anticipated, and will then be challenging to accommodate.
Is there designated conference space to hold IEP meetings?	3	Conference room is available.
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	2	Supplemental items can enhance the function.
Can learning support occur inside general classrooms (push-in)?	1	Furniture can support this, but difficult in 1st grade, 2nd grade and second floor classrooms due to size.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	2	
TOTAL SCORE FOR PROGRAMMATIC AREA	10	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	67%	

PRIMARY LEARNING SPACES FOR GENERAL EDUCATION

Are there a sufficient number of classrooms in the building?	3	Currently, yes, but growth will not be supported.
Are classrooms adequately and consistently sized?	2	A second floor classroom (228) is very large. Other classrooms on the second floor are small.
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	3	
Does the technology support collaboration, gathering and interaction?	3	EPIC audio-enhancement system provides additional support to all students. Mounting height is accessible for student interaction.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	3	
Is there access to outdoor learning space?	1	There is access, but no furniture, shading, or learning materials to support the function of outdoor learning.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	2	The experience of Addams, although a pleasant one, does not align with an elementary school.
TOTAL SCORE FOR PROGRAMMATIC AREA	17	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	81%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

STEM / STEAM / MAKER / ROBOTICS

Are there spaces that support multidisciplinary activities, not limited to movement activities, lab-based activities, maker-space activities?	0	Highly desired.
Are there spaces outside the primary classroom where students can engage in hands-on, collaborative, or large-group activities under passive supervision?	0	The Learning Commons can support some maker-space activities, however, storage must be re-imagined. Additionally, the Learning Commons is a frequently used instructional space, which may be a disruption if used for maker or lab-based activities.
If this space exists, does the available technology support the functions?	N/A	Not applicable.
If such a space exists, does it include furniture, storage, and infrastructure needed to fully support the intended activities?	N/A	Not applicable.
TOTAL SCORE FOR PROGRAMMATIC AREA	0	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	0%	

DINING & FOOD SERVICE

Does the primary dining space accommodate all students in a desired lunch period?	3	
Is there efficient access and close proximity to the playground for before / after lunch recess?	1	
Is the kitchen / servery located with direct adjacency to the primary dining space?	3	
Is the kitchen located near exterior access to allow for efficient food deliveries?	3	
Does the furniture allow for the space to be easily reconfigured?	3	Standard Cafeteria tables.
Does the servery allow students to be served quickly and efficiently?	1	Congestion in small servery and point of sale area.
Are elements like lighting, thermal comfort, and acoustics designed to create a pleasant sensory experience?	2	Space has acoustical ceiling tiles, however, additional / supplemental acoustics are needed.
TOTAL SCORE FOR PROGRAMMATIC AREA	16	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	76%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

PERFORMING ARTS / MUSIC

Are there a sufficient number of spaces to support the Music program?	3	Music classrooms is near the Gym / Stage.
Is the space large enough and equipped with adaptable furniture to accommodate movement activities?	3	Not applicable.
Is there designated solution for storage of instruments?	2	
Are there markerboard or tackboard surfaces for analog communication of learning materials?	3	Not applicable.
Does the performance space have the capacity to comfortably host student families and other attendees?	3	In the Gymnasium.
Is the performance space equipped with the necessary infrastructure to support effective lighting and sound control?	1	Upgrades are needed.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	Upgrades are needed, mainly in acoustics in performance space.

TOTAL SCORE FOR PROGRAMMATIC AREA 16

PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) 76%

ADDAMS ELEMENTARY OVERALL SCORE (AVERAGE FROM ALL PROGRAM AREAS) 64%

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

SAFETY & SECURITY

Is there a secure entry / vestibule for visitors?	3	
Does the building layout restrict visitor access once inside?	2	The welcome center serves as the control point. Once a visitor's credentials are verified, they can access the remainder of the building.
Is the building organized and zoned for after-school activities and use outside of normal school hours?	2	All patrons enter through the main front door on west side of school; parking is adjacent. If there is granted access to the Gymnasium or Learning Commons, occupants can venture through the remainder of the building with no further security controls.
TOTAL SCORE FOR PROGRAMMATIC AREA	7	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	78%	

SITE

Is there shelter from the elements at common outdoor entry / waiting areas?	2	At the main entrance, yes. This is limited at other entrances.
Are vehicular and pedestrian traffic flows separated or arranged to maximize safety for students and staff?	3	
Is the main entrance easily identifiable?	2	Once a visitor identifies that the main entrance does not face Campbell, it is more easily identifiable. The old front door visible on Campbell causes confusion.
Is there exterior wayfinding / signage to guide visitors?	0	Experience is very confusing to identify the main entrance, especially since it is not visible from Campbell.
Are outdoor areas, walkways, and parking zones well-lit to ensure safety during all hours of use?	3	Although visit was during daylight hours, it appears that there is a fair amount.
Is there adequate parking to support community events?	3	
TOTAL SCORE FOR PROGRAMMATIC AREA	13	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	72%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

BUILDING ORGANIZATION

Does the building layout allow classrooms of the same grade to be clustered together for ease of access and management?	2	Generally, yes. 4th grade rooms occur on the first and second level.
Does the building layout place related functions or spaces in close proximity to one another?	3	
Is there natural light in the majority of primary learning spaces?	3	
Are routes to outdoor areas and playgrounds direct, safe, and easy to navigate from classrooms and common areas?	3	
Are there general building storage rooms and/or closets to alleviate the classrooms of items not used on a daily or weekly basis?	2	This could be expanded to better support the general classrooms.
Is the building ADA accessible?	3	
Are major circulation routes free of barriers?	3	
Is the use of building spaces balanced, avoiding both underuse and overcrowding?	3	
Are there dedicated spaces for teachers to meet and collaborate?	2	Learning Commons can meet this need, however, spaces in the building are used for after-school activities (such as childcare), which may prevent staff use.
TOTAL SCORE FOR PROGRAMMATIC AREA	24	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	89%	

WELCOME CENTER & ADMINISTRATION

Is the Welcome Center sized appropriately for all necessary functions?	3	Welcome Center was new construction in 2017 Bond.
Do sightlines from the main entrance allow secretaries or administrators to clearly see approaching visitors?	3	Welcome Center was new construction in 2017 Bond.
Is there adequate workspace for secretaries while providing sufficient room for visitors and students in the main office?	3	Welcome Center was new construction in 2017 Bond.
Is there a designated conference room / meeting area that is not inside of a private office?	3	Welcome Center was new construction in 2017 Bond.
TOTAL SCORE FOR PROGRAMMATIC AREA	12	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	100%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

SPECIAL EDUCATION

Is the building equipped with an adequate quantity of self-contained classrooms?	2	Currently, yes, however be mindful of growth.
Is the building equipped with infrastructure to support any medical needs? Consider sinks, toileting & changing areas.	2	These spaces exist, however, enhancement is needed to better serve the needs and dignity of the students.
Are classrooms sized appropriately?	3	
Is the classroom flexible or adaptable to accommodate varying needs of students?	3	The Emotionally Impaired classroom has a non-required egress door, which is a security-challenge for students that try to elope.
Are all key learning spaces fully accessible for students with mobility needs?	3	
Is there a sensory space or sensory paths available with efficient access?	1	More sensory spaces are needed, both for special education and general education.
Does the technology support collaboration, gathering and interaction?	3	EPIC audio-enhancement system provides additional support to all students. Mounting height is accessible for student interaction.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	2	Horizontal orientation can pose access challenges for students with physical disabilities.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	2	Principal expressed that items such as cultural signage and murals were taken down during the 2019 renovation and not replaced.

TOTAL SCORE FOR PROGRAMMATIC AREA **21**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **78%**

LEARNING SUPPORT

Does the building have an adequate quantity of spaces to support all of these functions in the building at any given time?	3	Currently, yes, however, this does not allow for anticipated or request growth of these programs and functions.
Is there designated conference space to hold IEP meetings?	3	Various areas for this, including the Main Office.
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	2	Supplemental items for storage would enhance the flexibility.
Can learning support occur inside general classrooms (push-in)?	3	Furniture in general education classrooms provides opportunities for this.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	2	Upgrades needed in some areas with older fixtures.

TOTAL SCORE FOR PROGRAMMATIC AREA **13**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **87%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

PRIMARY LEARNING SPACES FOR GENERAL EDUCATION

Are there a sufficient number of classrooms in the building?	3	Currently, yes, but growth will not be supported.
Are classrooms adequately and consistently sized?	2	Classrooms on second floor are inconsistent in size. Some are unnecessarily large and some are small, with built-in casework preventing flexibility and infringing on usable space.
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	3	
Does the technology support collaboration, gathering and interaction?	3	EPIC audio-enhancement system provides additional support to all students. Mounting height is accessible for student interaction.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	3	
Is there access to outdoor learning space?	1	There is access, but no furniture, shading, or learning materials to support the function of outdoor learning.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	2	Upgrades needed in some areas with older fixtures.
TOTAL SCORE FOR PROGRAMMATIC AREA PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	17 81%	

STEM / STEAM / MAKER / ROBOTICS

Are there spaces that support multidisciplinary activities, not limited to movement activities, lab-based activities, maker-space activities?	1	Learning Commons can support this to an extent. If science / lab-based activities (messy activities) occur, the Learning Commons will then not support this function.
Are there spaces outside the primary classroom where students can engage in hands-on, collaborative, or large-group activities under passive supervision?	2	The Learning Commons can support some maker-space activities, however, storage must be re-imagined. Additionally, the Learning Commons is a frequently used instructional space, which may be a disruption if used for maker or lab-based activities.
If this space exists, does the available technology support the functions?	N/A	Not applicable.
If such a space exists, does it include furniture, storage, and infrastructure needed to fully support the intended activities?	N/A	Not applicable.
TOTAL SCORE FOR PROGRAMMATIC AREA PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	3 50%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

DINING & FOOD SERVICE

Does the primary dining space accommodate all students in a desired lunch period?	3	
Is there efficient access and close proximity to the playground for before / after lunch recess?	3	
Is the kitchen / servery located with direct adjacency to the primary dining space?	3	
Is the kitchen located near exterior access to allow for efficient food deliveries?	3	
Does the furniture allow for the space to be easily reconfigured?	3	Standard cafeteria tables.
Does the servery allow students to be served quickly and efficiently?	3	
Are elements like lighting, thermal comfort, and acoustics designed to create a pleasant sensory experience?	2	Principal expressed that items such as cultural signage and murals were taken down during the 2019 renovation and not replaced.
TOTAL SCORE FOR PROGRAMMATIC AREA PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	20 95%	

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

PERFORMING ARTS / MUSIC

Are there a sufficient number of spaces to support the Music program?	3	
Is the space large enough and equipped with adaptable furniture to accommodate movement activities?	3	
Is there designated solution for storage of instruments?	0	
Are there markerboard or tackboard surfaces for analog communication of learning materials?	2	
Does the performance space have the capacity to comfortably host student families and other attendees?	3	
Is the performance space equipped with the necessary infrastructure to support effective lighting and sound control?	2	Upgrade needed.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	3	

TOTAL SCORE FOR PROGRAMMATIC AREA **16**

PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **76%**

KELLER ELEMENTARY OVERALL SCORE (AVERAGE FROM ALL PROGRAM AREAS) **81%**

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

SAFETY & SECURITY

Is there a secure entry / vestibule for visitors?	3	
Does the building layout restrict visitor access once inside?	2	The welcome center serves as the control point. Once a visitor's credentials are verified, they can access the remainder of the building.
Is the building organized and zoned for after-school activities and use outside of normal school hours?	2	Exterior doors provide direct access to the gymnasium from the parking lot. Classrooms are grouped in a dedicated wing on the south end of the building, with cross-corridor doors separating each wing. It is recommended that the District explore technological security solutions that allow these doors to be locked at the push of a button, if this feature does not already exist at the building.
TOTAL SCORE FOR PROGRAMMATIC AREA	7	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	67%	

SITE

Is there shelter from the elements at common outdoor entry / waiting areas?	2	Minimal shelter / canopy area.
Are vehicular and pedestrian traffic flows separated or arranged to maximize safety for students and staff?	1	This was not observed due to the time of visit; building principal communicated this as an ongoing challenge.
Is the main entrance easily identifiable?	2	As you get closer into the parking lot, it becomes more apparent, however, it is hard to confirm from the road approaching the building.
Is there exterior wayfinding / signage to guide visitors?	1	See answer above. The expected travel sequence when entering the parking lot is unclear.
Are outdoor areas, walkways, and parking zones well-lit to ensure safety during all hours of use?	3	Although visit was during daylight hours, it appears that there is a fair amount.
Is there adequate parking to support community events?	2	Principal indicated challenge with parking for community events.
TOTAL SCORE FOR PROGRAMMATIC AREA	11	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	50%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

BUILDING ORGANIZATION

Does the building layout allow classrooms of the same grade to be clustered together for ease of access and management?	3	
Does the building layout place related functions or spaces in close proximity to one another?	3	The Gymnasium and the Cafeteria are in very close proximity, along with Music and Art. The Learning Commons is centrally located, near the main office. Special Education is also centrally located.
Is there natural light in the majority of primary learning spaces?	3	A vast amount of windows and natural light; very pleasant.
Are routes to outdoor areas and playgrounds direct, safe, and easy to navigate from classrooms and common areas?	3	A student in a wheelchair on the second floor must use the elevator, which may lose time, but there are no further barriers to access.
Are there general building storage rooms and/or closets to alleviate the classrooms of items not used on a daily or weekly basis?	1	There are some but this is not adequate. Due to space constraints, these types of areas are now used as instructional space, as that is an ongoing priority. This puts additional pressure on classrooms and other areas of the buildings to store items not used on a daily, weekly or monthly basis.
Is the building ADA accessible?	2	First floor is free of barriers. There is an elevator to the second floor. Current ADA toilet stalls are no longer accessible due to new guidelines, however, they were in compliance when the building opened.
Are major circulation routes free of barriers?	3	
Is the use of building spaces balanced, avoiding both underuse and overcrowding?	1	All spaces are utilized with no additional space for growth. Music and Spanish share a room. Instructional functions are taking place within old storage areas.
Are there dedicated spaces for teachers to meet and collaborate?	2	Learning Commons can meet this need, however, spaces in the building are used for after-school activities (such as childcare), which may prevent staff use.

TOTAL SCORE FOR PROGRAMMATIC AREA **21**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **70%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

WELCOME CENTER & ADMINISTRATION

Is the Welcome Center sized appropriately for all necessary functions?	2	Additional office space would be helpful for some itinerant / interventionist functions.
Do sightlines from the main entrance allow secretaries or administrators to clearly see approaching visitors?	2	Due to the orientation of the welcome desk, that window is behind the secretaries / users. However, they have clear visibility into the secure vestibule.
Is there adequate workspace for secretaries while providing sufficient room for visitors and students in the main office?	3	Large waiting area.
Is there a designated conference room / meeting area that is not inside of a private office?	2	Generously sized conference room, however, additional office or conferencing space is needed.

TOTAL SCORE FOR PROGRAMMATIC AREA **9**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **75%**

SPECIAL EDUCATION

Is the building equipped with an adequate quantity of self-contained classrooms?	0	The need is currently not met and continues to grow each year.
Is the building equipped with infrastructure to support any medical needs? Consider sinks, toileting & changing areas.	0	The current self-contained classroom is near a staff toilet room, however, having a toilet room attached to the classroom is important for this population of students.
Are classrooms sized appropriately?	2	While ASD classrooms have a limited number of students at one time, there are several paraprofessionals in the room, in addition to the teacher.
Is the classroom flexible or adaptable to accommodate varying needs of students?	2	Additional space would allow for flexibility and adaptability of the program and the self-contained ASD classroom.
Are all key learning spaces fully accessible for students with mobility needs?	3	On the first floor, centrally located.
Is there a sensory space or sensory paths available with efficient access?	0	The building is lacking this.
Does the technology support collaboration, gathering and interaction?	3	EPIC audio-enhancement system provides additional support to all students. Mounting height is accessible for student interaction.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	2	This exists in the classroom and corridor, but there is the opportunity to add more. The tackboard surfaces in the corridor are mounted high, and not aligned with the height of elementary students.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	This was not observed at the time of the assessment; the principal communicated challenges with thermal comfort, HVAC and lighting.

TOTAL SCORE FOR PROGRAMMATIC AREA **13**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **48%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

LEARNING SUPPORT

Does the building have an adequate quantity of spaces to support all of these functions in the building at any given time?	1	Greatly lacking. There is furniture set out in corridor / circulation areas and instructional functions in intended storage areas to support these functions.
Is there designated conference space to hold IEP meetings?	1	Yes, in the Main Office, but more are needed.
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	1	Furniture is in adequate condition, however, it was not replaced in the 2017 Bond. Other furniture solutions can provide more flexibility and variety for students.
Can learning support occur inside general classrooms (push-in)?	2	This is possible, but this is not an ideal solution.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	This was not observed at the time of the assessment; the principal communicated challenges with thermal comfort, HVAC and lighting.
TOTAL SCORE FOR PROGRAMMATIC AREA	6	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	40%	

PRIMARY LEARNING SPACES FOR GENERAL EDUCATION

Are there a sufficient number of classrooms in the building?	3	Currently, yes, but growth will not be supported.
Are classrooms adequately and consistently sized?	3	
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	2	Some furniture was replaced in the 2017 Bond, but there are still needs in the general classrooms.
Does the technology support collaboration, gathering and interaction?	3	SmartBoards work well. EPIC audio-enhancement system provides additional support to all students. Mounting height is accessible for student interaction.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	3	
Is there access to outdoor learning space?	2	There is access, but no furniture, shading, or learning materials to support the function of outdoor learning. Small "amphitheater" area could be used.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	This was not observed at the time of the assessment; the principal communicated challenges with thermal comfort, HVAC and lighting.
TOTAL SCORE FOR PROGRAMMATIC AREA	17	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	81%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

STEM / STEAM / MAKER / ROBOTICS

Are there spaces that support multidisciplinary activities, not limited to movement activities, lab-based activities, maker-space activities?	1	The Learning Commons can support some maker-space activities, however, storage must be re-imagined. Additionally, the Learning Commons is a frequently used instructional space, which may be a disruption if used for maker or lab-based activities.
Are there spaces outside the primary classroom where students can engage in hands-on, collaborative, or large-group activities under passive supervision?	0	Corridors are wide and barrier free, however, lack of passive supervision prevents use of these spaces for collaborative or small group activities.
If this space exists, does the available technology support the functions?	N/A	Not applicable.
If such a space exists, does it include furniture, storage, and infrastructure needed to fully support the intended activities?	N/A	Not applicable.
TOTAL SCORE FOR PROGRAMMATIC AREA	2	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	33%	

DINING & FOOD SERVICE

Does the primary dining space accommodate all students in a desired lunch period?	3	
Is there efficient access and close proximity to the playground for before / after lunch recess?	2	Exterior doors in the Cafeteria lead out to a maintenance & receiving path. Students are required to walk through the corridor to access our play space.
Is the kitchen / servery located with direct adjacency to the primary dining space?	3	
Is the kitchen located near exterior access to allow for efficient food deliveries?	2	Not primary or direct adjacency but exterior access is not far and is unobstructed. Exterior doors in Cafeteria lead to receiving area.
Does the furniture allow for the space to be easily reconfigured?	3	Standard cafeteria tables.
Does the servery allow students to be served quickly and efficiently?	1	Principal voiced concerns about efficiency of serving line at lunch due to lack of space and flow through the small servery.
Are elements like lighting, thermal comfort, and acoustics designed to create a pleasant sensory experience?	1	Acoustical deck is in the space, however, the experience when the space is full is very loud and overwhelming. The principal also communicated challenges with thermal comfort, HVAC and lighting.
TOTAL SCORE FOR PROGRAMMATIC AREA	15	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	71%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

PERFORMING ARTS / MUSIC

Are there a sufficient number of spaces to support the Music program?	2	Music and Spanish share a space, but this has not been communicated as a challenge. This may prevent growth of the program, if Band / Orchestra / Strings is introduced into the curriculum.
Is the space large enough and equipped with adaptable furniture to accommodate movement activities?	3	
Is there designated solution for storage of instruments?	1	Instruments are laid around in the corners of the classroom space. The stage in the Cafeteria has instrument storage, but it is not used for instruments as Music does not occur on the stage.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	1	
Does the performance space have the capacity to comfortably host student families and other attendees?	2	Not possible with tables in place, which requires the use of additional chairs.
Is the performance space equipped with the necessary infrastructure to support effective lighting and sound control?	1	Updates are needed; infrastructure is original to the building.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	Acoustical deck is in the space, however, the experience when the space is full is very loud and overwhelming. The principal also communicated challenges with thermal comfort, HVAC and lighting.

TOTAL SCORE FOR PROGRAMMATIC AREA 11

PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) 52%

NORTHWOOD ELEMENTARY OVERALL SCORE (AVERAGE FROM ALL PROGRAM AREAS) 59%

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

SAFETY & SECURITY

Is there a secure entry / vestibule for visitors?	2	Small and understated; not very welcoming. More secure entry necessary.
Does the building layout restrict visitor access once inside?	2	The welcome center serves as the control point. Once a visitor's credentials are verified, they can access the remainder of the building.
Is the building organized and zoned for after-school activities and use outside of normal school hours?	2	There is direct access to the Great Room. The cross-corridor doors in that area can close off the rest of the building, assuming locking security measures are in place.
TOTAL SCORE FOR PROGRAMMATIC AREA	6	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	67%	

SITE

Is there shelter from the elements at common outdoor entry / waiting areas?	0	
Are vehicular and pedestrian traffic flows separated or arranged to maximize safety for students and staff?	1	Arrival and dismissal continues to be a challenge.
Is the main entrance easily identifiable?	3	
Is there exterior wayfinding / signage to guide visitors?	0	Finding the appropriate entrance to parking is unclear.
Are outdoor areas, walkways, and parking zones well-lit to ensure safety during all hours of use?	3	Although visit was during daylight hours, it appears that there is a fair amount.
Is there adequate parking to support community events?	0	Adjacent streets provide supplemental parking for large events, which is not ideal.
TOTAL SCORE FOR PROGRAMMATIC AREA	7	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	39%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

BUILDING ORGANIZATION

Does the building layout allow classrooms of the same grade to be clustered together for ease of access and management?	3	
Does the building layout place related functions or spaces in close proximity to one another?	2	Some intervention spaces are located away from primary classrooms.
Is there natural light in the majority of primary learning spaces?	3	Very pleasant.
Are routes to outdoor areas and playgrounds direct, safe, and easy to navigate from classrooms and common areas?	3	
Are there general building storage rooms and/or closets to alleviate the classrooms of items not used on a daily or weekly basis?	1	Very much lacking. There is evidence of this in the corridors as there are storage and printer functions that occur in corridors. Shelving and storage on the second floor is in need of upgrade for age and functionality.
Is the building ADA accessible?	2	Yes, because of the elevator, however, the elevator is very old and provides challenges when used.
Are major circulation routes free of barriers?	1	Corridors are very narrow. When students are actively using lockers, it would be a challenge for a person to travel through.
Is the use of building spaces balanced, avoiding both underuse and overcrowding?	0	Instructional spaces are consistently overutilized, while the interstitial spaces between classrooms are instructionally underutilized.
Are there dedicated spaces for teachers to meet and collaborate?	2	Spaces exist between classrooms, but they are used for storage. Utilization is likely low and can be reconsidered for function.

TOTAL SCORE FOR PROGRAMMATIC AREA **17**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **63%**

WELCOME CENTER & ADMINISTRATION

Is the Welcome Center sized appropriately for all necessary functions?	2	Relatively small.
Do sightlines from the main entrance allow secretaries or administrators to clearly see approaching visitors?	3	Secretary and principal can see the approach to the main entry and visitor parking.
Is there adequate workspace for secretaries while providing sufficient room for visitors and students in the main office?	2	Relatively small.
Is there a designated conference room / meeting area that is not inside of a private office?	1	Space has been given up to accommodate instructional functions.

TOTAL SCORE FOR PROGRAMMATIC AREA **8**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **67%**

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

SPECIAL EDUCATION

Is the building equipped with an adequate quantity of self-contained classrooms?	1	Expansion needed as size of the program continues to grow.
Is the building equipped with infrastructure to support any medical needs? Consider sinks, toileting & changing areas.	0	
Are classrooms sized appropriately?	3	The one self-contained classroom is sized appropriately.
Is the classroom flexible or adaptable to accommodate varying needs of students?	2	
Are all key learning spaces fully accessible for students with mobility needs?	2	Corridors are very narrow.
Is there a sensory space or sensory paths available with efficient access?	1	Does not exist at time of visit. There are plans to add one in the near future by section off a part of a large Kindergarten classroom.
Does the technology support collaboration, gathering and interaction?	3	EPIC audio-enhancement system provides additional support to all students. Mounting height is accessible for student interaction.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	2	Horizontal orientation can pose access challenges for students with physical disabilities.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	2	Upgrades needed for thermal comfort.

TOTAL SCORE FOR PROGRAMMATIC AREA **16**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **59%**

LEARNING SUPPORT

Does the building have an adequate quantity of spaces to support all of these functions in the building at any given time?	1	Vastly undersupported at this point; growth is anticipated.
Is there designated conference space to hold IEP meetings?	1	Meeting space is very limited.
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	2	Supplemental items can enhance the function.
Can learning support occur inside general classrooms (push-in)?	2	Furniture can support this, but general classrooms are small to comfortably accommodate this.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	2	Upgrades needed for thermal comfort.

TOTAL SCORE FOR PROGRAMMATIC AREA **8**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **53%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

PRIMARY LEARNING SPACES FOR GENERAL EDUCATION

Are there a sufficient number of classrooms in the building?	3	Currently, yes, but growth will not be supported.
Are classrooms adequately and consistently sized?	3	
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	3	
Does the technology support collaboration, gathering and interaction?	3	EPIC audio-enhancement system provides additional support to all students. Mounting height is accessible for student interaction.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	3	
Is there access to outdoor learning space?	1	There is access, but no furniture, shading, or learning materials to support the function of outdoor learning.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	2	Upgrades needed for thermal comfort.
TOTAL SCORE FOR PROGRAMMATIC AREA	18	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	86%	

STEM / STEAM / MAKER / ROBOTICS

Are there spaces that support multidisciplinary activities, not limited to movement activities, lab-based activities, maker-space activities?	0	Learning Commons is small and a large portion of it is used for instructional purposes.
Are there spaces outside the primary classroom where students can engage in hands-on, collaborative, or large-group activities under passive supervision?	0	The Learning Commons was previously used for this desired purpose, however, the small footprint of the Learning Commons has already been split to accommodate necessary instructional functions.
If this space exists, does the available technology support the functions?	N/A	Not applicable.
If such a space exists, does it include furniture, storage, and infrastructure needed to fully support the intended activities?	N/A	Not applicable.
TOTAL SCORE FOR PROGRAMMATIC AREA	0	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	0%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

DINING & FOOD SERVICE

Does the primary dining space accommodate all students in a desired lunch period?	2	The size accommodates all students but bathroom areas do not, which is a supervision and efficiency challenge during the lunch period.
Is there efficient access and close proximity to the playground for before / after lunch recess?	3	
Is the kitchen / servery located with direct adjacency to the primary dining space?	3	
Is the kitchen located near exterior access to allow for efficient food deliveries?	3	
Does the furniture allow for the space to be easily reconfigured?	3	Standard Cafeteria tables.
Does the servery allow students to be served quickly and efficiently?	1	Congestion in small servery and point of sale area.
Are elements like lighting, thermal comfort, and acoustics designed to create a pleasant sensory experience?	1	Space has acoustical ceiling tiles, however, Principal has indicated that acoustics are very unpleasant when the space is in use.

TOTAL SCORE FOR PROGRAMMATIC AREA **16**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **76%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

PERFORMING ARTS / MUSIC

Are there a sufficient number of spaces to support the Music program?	0	Music occurs on the Stage. Space is small and not ideal considering primary adjacency to Cafeteria / Great Room.
Is the space large enough and equipped with adaptable furniture to accommodate movement activities?	N/A	Not applicable.
Is there designated solution for storage of instruments?	N/A	Not applicable.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	N/A	Not applicable.
Does the performance space have the capacity to comfortably host student families and other attendees?	3	
Is the performance space equipped with the necessary infrastructure to support effective lighting and sound control?	1	Upgrades are needed.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	Upgrades are needed, mainly in acoustics.

TOTAL SCORE FOR PROGRAMMATIC AREA **5**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **42%**

OAK RIDGE ELEMENTARY OVERALL SCORE (AVERAGE FROM ALL PROGRAM AREAS) **55%**

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

SAFETY & SECURITY

Is there a secure entry / vestibule for visitors?	2	Very undersized.
Does the building layout restrict visitor access once inside?	2	The welcome center serves as the control point. Once a visitor's credentials are verified, they can access the remainder of the building.
Is the building organized and zoned for after-school activities and use outside of normal school hours?	2	Where guests enter at the main entry, the Gymnasium is close, however, visitors have access to other areas in the building without additional security controls or doors.
TOTAL SCORE FOR PROGRAMMATIC AREA	6	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	67%	

SITE

Is there shelter from the elements at common outdoor entry / waiting areas?	0	
Are vehicular and pedestrian traffic flows separated or arranged to maximize safety for students and staff?	1	Parent drop-off and pick-up occurs on the street.
Is the main entrance easily identifiable?	1	Understated main entry.
Is there exterior wayfinding / signage to guide visitors?	1	Very minimal.
Are outdoor areas, walkways, and parking zones well-lit to ensure safety during all hours of use?	3	Although visit was during daylight hours, it appears that there is a fair amount.
Is there adequate parking to support community events?	1	Adjacent streets provide supplemental parking for large events, which is not ideal.
TOTAL SCORE FOR PROGRAMMATIC AREA	7	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	39%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

BUILDING ORGANIZATION

Does the building layout allow classrooms of the same grade to be clustered together for ease of access and management?	3	
Does the building layout place related functions or spaces in close proximity to one another?	2	Many intervention spaces are located away from primary classrooms.
Is there natural light in the majority of primary learning spaces?	3	
Are routes to outdoor areas and playgrounds direct, safe, and easy to navigate from classrooms and common areas?	3	
Are there general building storage rooms and/or closets to alleviate the classrooms of items not used on a daily or weekly basis?	2	Strategically located storage closets exist, but additional storage to support smaller classrooms is needed.
Is the building ADA accessible?	2	Yes, because of the elevator, however, the elevator is very old and provides challenges when used.
Are major circulation routes free of barriers?	3	
Is the use of building spaces balanced, avoiding both underuse and overcrowding?	1	High space utilization and overlapping functions are preventing the building from adequately supporting Special Education programs and Music/Spanish.
Are there dedicated spaces for teachers to meet and collaborate?	2	Staff lounge is large, however, this involves mixing the lounge with instructional and professional functions. The Learning Commons can also accommodate this, if not used for other after-school functions.
TOTAL SCORE FOR PROGRAMMATIC AREA	21	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	78%	

WELCOME CENTER & ADMINISTRATION

Is the Welcome Center sized appropriately for all necessary functions?	1	Very small.
Do sightlines from the main entrance allow secretaries or administrators to clearly see approaching visitors?	2	Secretary's desk is not oriented to the approach of the front door.
Is there adequate workspace for secretaries while providing sufficient room for visitors and students in the main office?	1	Space is very small.
Is there a designated conference room / meeting area that is not inside of a private office?	2	Space is across the hall. Sometimes used for other functions out of necessity.
TOTAL SCORE FOR PROGRAMMATIC AREA	6	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	50%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

SPECIAL EDUCATION

Is the building equipped with an adequate quantity of self-contained classrooms?	1	Expansion needed. ASD classroom addition was part of the 2017 Bond, but the program has grown.
Is the building equipped with infrastructure to support any medical needs? Consider sinks, toileting & changing areas.	0	
Are classrooms sized appropriately?	2	The one self-contained classroom is sized appropriately.
Is the classroom flexible or adaptable to accommodate varying needs of students?	3	
Are all key learning spaces fully accessible for students with mobility needs?	3	
Is there a sensory space or sensory paths available with efficient access?	1	One sensory space exist, but not convenient to ASD classroom.
Does the technology support collaboration, gathering and interaction?	3	EPIC audio-enhancement system provides additional support to all students. Mounting height is accessible for student interaction.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	2	Horizontal orientation can pose access challenges for students with physical disabilities.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	2	Upgrades are needed due to age of systems.
TOTAL SCORE FOR PROGRAMMATIC AREA	17	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	63%	

LEARNING SUPPORT

Does the building have an adequate quantity of spaces to support all of these functions in the building at any given time?	0	Vastly undersupported at this point; growth is anticipated.
Is there designated conference space to hold IEP meetings?	1	Meeting space is very limited.
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	2	Supplemental items can enhance the function.
Can learning support occur inside general classrooms (push-in)?	1	Furniture can support this, but general classrooms are small to comfortably accommodate this.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	Upgrades needed.
TOTAL SCORE FOR PROGRAMMATIC AREA	5	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	33%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

PRIMARY LEARNING SPACES FOR GENERAL EDUCATION

Are there a sufficient number of classrooms in the building?	3	Currently, yes, but growth will not be supported.
Are classrooms adequately and consistently sized?	3	
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	3	
Does the technology support collaboration, gathering and interaction?	3	EPIC audio-enhancement system provides additional support to all students. Mounting height is accessible for student interaction.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	3	
Is there access to outdoor learning space?	1	There is access, but no furniture, shading, or learning materials to support the function of outdoor learning.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	2	Upgrades needed for lighting and acoustics.

TOTAL SCORE FOR PROGRAMMATIC AREA **18**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **86%**

STEM / STEAM / MAKER / ROBOTICS

Are there spaces that support multidisciplinary activities, not limited to movement activities, lab-based activities, maker-space activities?	1	Learning Commons can support this to an extent. If science / lab-based activities (messy activities) occur, the Learning Commons will then not support this function.
Are there spaces outside the primary classroom where students can engage in hands-on, collaborative, or large-group activities under passive supervision?	2	The Learning Commons can support some maker-space activities, however, storage must be re-imagined. Additionally, the Learning Commons is a frequently used instructional space, which may be a disruption if used for maker or lab-based activities.
If this space exists, does the available technology support the functions?	N/A	Not applicable.
If such a space exists, does it include furniture, storage, and infrastructure needed to fully support the intended activities?	N/A	Not applicable.

TOTAL SCORE FOR PROGRAMMATIC AREA **3**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **50%**

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

DINING & FOOD SERVICE

Does the primary dining space accommodate all students in a desired lunch period?	3	
Is there efficient access and close proximity to the playground for before / after lunch recess?	3	
Is the kitchen / servery located with direct adjacency to the primary dining space?	3	
Is the kitchen located near exterior access to allow for efficient food deliveries?	3	
Does the furniture allow for the space to be easily reconfigured?	3	Standard Cafeteria tables.
Does the servery allow students to be served quickly and efficiently?	3	
Are elements like lighting, thermal comfort, and acoustics designed to create a pleasant sensory experience?	1	Acoustical ceiling tiles were included when the space was designed, however, the Principal has indicated that acoustics are very unpleasant when the space is in use.

TOTAL SCORE FOR PROGRAMMATIC AREA **19**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **90%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

PERFORMING ARTS / MUSIC

Are there a sufficient number of spaces to support the Music program?	0	Prior music room was turned into a self-contained Special Education classroom. A music room no longer exists.
Is the space large enough and equipped with adaptable furniture to accommodate movement activities?	N/A	Not applicable.
Is there designated solution for storage of instruments?	N/A	Not applicable.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	N/A	Not applicable.
Does the performance space have the capacity to comfortably host student families and other attendees?	3	
Is the performance space equipped with the necessary infrastructure to support effective lighting and sound control?	1	Upgrades are needed; infrastructure is original to the building.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	Upgrades are needed.

TOTAL SCORE FOR PROGRAMMATIC AREA **5**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **42%**

OAKLAND ELEMENTARY OVERALL SCORE (AVERAGE FROM ALL PROGRAM AREAS) **60%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

SAFETY & SECURITY

Is there a secure entry / vestibule for visitors?	2	Small and understated; not very welcoming.
Does the building layout restrict visitor access once inside?	2	The welcome center serves as the control point. Once a visitor's credentials are verified, they can access the remainder of the building.
Is the building organized and zoned for after-school activities and use outside of normal school hours?	2	The addition of the Gymnasium can be closed off, however, if the Cafeteria is used, the ability to close off the building decreases. Most public events are accessed through the front door.
TOTAL SCORE FOR PROGRAMMATIC AREA	6	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	67%	

SITE

Is there shelter from the elements at common outdoor entry / waiting areas?	0	
Are vehicular and pedestrian traffic flows separated or arranged to maximize safety for students and staff?	1	Parent drop-off and pick-up occurs on the street.
Is the main entrance easily identifiable?	1	Identifiable because it faces the street, however, it is very small and understated.
Is there exterior wayfinding / signage to guide visitors?	2	This exists but it is limited.
Are outdoor areas, walkways, and parking zones well-lit to ensure safety during all hours of use?	3	Although visit was during daylight hours, it appears that there is a fair amount.
Is there adequate parking to support community events?	1	Adjacent streets provide supplemental parking for large events, which is not ideal.
TOTAL SCORE FOR PROGRAMMATIC AREA	8	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	44%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

BUILDING ORGANIZATION

Does the building layout allow classrooms of the same grade to be clustered together for ease of access and management?	3	
Does the building layout place related functions or spaces in close proximity to one another?	3	Gym, Art and Music are clustered together in a wing; anchored by the Learning Commons on the opposite end of the building.
Is there natural light in the majority of primary learning spaces?	3	
Are routes to outdoor areas and playgrounds direct, safe, and easy to navigate from classrooms and common areas?	3	Corridors are very narrow. When students are actively using lockers, it would be a challenge for a person to travel through.
Are there general building storage rooms and/or closets to alleviate the classrooms of items not used on a daily or weekly basis?	2	Storage closets exist for each grade level.
Is the building ADA accessible?	2	Yes, because of the elevator, however, the elevator is very old and provides challenges when used.
Are major circulation routes free of barriers?	2	Corridors are very narrow. When students are actively using lockers, it would be a challenge for a person to travel through.
Is the use of building spaces balanced, avoiding both underuse and overcrowding?	1	Instructional spaces are consistently overutilized. There is no designated space, other than the stage, for a sensory room.
Are there dedicated spaces for teachers to meet and collaborate?	1	Learning Commons can meet this need, however, spaces in the building are used for after-school activities (such as childcare), which may prevent staff use.
TOTAL SCORE FOR PROGRAMMATIC AREA	20	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	74%	

WELCOME CENTER & ADMINISTRATION

Is the Welcome Center sized appropriately for all necessary functions?	2	Renovated in the 2017 Bond; space is undersized for intended use.
Do sightlines from the main entrance allow secretaries or administrators to clearly see approaching visitors?	3	Secretary and principal can see the approach to the main entry and visitor parking.
Is there adequate workspace for secretaries while providing sufficient room for visitors and students in the main office?	1	Very small. Two secretaries are in this space with no room for visitors.
Is there a designated conference room / meeting area that is not inside of a private office?	3	
TOTAL SCORE FOR PROGRAMMATIC AREA	9	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	75%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

PRIMARY LEARNING SPACES FOR GENERAL EDUCATION

Are there a sufficient number of classrooms in the building?	3	Currently, yes, but growth will not be supported.
Are classrooms adequately and consistently sized?	2	Kindergarten classrooms are smaller than most others in the District.
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	3	
Does the technology support collaboration, gathering and interaction?	3	EPIC audio-enhancement system provides additional support to all students. Mounting height is accessible for student interaction.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	3	
Is there access to outdoor learning space?	2	There is access, but no furniture, shading, or learning materials to support the function of outdoor learning. Small "amphitheater" area could be used.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	Upgrades needed for all elements.
TOTAL SCORE FOR PROGRAMMATIC AREA	17	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	81%	

STEM / STEAM / MAKER / ROBOTICS

Are there spaces that support multidisciplinary activities, not limited to movement activities, lab-based activities, maker-space activities?	0	The Learning Commons is too small to effectively support this function.
Are there spaces outside the primary classroom where students can engage in hands-on, collaborative, or large-group activities under passive supervision?	1	The Learning Commons was previously used for this desired purpose, however, the small footprint of the Learning Commons has already been split to accommodate necessary instructional functions.
If this space exists, does the available technology support the functions?	N/A	Not applicable.
If such a space exists, does it include furniture, storage, and infrastructure needed to fully support the intended activities?	N/A	Not applicable.
TOTAL SCORE FOR PROGRAMMATIC AREA	1	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	17%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

DINING & FOOD SERVICE

Does the primary dining space accommodate all students in a desired lunch period?	2	The size accommodates all students but restroom areas do not, which is a supervision and efficiency challenge during the lunch period.
Is there efficient access and close proximity to the playground for before / after lunch recess?	3	
Is the kitchen / servery located with direct adjacency to the primary dining space?	3	
Is the kitchen located near exterior access to allow for efficient food deliveries?	3	
Does the furniture allow for the space to be easily reconfigured?	3	Standard Cafeteria tables.
Does the servery allow students to be served quickly and efficiently?	2	Renovated in 2017 Bond, however, congestion in small servery and point of sale area.
Are elements like lighting, thermal comfort, and acoustics designed to create a pleasant sensory experience?	2	Space has an acoustical / Tectum deck and additional tectum wall panels for acoustics. Lighting could be upgraded.

TOTAL SCORE FOR PROGRAMMATIC AREA **18**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **86%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

PERFORMING ARTS / MUSIC

Are there a sufficient number of spaces to support the Music program?	3	Music room was added in the 2017 Bond.
Is the space large enough and equipped with adaptable furniture to accommodate movement activities?	3	
Is there designated solution for storage of instruments?	2	Improvement needed for efficiency.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	3	
Does the performance space have the capacity to comfortably host student families and other attendees?	2	
Is the performance space equipped with the necessary infrastructure to support effective lighting and sound control?	1	Upgrades are needed.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	Upgrades are needed.

TOTAL SCORE FOR PROGRAMMATIC AREA **15**

PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **71%**

UPTON ELEMENTARY OVERALL SCORE (AVERAGE FROM ALL PROGRAM AREAS) **59%**

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

SAFETY & SECURITY

Is there a secure entry / vestibule for visitors?	3	
Does the building layout restrict visitor access once inside?	2	The welcome center serves as the control point. Once a visitor's credentials are verified, they can access the remainder of the building.
Is the building organized and zoned for after-school activities and use outside of normal school hours?	1	Multiple entry points compromise segregation of areas.
TOTAL SCORE FOR PROGRAMMATIC AREA	6	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	67%	

SITE

Is there shelter from the elements at common outdoor entry / waiting areas?	0	
Are vehicular and pedestrian traffic flows separated or arranged to maximize safety for students and staff?	3	
Is the main entrance easily identifiable?	2	Entrance, which appears to be the main entry on Washington, is only used for special needs access. The functional main entrance is on the South end of the building.
Is there exterior wayfinding / signage to guide visitors?	2	Improvement needed.
Are outdoor areas, walkways, and parking zones well-lit to ensure safety during all hours of use?	3	
Is there adequate parking to support community events?	2	Major public events also utilize surrounding street parking, which is common in the urban area.
TOTAL SCORE FOR PROGRAMMATIC AREA	12	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	67%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

BUILDING ORGANIZATION

Does the building layout allow classrooms of the same grade to be clustered together for ease of access and management?	1	This has been attempted and has proven to be ineffective given the organization of the building.
Does the building layout place related functions or spaces in close proximity to one another?	2	Generally, yes, but with three levels, it is difficult to achieve pure adjacency.
Is there natural light in the majority of primary learning spaces?	2	Majority of general education spaces have natural light, however, most of the special education spaces are windowless.
Are routes to outdoor areas and playgrounds direct, safe, and easy to navigate from classrooms and common areas?	1	Numerous entry and exit doors facilitate this, however, it compromises security.
Are there general building storage rooms and/or closets to alleviate the classrooms of items not used on a daily or weekly basis?	2	The lower "basement" area includes ample space with elevator access to accommodate storage.
Is the building ADA accessible?	1	Many areas are not readily ADA accessible due to numerous level changes inherent in the existing footprint. In the areas accessible via wheelchair, the user experience is very poor.
Are major circulation routes free of barriers?	1	Many areas are not readily ADA accessible due to numerous level changes inherent in the existing footprint. In the areas accessible via wheelchair, the user experience is very poor.
Is the use of building spaces balanced, avoiding both underuse and overcrowding?	1	The Gathering Place and Learning Commons are large spaces and very underutilized.
Are there dedicated spaces for teachers to meet and collaborate?	2	They exist in some levels but are not conveniently located (on varying floors) so very underutilized.

TOTAL SCORE FOR PROGRAMMATIC AREA **13**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **48%**

WELCOME CENTER & ADMINISTRATION

Is the Welcome Center sized appropriately for all necessary functions?	2	Administrators voiced concern of many visitors asking to tour the building and asking for an area of viewing historical significance. This provides common disruption throughout the day.
Do sightlines from the main entrance allow secretaries or administrators to clearly see approaching visitors?	1	Only achievable through digital monitors.
Is there adequate workspace for secretaries while providing sufficient room for visitors and students in the main office?	3	
Is there a designated conference room / meeting area that is not inside of a private office?	3	

TOTAL SCORE FOR PROGRAMMATIC AREA **9**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **75%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

SPECIAL EDUCATION

Is the building equipped with an adequate quantity of self-contained classrooms?	0	ASD population is rapidly growing and the building is already struggling to support this.
Is the building equipped with infrastructure to support any medical needs? Consider sinks, toileting & changing areas.	1	Minimally accommodated.
Are classrooms sized appropriately?	1	Appear to be sized somewhat appropriately, however, they do not provide needed flexibility to include space for sensory needs, equipment, and additional staff. Resource spaces are too small.
Is the classroom flexible or adaptable to accommodate varying needs of students?	1	Appear to be sized somewhat appropriately, however, they do not provide needed flexibility to include space for sensory needs, equipment, and additional staff.
Are all key learning spaces fully accessible for students with mobility needs?	1	Many are undersized to accommodate mobility aids.
Is there a sensory space or sensory paths available with efficient access?	1	Minimally accommodated.
Does the technology support collaboration, gathering and interaction?	2	Appears to be adequate but room for growth and improvement to accommodate specific needs for students with special needs.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	2	Horizontal orientation can pose access challenges for students with physical disabilities.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	Minimally accommodated.

TOTAL SCORE FOR PROGRAMMATIC AREA **10**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **37%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

LEARNING SUPPORT

Does the building have an adequate quantity of spaces to support all of these functions in the building at any given time?	1	Additional space needed, in strategic locations. More discussion needed on localization of these resources or distribution.
Is there designated conference space to hold IEP meetings?	2	Challenge to find space; having this function local to special education or other learning support functions would be beneficial.
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	3	Newer furniture accommodates this but storage needs may be better accommodated.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	Thermal comfort is lacking in select spaces.
TOTAL SCORE FOR PROGRAMMATIC AREA	7	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	58%	

PRIMARY LEARNING SPACES FOR GENERAL EDUCATION

Are there a sufficient number of classrooms in the building?	3	
Are classrooms adequately and consistently sized?	1	Inconsistency in classroom sizes, ranging from 550 square feet to 1,050 square feet. Larger classrooms have columns in the middle, obstructing views.
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	3	For classrooms with columns obstructing views, the furniture helps a great deal.
Does the technology support collaboration, gathering and interaction?	3	
Are there markerboard or tackboard surfaces for analog communication of learning materials?	2	Older classrooms should be refreshed.
Is there access to outdoor learning space?	1	The green space exists, but other infrastructure does not.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	3	Many areas include dimmable LED lighting.
TOTAL SCORE FOR PROGRAMMATIC AREA	16	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	76%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

STEM / STEAM / MAKER / ROBOTICS / CTE

Are there spaces that support multidisciplinary activities, not limited to movement activities, lab-based activities, maker-space activities?	1	Existing areas need major upgrades.
Are there spaces outside the primary classroom where students can engage in hands-on, collaborative, or large-group activities under passive supervision?	1	Areas exist but are underutilized due to infrastructure in the space or location in the building. More discussion required.
If this space exists, does the available technology support the functions?	1	Major upgrades needed.
If such a space exists, does it include furniture, storage, and infrastructure needed to fully support the intended activities?	1	Major upgrades needed.
TOTAL SCORE FOR PROGRAMMATIC AREA	4	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	33%	

DINING & FOOD SERVICE

Does the primary dining space accommodate all students in a desired lunch period?	2	Combined with the smaller Café area (windowless), there are enough seats. More restrooms needed closeby for supervision and efficiency.
Is there efficient access and close proximity to the outdoors for before / after lunch recess?	3	
Is the kitchen / servery located with direct adjacency to the primary dining space?	3	
Is the kitchen located near exterior access to allow for efficient food deliveries?	3	Off of Austin street.
Does the furniture allow for the space to be easily reconfigured?	3	Furniture is standard cafeteria tables which are easily reconfigfured, but more variety can enhance the student experience.
Does the servery allow students to be served quickly and efficiently?	3	Administrators noted that this works very well.
Are elements like lighting, thermal comfort, and acoustics designed to create a pleasant sensory experience?	1	Acoustics are lacking. The Cafeteria is very overwhelming due to noise level so students want to eat elsewhere, including the Gathering Place and Learning Commons.
TOTAL SCORE FOR PROGRAMMATIC AREA	18	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	86%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

PERFORMING ARTS

Are there a sufficient number of spaces to support the Performing Arts program?	3	At this time, there are a sufficient number of spaces but desired growth of the program must be considered.
Is there a flexible, multi-purpose space for informal performances?	1	Not at this time but there are other underutilized spaces in the building that can accommodate this function. More discussion needed.
Are the classroom space(s) sized to support a full ensemble of students, with risers, chairs and music stands?	3	
Is there designated storage for instruments? Music library?	3	
Are there practice rooms that support ensembles of various sizes?	2	Practice rooms exist but do not vary in size.
Is the performance space sized appropriately for the needs of the program?	2	Stage is undersized for utilization of space.
Is the performance space ADA accessible?	3	
Are there sufficient performance support spaces, including but not limited to, a green room? Dressing rooms?	2	Offices exist in this area, which are used for dressing rooms.
Is the performance space equipped with the necessary infrastructure to support effective lighting, sound control, scenery and other stage elements?	3	
Are elements such as lighting, thermal comfort, and acoustics designed to create a pleasant and effective sensory experience?	3	
Is there a scene shop? If so, is it adequately sized?	3	Used as a staging area.
Is there an orchestra pit?	0	
Is there an adjacent pre & post event space that functions for concessions, ticketing and general gathering?	1	Adjacent corridor to audience chamber is minimally used for this function.

TOTAL SCORE FOR PROGRAMMATIC AREA **29**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **74%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

FINE ARTS

Are there a sufficient number of spaces to support the Fine Arts program?	2	Some areas are underutilized. Potential to reimagine the spaces and how they work together.
Are the space(s) sized to support a full class of students as well as equipment, furniture and instructional technology?	3	
Is there designated space for storage, tools and equipment?	2	Some space exists, however, efficiency can be improved.
Where applicable, is the plumbing, HVAC, electrical infrastructure adequate to support the function?	2	Lighting needs upgrades.
Is there display for 3D student work / projects?	2	Needs to be expanded and enhanced to celebrate student work.
Is there display for 2D student work / projects?	2	Needs to be expanded and enhanced to celebrate student work.
Are elements such as lighting, thermal comfort, and acoustics designed to create a pleasant and effective sensory experience?	2	Upgrades needed.

TOTAL SCORE FOR PROGRAMMATIC AREA **15**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **71%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

PHYSICAL EDUCATION & ATHLETICS

Are there a sufficient number of spaces (including outdoor fields, indoor space, locker rooms, changing areas) to support the Physical Education and Athletics programs?	2	
Does the layout of program spaces support easy access and shared use of resources?	3	
Are year-round activities supported, not just seasonal sports?	2	Athletic-focused clubs and after school activities are lacking in space. Right now, the Gathering Place is used, which is not ideal for that function.
Are the athletic facilities appropriately sized to accommodate current and projected student participation?	3	
Do locker rooms, gyms, fields, and courts allow for multiple teams or classes to use them simultaneously without conflict?	3	
Is there storage for equipment and uniforms?	3	
Is there spectator space for school events and community engagement?	2	Pool facility is central for the District; all competition occurs here. Pool and ancillary spaces could benefit from upgrades.
Are athletic facilities, including spectator areas, ADA accessible?	1	Accessible, but challenging to navigate due to multiple levels.
Are the fields, gyms, and courts equipped with modern technology (scoreboards, timing systems, audio / visual equipment)?	1	Outdoor fields in need of improvement. Note that the Dondero Stadium is used very infrequently.
Is there display for athletic related awards, trophies, photographs, etc.?	1	Not readily apparent.
Are elements such as lighting, thermal comfort, and acoustics designed to create a pleasant and effective sensory experience?	0	Strong emphasis on the need for air conditioning in the Gym. Pool and ancillary spaces could benefit from upgrades.

TOTAL SCORE FOR PROGRAMMATIC AREA **21**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **64%**

ROYAL OAK MIDDLE SCHOOL OVERALL SCORE (AVERAGE FROM ALL PROGRAM AREAS) **63%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

SAFETY & SECURITY

Is there a secure entry / vestibule for visitors?	2	
Does the building layout restrict visitor access once inside?	1	The welcome center serves as the control point. Once a visitor's credentials are verified, they can access the remainder of the building. This is a greater challenge at this building due to the separation of the Welcome Center and the Main Office.
Is the building organized and zoned for after-school activities and use outside of normal school hours?	0	Multiple entry points and proximity to parking compromise segregation of areas.
TOTAL SCORE FOR PROGRAMMATIC AREA PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	3 33%	

SITE

Is there shelter from the elements at common outdoor entry / waiting areas?	0	
Are vehicular and pedestrian traffic flows separated or arranged to maximize safety for students and staff?	2	This exists, however, further articulation of student, staff and visitor circulation routes are needed.
Is the main entrance easily identifiable?	1	Entrance is hidden; not welcoming.
Is there exterior wayfinding / signage to guide visitors?	2	Functional, but needs to be enhanced.
Are outdoor areas, walkways, and parking zones well-lit to ensure safety during all hours of use?	2	While adequate, the entry sequence would benefit from targeted upgrades.
Is there adequate parking to support community events?	1	Not adequate and placement is not appropriate to foster safe and secure entry space.
TOTAL SCORE FOR PROGRAMMATIC AREA PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	8 44%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

BUILDING ORGANIZATION

Does the building layout allow classrooms of the same subject area to be clustered together for ease of access and management?	2	Due to growth in programs, this has been more difficult.
Does the building layout place related functions or spaces in close proximity to one another?	3	Generally, yes.
Is there natural light in the majority of primary learning spaces?	3	
Are routes to outdoor areas direct, safe, and easy to navigate from classrooms and common areas?	1	Major athletic fields are very remote from the locker rooms.
Are there general building storage rooms and/or closets to alleviate the classrooms of items not used on a daily or weekly basis?	2	They exist but should be expanded or purged to prevent "overflow" into circulation areas.
Is the building ADA accessible?	2	For the most part, yes, but not all. Access to public events from the south side of the building is limited with stairs and small elevators.
Are major circulation routes free of barriers?	2	Typical circulation routes are wide and free of obstructions.
Is the use of building spaces balanced, avoiding both underuse and overcrowding?	1	Pool, the mezzanine area of the Learning Commons, and some offices off of the corridor are underutilized.
Are there dedicated spaces for teachers to meet and collaborate?	2	Some spaces exist but location is not efficient or feasible for active use.

TOTAL SCORE FOR PROGRAMMATIC AREA **18**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **67%**

WELCOME CENTER & ADMINISTRATION

Is the Welcome Center sized appropriately for all necessary functions?	1	Welcome Center is undersized, accommodating Athletics administrative functions and secretarial / security only. The Welcome Center is also not adjacent to the Main Office.
Do sightlines from the main entrance allow secretaries or administrators to clearly see approaching visitors?	1	Main Office / Administration is separate from the Welcome Center.
Is there adequate workspace for secretaries while providing sufficient room for visitors and students in the main office?	1	Visitors are not accommodated in the main office.
Is there a designated conference room / meeting area that is not inside of a private office?	3	

TOTAL SCORE FOR PROGRAMMATIC AREA **6**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **50%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

SPECIAL EDUCATION

Is the building equipped with an adequate quantity of self-contained classrooms?	2	Current conditions do not accommodate for growth. Growth is seen at the elementary level, middle school level, so preparation for growth at the high school level should be expected.
Is the building equipped with infrastructure to support any medical needs? Consider sinks, toileting & changing areas.	1	Minimally accommodated.
Are classrooms sized appropriately?	1	Appear to be sized somewhat appropriately, however, they do not provide needed flexibility to include space for sensory needs, equipment, and additional staff. Resource spaces are too small.
Is the classroom flexible or adaptable to accommodate varying needs of students?	1	Appear to be sized somewhat appropriately, however, they do not provide needed flexibility to include space for sensory needs, equipment, and additional staff.
Are all key learning spaces fully accessible for students with mobility needs?	1	Many are undersized to accommodate mobility aids.
Is there a sensory space or sensory paths available with efficient access?	1	Minimally accommodated.
Does the technology support collaboration, gathering and interaction?	2	Appears to be adequate but room for growth and improvement to accommodate specific needs for students with special needs.
Are there markerboard or tackboard surfaces for analog communication of learning materials?	2	Upgrades needed; old chalkboards still present in some areas.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	Minimally accommodated.

TOTAL SCORE FOR PROGRAMMATIC AREA **12**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **44%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

LEARNING SUPPORT

Does the building have an adequate quantity of spaces to support all of these functions in the building at any given time?	2	There are many underutilized, small office spaces sprinkled off of corridors in academic wings. It is possible that more discussion is required.
Is there designated conference space to hold IEP meetings?	2	Challenge to find space; having this function local to special education or other learning support functions would be beneficial. Consider a more comprehensive Student Support Center.
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	2	Newer furniture accommodates this but storage needs may be better accommodated. Some Resource classrooms are very, very small.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	2	Natural light and carpet within spaces helps the sensory experience.
TOTAL SCORE FOR PROGRAMMATIC AREA	8	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	67%	

PRIMARY LEARNING SPACES FOR GENERAL EDUCATION

Are there a sufficient number of classrooms in the building?	3	
Are classrooms adequately and consistently sized?	2	Classrooms are sized somewhat adequately, but flexibility may be limited due to size.
Does the furniture promote flexibility and agility, allowing students to easily gather in small groups or pairs?	3	
Does the technology support collaboration, gathering and interaction?	3	
Are there markerboard or tackboard surfaces for analog communication of learning materials?	2	Upgrades needed; old chalkboards still present in some areas.
Is there access to outdoor learning space?	1	The green space exists, but other infrastructure for outdoor learning does not.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	2	Many areas include dimmable LED lighting.
TOTAL SCORE FOR PROGRAMMATIC AREA	16	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	76%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

STEM / STEAM / MAKER / ROBOTICS / CTE

Are there spaces that support multidisciplinary activities, not limited to movement activities, lab-based activities, maker-space activities?	1	Existing areas need upgrades. Growth to the program is desired, but not currently accommodated in the existing building footprint.
Are there spaces outside the primary classroom where students can engage in hands-on, collaborative, or large-group activities under passive supervision?	1	Areas exist but are underutilized due to infrastructure in the space or location in the building. Also lack of passive supervision due to double-loaded corridors.
If this space exists, does the available technology support the functions?	2	
If such a space exists, does it include furniture, storage, and infrastructure needed to fully support the intended activities?	1	Upgrades needed. CTE spaces were not addressed in the 2017 Bond.
TOTAL SCORE FOR PROGRAMMATIC AREA	5	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	42%	

DINING & FOOD SERVICE

Does the primary dining space accommodate all students in a desired lunch period?	3	Addition & renovation in 2017 Bond.
Is there efficient access and close proximity to the outdoors for before / after lunch recess?	3	Also close proximity to an enclosed courtyard.
Is the kitchen / servery located with direct adjacency to the primary dining space?	3	Addition & renovation in 2017 Bond.
Is the kitchen located near exterior access to allow for efficient food deliveries?	3	Addition & renovation in 2017 Bond.
Does the furniture allow for the space to be easily reconfigured?	3	Addition & renovation in 2017 Bond.
Does the servery allow students to be served quickly and efficiently?	3	Addition & renovation in 2017 Bond.
Are elements like lighting, thermal comfort, and acoustics designed to create a pleasant sensory experience?	3	Addition & renovation in 2017 Bond.
TOTAL SCORE FOR PROGRAMMATIC AREA	21	
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE)	100%	

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	--	-------

PERFORMING ARTS

Are there a sufficient number of spaces to support the Performing Arts program?	2	Band, Choir and Orchestra instructional spaces are supported. There is a lack of informal practice and performance area.
Is there a flexible, multi-purpose space for informal performances?	0	Does not exist; this is a consistent challenge.
Are the classroom space(s) sized to support a full ensemble of students, with risers, chairs and music stands?	3	
Is there designated storage for instruments? Music library?	2	Risers, some uniforms, and acoustic shell are stored in corridors. The instruments and the music library are accommodated.
Are there practice rooms that support ensembles of various sizes?	3	
Is the performance space sized appropriately for the needs of the program?	1	Audience chamber in the Cafeteria with seating for 470 and the stage house are very undersized for a comprehensive high school.
Is the performance space ADA accessible?	2	Despite having access to an elevator, it is challenging to access the Auditorium.
Are there sufficient performance support spaces, including but not limited to, a green room? Dressing rooms?	2	Offices exist in this area, which are used for dressing rooms.
Is the performance space equipped with the necessary infrastructure to support effective lighting, sound control, scenery and other stage elements?	1	Very limited; upgrades needed.
Are elements such as lighting, thermal comfort, and acoustics designed to create a pleasant and effective sensory experience?	3	
Is there a scene shop? If so, is it adequately sized?	3	
Is there an orchestra pit?	0	
Is there an adjacent pre & post event space that functions for concessions, ticketing and general gathering?	2	The current approach and entry sequence to the Auditorium does not create a strong impression. Pre and post-event activities occur in the Cafeteria.

TOTAL SCORE FOR PROGRAMMATIC AREA **24**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **62%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

FINE ARTS

Are there a sufficient number of spaces to support the Fine Arts program?	2	Spaces exist but need to be expanded to meet program growth and vision.
Are the space(s) sized to support a full class of students as well as equipment, furniture and instructional technology?	2	Spaces exist but need to be expanded to meet program growth and vision.
Is there designated space for storage, tools and equipment?	1	Limited. While some designated space exists, program growth since the last Bond has created additional space needs.
Where applicable, is the plumbing, HVAC, electrical infrastructure adequate to support the function?	2	Limited; upgrades needed.
Is there display for 3D student work / projects?	2	Multi-sided display case at north entry provides one dedicated area for this display.
Is there display for 2D student work / projects?	2	Needs to be expanded and enhanced to celebrate student work.
Are elements such as lighting, thermal comfort, and acoustics designed to create a pleasant and effective sensory experience?	2	In a full classroom with students, equipment, acoustics can be challenging.

TOTAL SCORE FOR PROGRAMMATIC AREA **13**
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) **62%**

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

PHYSICAL EDUCATION & ATHLETICS

Are there a sufficient number of spaces (including outdoor fields, indoor space, locker rooms, changing areas) to support the Physical Education and Athletics programs?	2	More team and locker space needed, closer to the fields. Proximity is a challenge.
Does the layout of program spaces support easy access and shared use of resources?	1	Accessibility to the pool and auxiliary gym requires access through the gymnasium mezzanine space.
Are year-round activities supported, not just seasonal sports?	2	Athletic-focused clubs and after school activities are lacking in space.
Are the athletic facilities appropriately sized to accommodate current and projected student participation?	2	Athletic-focused clubs and after school activities are lacking in space.
Do locker rooms, gyms, fields, and courts allow for multiple teams or classes to use them simultaneously without conflict?	1	Lacking indoor locker and team space for visiting athletic teams.
Is there storage for equipment and uniforms?	1	Lacking; upgrade for efficiency needed, mainly for athletic training items.
Is there spectator space for school events and community engagement?	2	The main gymnasium accommodates large groups.
Are athletic facilities, including spectator areas, ADA accessible?	1	Public access is via small elevators; pool and auxiliary gym rely on wheelchair lifts.
Are the fields, gyms, and courts equipped with modern technology (scoreboards, timing systems, audio / visual equipment)?	2	
Is there display for athletic related awards, trophies, photographs, etc.?	2	Occurs in lobby outside of gymnasium entries. There are opportunities for this to be enhanced.
Are elements such as lighting, thermal comfort, and acoustics designed to create a pleasant and effective sensory experience?	1	Main gym needs major acoustical improvements; high decibel and HVAC noise. Strong emphasis on need for air conditioning in the Gym.

TOTAL SCORE FOR PROGRAMMATIC AREA 17

PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) 52%

ROYAL OAK HIGH SCHOOL OVERALL SCORE (AVERAGE FROM ALL PROGRAM AREAS) 58%

SCORING LEGEND

3 = Yes

2 = Yes, With Explanation

1 = No, With Explanation

0 = No



ROYAL OAK SCHOOLS
A COMMUNITY OF EXCELLENCE

December 4th, 2025

Facilities & Finance Committee Workshop

Agenda

- Introduction
- Facilities Condition Assessment Overview
- Program Assessment Overview
- Program Assessment Findings / Workshop
 - Guiding Principles
 - Prioritization of Guiding Principles
- Next Steps
 - Future BOE Workshop on Jan. 6th, 2026
 - Bond Steering Committee Process

Formation Plan

ROYAL OAK SCHOOLS - BOND FORMATION PLAN - AUGUST 2026 ELECTION



DISCOVERY

DETERMINE DISTRICT STRATEGY / FINALIZE SCHEDULE

Hold Project Kick-off Meeting with District Leaders

Determine possible participants for bond scope development (Bond Steering Committee)

Finalize Bond Formation Schedule with Administration - Key Dates & Activities

Engage with District leadership and Board of Education to understand goals and vision for future of education in Royal Oak Schools

Engage with Legal Counsel, Demographic and Financial Advisors to understand financial & enrollment picture for the District

Summer/Early Fall 2025

FACILITIES CONDITION ASSESSMENT

Conduct Facilities Assessment of all District Buildings

- TMP will tour all facilities to update and document infrastructure needs. Using previous Facilities Assessment as a starting point and recent State Assessment, we will update useful life, identify new issues, provide estimates for upgrades, and prioritize overall infrastructure needs.
- TMP will coordinate District lists/needs with those uncovered during walk-throughs / Finalize reporting methodology.
- Gather information from other audits / reports as needed (technology, roofing, site, etc.).
- TMP will align with Barton Malow to provide accurate cost estimates of identified infrastructure items.
- TMP will prepare final report outlining the infrastructure needs at each of the District's facilities, along with costs and urgency of needs.

(Summer/Fall 2025)

PROGRAM ASSESSMENT

Conduct Program Assessment at all District Buildings

- TMP educational planners will lead the Program Assessment process.
- "Getting to Know You" Workshop to uncover District's Curricular Goals / Mission / Vision.
- Assessment team visits select classrooms to observe learning in action (Observation Activity).
- TMP planners present an "Aligned Learning" Presentation to share trends and current thinking in school design.
- Ideal Program for ES, MS and HS levels is developed for comparison against existing current conditions.
- Meetings with principals to identify misalignments and opportunities in their particular building (compare ideal program with existing conditions).
- Validation Workshop with District Leadership to build consensus on programmatic feedback.

(Oct 2025 - Nov 2025)

EXPLORATION

DEVELOP CONCEPT OPTIONS / ENGAGE WITH BOND STEERING COMMITTEE

Committee Meetings Begin (anticipate 4 mtgs.)

- Engage with BOE to share Assessment Reports and discuss vision and future goals for facilities.
- Begin Bond Steering Committee meetings. Professional team will facilitate all committee meetings
- All assessment data will be reviewed with Committee as well as District goals and vision.
- Professional team will provide conceptual ideas for proposed upgrades to District buildings, as well as estimates.
- Feedback from Committee will occur and refinements will be made to Concepts in order to finalize a direction to create a recommendation for the Board to review.

(Dec 2025 - March 2026)

FINALIZE DISTRICT BOND PLAN

Finalize Program Scope / Cost

- Professional Team prepares final recommendation and presentation for Board review
- Committee works with professional team to prepare presentation to the Board of Education

Committee Presents Recommendation to Board

Board of Education evaluates recommendation, and if approved, professional team will move forward to prepare final bond scope & estimates.

March / April 2026

CAMPAIGN

BOND CAMPAIGN

Work with the District to lay out the Informational Campaign, including strategy, design and writing of communication tools, and assisting in organizing Campaign activities and timeline

- April - Develop campaign strategy and communication tools
- May - Educate our teachers, other staff, and parents. Make sure parents are educated before the end of the school year.
- June/July/Aug - Continue to share with school community and educate broader community

Start in May 2026 - Aug 2026



Facilities Condition Assessment

FCA Report



ROYAL OAK SCHOOLS
A COMMUNITY OF EXCELLENCE



Barton
Malow

DRAFT

Dec 4, 2025

Facilities Condition Assessment Report



TABLE OF CONTENTS

EXECUTIVE SUMMARY

Introduction / About the Evaluation Process 05
General Observations / Next Steps 06

DISTRICT INFORMATION

District Map 09
Building Size and Age Summary 10
Building Utilization (Elementary Schools) 11

SUMMARY OF ALL FACILITIES

Facility Condition Assessment Summary (By Building) 15
Facility Condition Assessment Summary (By Type of Work) 16

Elementary Schools

Addams Elementary / Early Childhood Center 19
Keller Elementary 27
Northwood Elementary 35
Oakland Elementary 43
Oak Ridge Elementary 51
Upton Elementary 59

Middle School

Royal Oak Middle School 67

High School

Royal Oak High School 77

Non-Educational Facilities

Maintenance and Transportation Center (MTC) 85
Churchill Administration 88

ASSESSMENT OF EXISTING DISTRICT FACILITIES CONDITIONS

Introduction

TMP Architecture was commissioned to verify the 2022 Facilities Conditions Assessment Report to understand where the needs still exist throughout the district. TMP assembled a team to review the existing 2022 report and compare it to projects that had been completed since. Several different entities were coordinated to work with TMP through the process of understanding needs including the following groups:

- Facilities Condition Assessment Estimating: Barton Malow Builders
- Mechanical and Plumbing Review & Assessment: Lawrin Engineering
- Electrical Review & Assessment: ETS Engineering, Inc.
- Pool Assessment: Counsilman Hunsaker

In addition to these groups assembled by TMP, Royal Oak Schools, with their Owner's Representative, Lecole Planners, contracted several other consultants prior to the start of this evaluation to obtain documentation regarding the status of the buildings in the district which included the following groups:

- Paving Assessment: Spalding DeDecker
- Mechanical, Electrical, Plumbing Assessment: DiClemente Siegel Design, Inc.
- Roofing Assessment: Weather Tech Consulting Group
- Building Envelope Condition Assessment: Wiss, Janney, Elstner Associates, Inc.

About the Evaluation Process

After thorough review of the 2022 Facility Conditions Assessment, meetings + dialogue with Lecole Planners, Royal Oak Schools' Owner Representative, TMP walked the buildings to review a high-level of status. The walk included comparing what had been done since the last detailed assessment occurred and what was still needed along with any major areas of new needs like the high school and middle school pools and auditoriums. The use of Plangrid (an interactive digital tool installed on tablets) was implemented among the TMP team members to easily evaluate their findings through floor plan markups and photos.

Once the information from the walks were organized and compiled, TMP and their consultants held several meetings to review their findings with Royal Oak Schools, Lecole Planners, and Barton Malow Builders. Royal Oak Schools shared documentation of completed prior to the TMP verification process for many of the buildings. Included were the following documents:

- Pavement Conditions Map, Project Work Plan and Segment Information Spreadsheet dated November 2024
- Assessment Update Report including costs dated October 2024 for Mechanical, Electrical and Plumbing needs
- Royal Oak Schools Facility Roof Assessment Summary Budget Plan for Budget Years 2025 – 2035 dated October 2024
- Building Envelope Condition Assessment dated 2021 and 2022 with updates given by Lecole Planners in 2025

As a result of the dialogue and information, detailed opinions of cost were generated that included construction as well as soft costs for escalation, contingencies, professional fees, etc. These numbers are organized by facility and included in the body of this report. Bullet points of major needs for each facility along with photos are provided as well.

FCA Report

Royal Oak Schools

General Observations

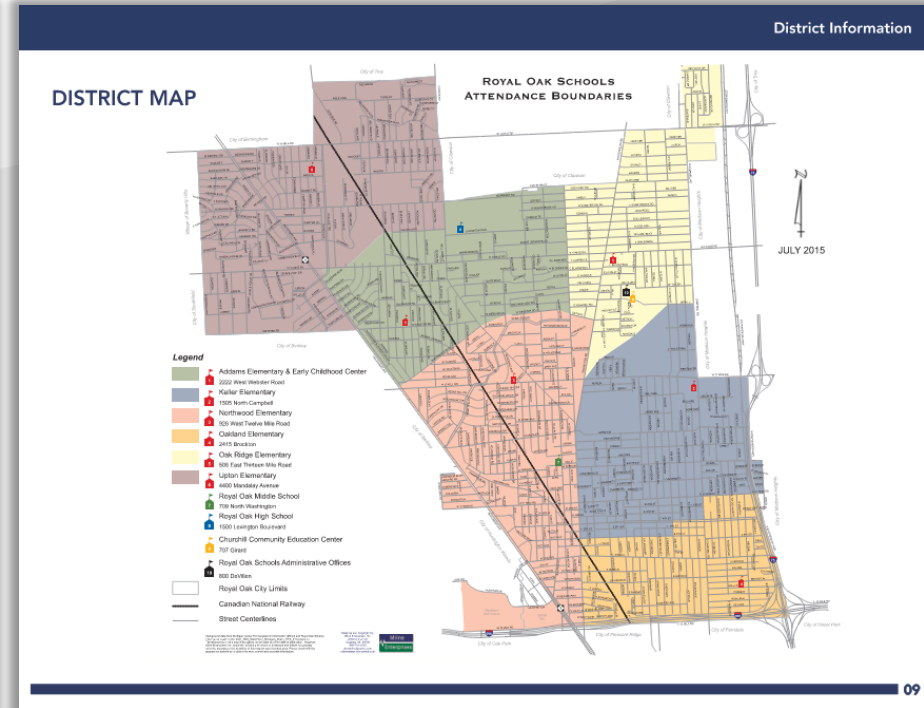
Since the community continues to support recent expenditures through bonds and sinking fund proposals, the facilities in the district are in good standing as many infrastructure elements have been upgraded/replaced as needed. The focus of this report was to validate such elements and understand what needs to be the focus of future bond and sinking fund proposals as the facilities continue to age. Major improvements that are critical and in need of attention include HVAC for all buildings and roofing + exterior remediation at several buildings throughout the district.

Next Steps

This study only focused on the assessment of infrastructural elements. To gain a more comprehensive evaluation of existing facilities it is recommended that a companion Program Assessment be initiated to explore potential enhancements to reinforce instructional and extra-curricular goals and vision.

FCA Report

District Information



FCA DRAFT REPORT

BUILDING SIZE AND AGE SUMMARY

BUILDING NAME	STREET ADDRESS	CITY, STATE, ZIP	GRADES	YEAR BUILT	GROSS SQUARE FT	# FLOORS
Addam Elementary	2222 W. Webster Road	Royal Oak, MI 48073	PreK-5	1952	96,903	2
Keller Elementary	1505 N Campbell Rd.	Royal Oak, MI 48067	K-5	1961	99,458	2
Northwood Elementary	926 W 12 Mile Rd.	Royal Oak, MI 48073	K-5	2008	65,274	2
Oakland Elementary	2415 E Brockton Ave.	Royal Oak, MI 48067	K-5	1924	49,180	2
Oak Ridge Elementary	506 E 13 Mile Rd.	Royal Oak, MI 48073	K-5	1951	51,619	2
Upton Elementary	4400 Mandalay Ave.	Royal Oak, MI 48073	K-5	1951	45,470	2
Royal Oak Middle School	709 N. Washington Avenue	Royal Oak, MI 48067	6-8	1928	266,322	3
Royal Oak High School	1500 Lexington Boulevard	Royal Oak, MI 48073	9-12	1957	345,753	2
Churchill Administration	800 DeVillien	Royal Oak, MI 48073	n/a	1964	78,683	1
Catalpa Building	113 Catalpa Drive	Royal Oak, MI 48073	n/a	1968	4,972	2
Maintenance & Transportation Center	1601 N. Campbell Road	Royal Oak, MI 48067	n/a	1988	10,808	1

BUILDING UTILIZATION (ELEMENTARY SCHOOLS)

The building utilization analysis is a work in progress as of the issuance of this draft report. The following factors were used to determine utilization rates

- Kindergarten through fifth grade general education classrooms only were counted. These general education classrooms are highlighted in yellow on the plans included in sections that follow that are focused on individual buildings.
- Existing classroom usage data is from the 2025 - 2026 school year
- The capacity factors used are from the recommended class size limit recommendations included in the teacher's agreement with the district.

Classroom Count	Kindergarten 26			Classroom Count	1st Grade 27			Classroom Count	2nd Grade 27		
	Students*	S/CR	U		Students*	S/CR	U		Students*	S/CR	U
Addams	5	18.40	71%	3	67	22.33	83%	3	64	18.00	67%
Keller	4	19.50	75%	3	25.00	93%	3	3	19.00	70%	
Northwood	4	83	89%	3	83	94%	3	3	83	94%	
Oak Ridge	4	81	78%	3	65	84%	3	3	50	69%	
Oakland	3	36	12.00	2	37	18.50	76%	2	28	14.00	89%
Upton	2	60	30	115%	2	41	20.50	76%	2	48	24.00

*Information needed from ROS

Classroom Count	3rd Grade 27			Classroom Count	4th Grade 28			Classroom Count	5th Grade 28			TOTALS				
	Students*	S/CR	U		Students*	S/CR	U		Students*	S/CR	U	Total CR	Students*	Cap	U	
Addams	3	67	22.33	83%	3	94	21.33	76%	3	94	21.33	76%	20	206	20	76%
Keller	3	23.00	85%	4	4	17.50	63%	3	3	24.33	87%	20	20	21	79%	
Northwood	3	80	85%	3	3	81	95%	3	3	80	79%	19	19	19	89%	
Oak Ridge	3	67	83%	3	3	60	82%	3	3	61	73%	19	19	19	78%	
Oakland	2	27	13.5	159%	2	44	22.00	96%	2	39	19.50	13	211	16	61%	
Upton	1	43	43	159%	2	54	27	96%	2	45	22.50	11	291	28	103%	

FCA Report

A dark blue square with a faint, repeating pattern of leaves in the upper left corner. The text is centered in the lower half of the square.

**Addams Elementary /
Early Childhood Center**

FCA Report

Addams Elementary School / Early Childhood Center

ADDAMS ELEMENTARY/ECC: FACILITIES CONDITION OVERVIEW

- Façade repair
- Replace windows and exit doors
- Replace ceilings in classrooms
- Mechanical and electrical upgrades
- Parking lot replacement



FCA Report

Royal Oak Schools

ADDAMS ELEMENTARY/ECC: FACILITIES CONDITION ASSESSMENT

ROYAL OAK SCHOOLS												
2026 Bond Program			Grades: pK-5			4% per year						
Addams Elementary / ECC												
2222 W. Webster Road, Royal Oak, MI			Building Size: 96,803			3 years to midpoint						
Building Project Work List												
Date: 11/21/25												
Category				Design	Direct	Total			1	2	3	
Description	Qty	Unit	Unit Cost	Contingency	Cost	Cost w/ Escalation	Cost w/ Indirect	Notes	Rating	Critical (1-3 years)	Near (4-6 years)	Future (7+ years)
REMODELING WORK												
Exterior Work												
façade 1	1	lpsm	2,500.00	2,500	125	2,953	3,912	WJE report	1	3,912	0	0
façade 2	1	lpsm	42,500.00	42,500	2,125	50,197	66,510	WJE report	2	0	66,510	0
façade 3	1	lpsm	21,500.00	21,500	1,075	25,394	33,646	WJE report	3	0	0	33,646
windows	5,577	sqft	95.00	529,800	26,490	625,751	829,103		2	0	829,103	0
exterior doors	10	each	5,500.00	55,000	2,750	64,961	86,071		2	0	86,071	0
fascia	2,555	lnft	60.00	153,300	7,665	181,064	239,905	metal soffit panels	2	0	239,905	0
Exterior Work Subtotal:						950,319	1,259,147			3,912	1,221,588	33,646
Interior Work												
asbestos abatement allowance	96,803	sqft	0.50	48,400	2,420	57,166	75,743		1	75,743	0	0
ECC gym - remove tables and infill pockets	5	each	12,000.00	60,000	3,000	70,866	93,896		2	0	93,896	0
replace old closets in classrooms	30	lnft	750.00	22,500	1,125	26,575	35,211		2	0	35,211	0
replace wood doors with HM	22	each	5,000.00	110,000	5,500	129,922	172,143		2	0	172,143	0
replace ceilings	61,599	sqft	8.50	523,400	26,180	618,428	819,400		2	0	819,400	0
replace stage floor and steps	1,500	sqft	25.00	37,500	1,875	44,292	58,685		3	0	0	58,685
replace hard surface flooring	1,282	sqft	12.00	15,400	770	18,189	24,100		2	0	24,100	0
replace wood flooring	12,880	sqft	15.00	193,200	9,660	228,190	302,345		2	0	302,345	0
elevator replacement	1	lpsm	150,000.00	150,000	7,500	177,166	234,740		1	234,740	0	0
Interior Work Subtotal:						1,370,793	1,816,264			310,483	1,447,096	58,685
Mechanical Systems												
HVAC System												
AHU	3	each	310,000.00	930,000	46,500	1,098,430	1,455,390		3	0	582,156	873,234
fan coil units	45	each	15,000.00	675,000	33,750	797,247	1,056,331		1	1,056,331	0	0
chiller	1	each	500,000.00	500,000	25,000	590,554	782,468		1	782,468	0	0
ERU	18	each	70,000.00	1,260,000	63,000	1,488,195	1,971,818		1	1,971,818	0	0
domestic water heaters	1	each	25,000.00	25,000	1,250	29,528	39,123		1	39,123	0	0
testing and balancing	96,803	sqft	0.75	72,600	3,630	85,748	113,614		2	0	113,614	0
Integrated Automation												
temperature controls - allowance	96,803	sqft	1.50	145,200	7,260	171,497	227,229	replace equipment as ne	3	0	0	227,229
Mechanical Systems Subtotal:						4,261,199	5,645,973			3,849,741	695,770	1,100,462

FCA Report

Addams Elementary School / Early Childhood Center

ADDAMS ELEMENTARY/ECC: FACILITIES CONDITION ASSESSMENT

ROYAL OAK SCHOOLS

2026 Bond Program

Grades: pk-5

4% per year

Addams Elementary / ECC

2222 W. Webster Road, Royal Oak, MI

Building Size: 96,803

3 years

to midpoint

Building Project Work List

1.125

Date: 11/21/25

Category				Direct	Design	Direct	Total			1	2	3	
Description	Qty	Unit	Unit Cost	Cost	Contingency	Cost w/	Cost w/	Notes	Rating	Critical	Near	Future	
					5.00%	Escalation	Indirect			(1-3 years)	(4-6 years)	(7+ years)	
Electrical Systems													
Power													
electrical to support mechanical upgrades	1	lpsm	340,895.88	340,900	17,045	402,639	533,486		2	0	533,486	0	
remove legacy cabling allowance	61,599	sqft	0.75	46,200	2,310	54,567	72,300		3	0	0	72,300	
Lighting													
exterior lighting - parking	5	each	17,000.00	85,000	4,250	100,394	133,019		1	133,019	0	0	
replace stage lighting	1	lpsm	20,000.00	20,000	1,000	23,622	31,299		2	0	31,299	0	
Electrical Systems Subtotal:						581,223	770,105			133,019	564,785	72,300	
REMODELING SUBTOTAL:						7,163,533	9,491,489			4,297,156	3,929,239	1,265,094	
SITE WORK													
Site Paving													
full-depth asphalt replacement	35,875	sqft	15.00	538,100	26,905	635,554	842,092		1	842,092	0	0	
concrete sidewalks	1	allo	25,000.00	25,000	1,250	29,528	39,123		2	0	39,123	0	
fencing allowance	1	allo	15,000.00	15,000	750	17,717	23,474		3	0	0	23,474	
Site Paving Subtotal:						682,798	904,689			842,092	39,123	23,474	
Site Improvements													
stormwater management allowance	1	allo	500,000.00	500,000	25,000	590,554	782,468		1	782,468	0	0	
playground improvements	1	allo	200,000.00	200,000	10,000	236,221	312,987		3	0	0	312,987	
Site Improvement Subtotal:						826,775	1,095,455			782,468	0	312,987	
SITE WORK SUBTOTAL:						1,509,573	2,000,144			1,624,559	39,123	336,461	
Notes:													
				PROJECT TOTAL:		8,473,106				5,921,715			3,968,363
				Construction Contingency:		771,036				Priority 1-2:			9,890,078
				Permits / General Conditions:		377,766				Priority 1-3:			11,491,632
				Design Consultants:		687,534							
				C.M. Costs:		782,191							
Indirect Costs include: contingency, general conditions & professional fees				BUILDING TOTAL:		11,491,632							

FCA Report

Royal Oak Schools

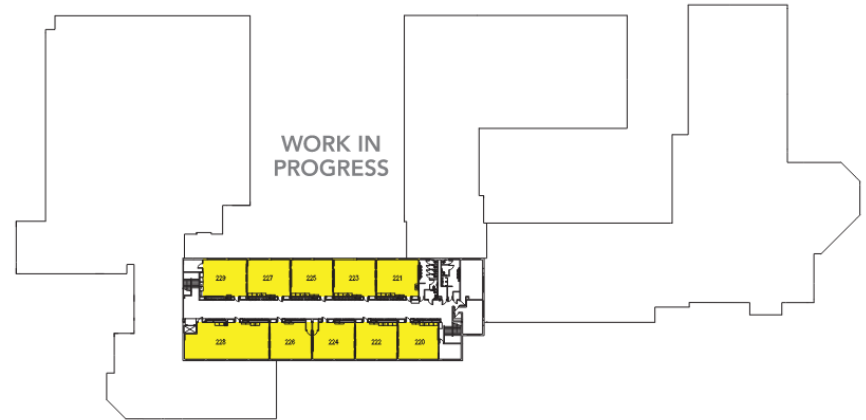
Addams Elementary School / Early Childhood Center

ADDAMS ELEMENTARY/ECC: FLOOR PLAN (LEVEL 1)



Yellow highlight indicates instructional classroom space.

ADDAMS ELEMENTARY/ECC: FLOOR PLAN (LEVEL 2)



Yellow highlight indicates instructional classroom space.

FCA Report

Summary of All Facilities

FACILITIES CONDITION ASSESSMENT SUMMARY (BY BUILDING)

Royal Oak Schools 2026 Facility Condition Assessment Summary by Phase				
				11/21/25
Facility	1 Critical (1-3 years)	2 Near (4-6 years)	3 Future (7+ years)	Total
1 Addams Elementary	5,921,715	3,968,363	1,601,555	11,491,632
2 Keller Elementary	4,663,383	3,639,802	1,065,903	9,369,087
3 Northwood Elementary	409,055	5,004,000	1,998,076	7,411,130
4 Oakland Elementary	1,734,707	1,563,062	1,106,021	4,403,790
5 Oak Ridge Elementary	2,223,528	2,215,189	1,225,749	5,664,466
6 Upton Elementary	1,375,840	2,386,363	766,663	4,528,867
7 Middle School	13,004,641	11,262,539	2,986,101	27,253,280
8 High School	10,586,025	14,913,983	2,744,601	28,244,609
9 Churchill Administration	850,047	836,360	4,737,013	6,423,420
10 MTC	218,215	133,415	34,455	386,085
11 Vocational Auto Center	461,760	0	0	461,760
12 Technology	3,500,000	3,500,000	3,500,000	10,500,000
TOTALS:	44,948,917	49,423,075	21,766,135	116,138,127
<i>Notes:</i> Costs include indirect costs such as escalation, contingency, general conditions & professional fees				

FCA Report

Royal Oak Schools

FACILITIES CONDITION ASSESSMENT SUMMARY (BY TYPE OF WORK)

Royal Oak Schools 2026 Facility Condition Assessment Summary by Phase				11/21/25
Facility	1 Critical (1-3 years)	2 Near (4-6 years)	3 Future (7+ years)	Total
1 Exterior Work	9,748,701	8,253,714	6,130,452	24,132,866
2 Interior Work	4,334,796	15,495,928	2,764,426	22,595,150
3 Mechanical	23,044,640	16,649,067	5,219,960	44,913,667
4 Electrical	2,436,785	5,208,187	1,997,690	9,642,662
5 Sitework	1,883,994	316,179	2,153,609	4,353,782
6 Technology	3,500,000	3,500,000	3,500,000	10,500,000
TOTALS:	44,948,917	49,423,075	21,766,135	116,138,127
Notes: <i>Costs include indirect costs such as escalation, contingency, general conditions & professional fees</i>				



Program Assessment

Program Assessment Process

September 4

BOARD OF EDUCATION WORKSHOP

Visioning

October 21

CABINET ENGAGEMENT

- Reflect on questions connected to the Continuing Excellence Strategic Plan.
 - See subsequent page titled, "ASSESSMENT QUESTIONS: CABINET"
- Discuss feedback from Board of Education Workshop
- Review & analyze BOE digital survey responses + student liaison responses

November 6,
November 11 & November 13

PRINCIPAL ENGAGEMENT

- November 6
 - Principal meetings at Central Office.
 - All ES principals together. ROMS and ROHS will meet separately.
- November 11 & 13
 - TMP will walk buildings.
 - Principals to sign up for time slot at November 6th meeting.

November 21

OPPORTUNITIES FOR ALIGNMENT

- Share Program Assessment findings & opportunities to further align ROS facilities with the vision of **Continuing Excellence**.
- Digital delivery to Cabinet on November 21



After the Program Assessment findings are shared with the Cabinet, we proceed with the Committee Process. See the next page.

Principal Engagement

GOAL 1



Committed to fostering an impactful learning community where students will be embraced, accepted, challenged, and prepared.

What are the experiences within your school that allow students to develop their passions and engage in authentic learning?

Do you consider the physical environment to be inclusive, diverse, safe and student-first? *Consider all abilities, all sensory needs, representation of the school community.*

GOAL 2



Strengthen and expand school-community connections that are crucial to both the success of the school district and the community.

What are the programs that you, your students and/or school community are asking for?

How does your school's community impact the student experience?
Example: business partnerships, socioeconomic makeup, access to resources.

GOAL 3



Optimize the use of all financial and physical resources.

What do you love about your building?

What are the biggest challenges about your building?

Findings



Program Assessment - Addams Elementary

Royal Oak Schools
November 2025

DRAFT



INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

SAFETY & SECURITY

Is there a secure entry / vestibule for visitors?	3	Understated.
Does the building layout restrict visitor access once inside?	2	The welcome center serves as the control point. Once a visitor's credentials are verified, they can access the remainder of the building.
Is the building organized and zoned for after-school activities and use outside of normal school hours?	2	Potential to secure this; Gym and Cafeteria separated by cross-corridor doors in another wing of the building.

TOTAL SCORE FOR PROGRAMMATIC AREA 7
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) 78%

SITE

Is there shelter from the elements at common outdoor entry / waiting areas?	0	
Are vehicular and pedestrian traffic flows separated or arranged to maximize safety for students and staff?	0	Severe challenge.
Is the main entrance easily identifiable?	1	Due to the orientation of the building, visitors can know the main entrance is off of Webster, but it is understated as one approaches the building.
Is there exterior wayfinding / signage to guide visitors?	1	Signage to differentiate ECC entrance and K-5 entrance is helpful.
Are outdoor areas, walkways, and parking zones well-lit to ensure safety during all hours of use?	3	Although visit was during daylight hours, it appears that there is a fair amount.
Is there adequate parking to support community events?	0	Severe challenge.

TOTAL SCORE FOR PROGRAMMATIC AREA 5
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) 28%

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

Findings



Program Assessment - Addams Elementary
 Royal Oak Schools
 November 2025
 DRAFT



INDICATOR	SCORE (MAXIMUM OF 3 PER INDICATOR)	NOTES
-----------	---------------------------------------	-------

PERFORMING ARTS / MUSIC

Are there a sufficient number of spaces to support the Music program?	3	Music classrooms is near the Gym / Stage.
Is the space large enough and equipped with adaptable furniture to accommodate movement activities?	3	Not applicable.
Is there designated solution for storage of instruments?	2	
Are there markerboard or tackboard surfaces for analog communication of learning materials?	3	Not applicable.
Does the performance space have the capacity to comfortably host student families and other attendees?	3	In the Gymnasium.
Is the performance space equipped with the necessary infrastructure to support effective lighting and sound control?	1	Upgrades are needed.
Are elements like lighting, thermal comfort, and acoustics designed to create a sensory environment conducive to learning?	1	Upgrades are needed, mainly in acoustics in performance space.

TOTAL SCORE FOR PROGRAMMATIC AREA 16
PERCENT (ACTUAL SCORE TO MAXIMUM SCORE) 76%

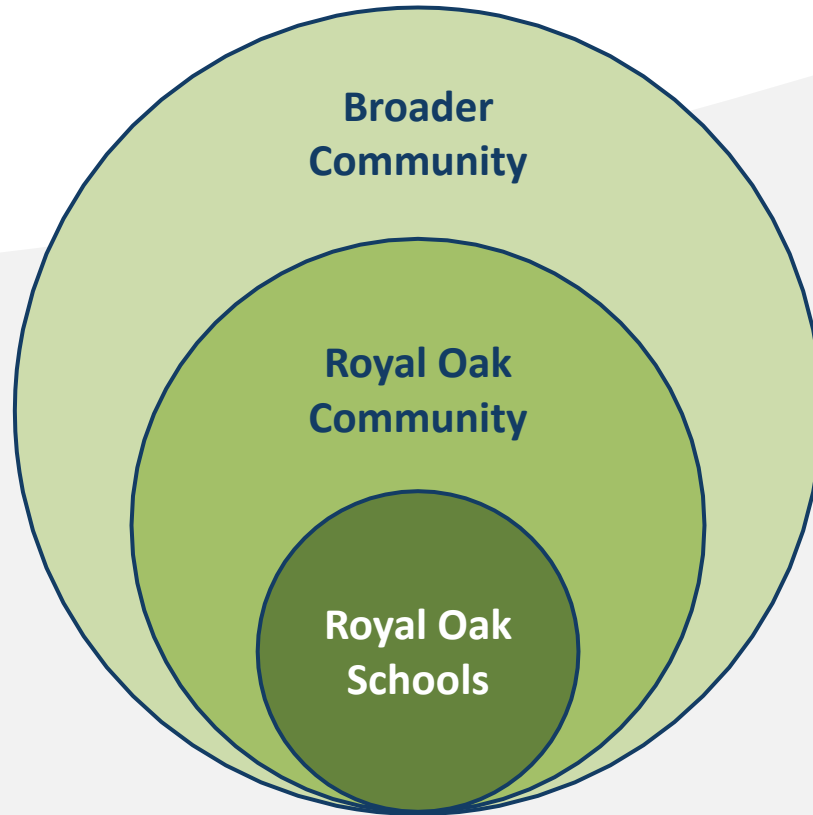
ADDAMS ELEMENTARY OVERALL SCORE (AVERAGE FROM ALL PROGRAM AREAS) 64%

ADDAMS ELEMENTARY OVERALL SCORE (AVERAGE FROM ALL PROGRAM AREAS) 64%

SCORING LEGEND

- 3 = Yes
- 2 = Yes, With Explanation
- 1 = No, With Explanation
- 0 = No

The World Has Changed!



CREDIT:
Stephen Covey's Circle of Influence

Key Points – Elementary

- Learning Support
- Special Education
- Site Traffic & Wayfinding
- Specials / Unified Arts
- STEM / STEAM
- Outdoor Learning
- Sensory Space(s)

Key Points – Secondary

- Site Traffic & Wayfinding
- Special Education
- Building Accessibility
- Access to Power
- Counseling Functions & Student Support Center
- Electives
- Space Utilization
- Thermal Comfort in Gymnasium
- Outdoor Learning
- Athletic Amenities & Fields
- STEM / STEAM / CTE / Robotics



Guiding Principles

Guiding Principles

- Address our **school sites** to enhance wayfinding, creating clearly defined and accessible main entrances while optimizing traffic patterns and circulation for efficient and safe arrivals/departures.
- Reimagine facilities to support expanded programs for our **youngest learners** with age-appropriate, welcoming spaces that celebrate their uniqueness, thus providing accessible **early childhood** opportunities for our community.
- Enhance our **secure entries** to improve **visitor management** during events and meetings at all schools to improve the safety of our students and staff.
- Address identified **infrastructure needs** to support our current and future programs, attending to issues such as, but not limited to, thermal comfort, lighting, acoustics, accessibility.
- Provide equitable **shared spaces** for individual and group learning, accessible from neighboring classrooms and structured to accommodate both learning support and student-directed learning.
- Create spaces for **career exploration**, including laboratory learning, engineering, robotics, and industry-relevant programs that support a culture of real-world experiential learning at all grade levels.

Guiding Principles

- Enrich **performing and fine arts amenities** for our students and the broader community, supporting both informal and large group gatherings.
- Enhance **accessibility and wayfinding for athletic amenities** for our students, spectators, and entire community.
- Develop inspiring **professional learning spaces** for staff to foster teaming, collaboration, and interaction, enabling teachers to provide stronger support for all students.
- Re-imagine our facilities and programs to optimize the school day experience for **students with special needs** and the teachers / staff members who support them, at all grade levels.
- Develop **outdoor learning** spaces to provide accessible experiences that cultivate meaningful relationships with nature.
- Re-imagine traditional gathering spaces to create **agile, flexible, and student-centered areas** for collaboration, research, and study.

Guiding Principles – Workshop



Finance & Facilities Committee

GUIDING PRINCIPLES RANKING Table Worksheet

Please rank the following statements based on your personal feelings about their importance in a potential future bond program (1 being most important to 12 being least important). Please use each number only once.

- ____ Address our school sites to enhance wayfinding, creating clearly defined and accessible main entrances while optimizing traffic patterns and circulation for efficient and safe arrivals/departures.
- ____ Reimagine facilities to support expanded programs for our youngest learners with age-appropriate, welcoming spaces that celebrate their uniqueness, thus providing accessible early childhood opportunities for our community.
- ____ Enhance our secure entries to improve visitor management during events, meetings and gatherings at all schools to improve the safety of our students and staff.
- ____ Address identified infrastructure needs to support our current and future programs, attending to issues such as, but not limited to, thermal comfort, lighting, acoustics and accessibility.
- ____ Provide equitable shared spaces for individual and group learning, accessible from neighboring classrooms and structured to accommodate both learning support and student-directed learning.
- ____ Create spaces for career exploration, including laboratory learning, engineering, robotics, and industry-relevant programs that support a culture of real-world experiential learning at all grade levels.
- ____ Enrich performing and fine arts amenities for our students and the broader community, supporting both informal and large group gatherings.
- ____ Enhance accessibility and wayfinding for athletic amenities for our students, spectators and community.
- ____ Develop inspiring professional learning spaces for staff to foster teaming, collaboration, and interaction, enabling teachers to provide stronger support for all students.
- ____ Re-imagine our facilities and programs to optimize the school day experience for students with special needs and the teachers / staff members who support them, at all grade levels.
- ____ Develop outdoor learning spaces to provide accessible experiences that cultivate meaningful relationships with nature.
- ____ Re-imagine gathering spaces to create agile, flexible, and student-centered areas for collaboration, research and study.

December 4, 2025

Table ____

Guiding Principles – Individual Reflection



Finance & Facilities Committee

GUIDING PRINCIPLES RANKING Individual Worksheet

Please rank the following statements based on your personal feelings about their importance in a potential future bond program (1 being most important to 12 being least important). Please use each number only once.

- ____ Address our school sites to enhance wayfinding, creating clearly defined and accessible main entrances while optimizing traffic patterns and circulation for efficient and safe arrivals/departures.
- ____ Reimagine facilities to support expanded programs for our youngest learners with age-appropriate, welcoming spaces that celebrate their uniqueness, thus providing accessible early childhood opportunities for our community.
- ____ Enhance our secure entries to improve visitor management during events, meetings and gatherings at all schools to improve the safety of our students and staff.
- ____ Address identified infrastructure needs to support our current and future programs, attending to issues such as, but not limited to, thermal comfort, lighting, acoustics and accessibility.
- ____ Provide equitable shared spaces for individual and group learning, accessible from neighboring classrooms and structured to accommodate both learning support and student-directed learning.
- ____ Create spaces for career exploration, including laboratory learning, engineering, robotics, and industry-relevant programs that support a culture of real-world experiential learning at all grade levels.
- ____ Enrich performing and fine arts amenities for our students and the broader community, supporting both informal and large group gatherings.
- ____ Enhance accessibility and wayfinding for athletic amenities for our students, spectators and community.
- ____ Develop inspiring professional learning spaces for staff to foster learning, collaboration, and interaction, enabling teachers to provide stronger support for all students.
- ____ Re-imagine our facilities and programs to optimize the school day experience for students with special needs and the teachers / staff members who support them, at all grade levels.
- ____ Develop outdoor learning spaces to provide accessible experiences that cultivate meaningful relationships with nature.
- ____ Re-imagine gathering spaces to create agile, flexible, and student-centered areas for collaboration, research and study.

December 4, 2025

Table ____

Next Steps

- Board of Education Workshop #2:
 - January 6th, 2026, at 7:30pm
- Bond Steering Committee Process



The graphic is a meeting calendar for the Bond Steering Committee. It features a dark blue header with the Royal Oak Schools logo and tagline. The main title 'MEETING CALENDAR' is in large, bold, blue letters. Below the title, seven meeting events are listed in a vertical stack, each with a date, day of the week, meeting title, and time/location. The events are: BSC Meeting #1 (Jan 14), BSC Meeting #2 (Feb 04), Community Engagement Sessions (Feb 10 and Feb 23), BSC Meeting #3 (Feb 25), Presentation to Finance and Facilities Committee (Mar 05), and Board of Education Acts of BSC Recommendation (Apr 09). The background of the calendar has a faint, stylized leaf pattern.

ROYAL OAK SCHOOLS
A COMMUNITY OF EXCELLENCE

Bond Steering Committee

MEETING CALENDAR

WEDNESDAY JAN 14	BSC MEETING #1 6PM - 8PM / CHURCHILL COMMUNITY EDUCATION CENTER BOARD ROOM
WEDNESDAY FEB 04	BSC MEETING #2 6PM - 8PM / CHURCHILL COMMUNITY EDUCATION CENTER BOARD ROOM
FEB 10 FEB 23	COMMUNITY ENGAGEMENT SESSIONS 6PM - 7PM / CHURCHILL COMMUNITY EDUCATION CENTER BOARD ROOM
WEDNESDAY FEB 25	BSC MEETING #3 6PM - 8PM / CHURCHILL COMMUNITY EDUCATION CENTER BOARD ROOM
THURSDAY MAR 05	PRESENTATION TO FINANCE AND FACILITIES COMMITTEE 6PM - 8PM / CHURCHILL COMMUNITY EDUCATION CENTER BOARD ROOM
THURSDAY APR 09	BOARD OF EDUCATION ACTS OF BSC RECOMMENDATION 6PM / CHURCHILL COMMUNITY EDUCATION CENTER BOARD ROOM

Questions?

6. Operations
Presenter: Jeff Synowiec

7. Finance
Presenter: Kathy Abela

7.1. General Fund Amendment #1
Presenter: Kathy Abela

95



ROYAL OAK SCHOOLS

A COMMUNITY OF EXCELLENCE

2025-26 GF Budget Amendment #1

	2024-25 Audited	2025-26 Original Budget	2025-26 Budget Amendment #1
Projected Revenue	\$84,052,600	\$81,405,507	\$85,848,462
Projected Expenditures	\$84,104,313	\$86,239,056	\$88,384,873
Revenue (Under) Expenditures	(\$51,713)	(\$4,833,549)	(\$2,536,412)
Beginning Fund Equity July 1st	\$16,660,776	\$16,609,063	\$16,609,063
Ending Fund Equity June 30th	\$16,609,063	\$11,775,515	\$14,072,652



ROYAL OAK SCHOOLS

A COMMUNITY OF EXCELLENCE

2025-26 GF Budget Amendment #1 Revenue

<u>Revenue</u>	Audited 6/30/2025	Original Budget 06/30/2026	Actual to Date	Budget Amendment #1 6/30/2026
1XX Local	\$30,160,653	\$29,637,723	\$26,170,167	\$31,690,896
3XX State	\$43,068,178	\$41,568,257	\$4,804,164	\$44,071,414
4XX Federal	\$3,056,381	\$2,356,759	\$18,795	\$2,010,861
5XX- Incoming Transfer & Other Transactions	\$7,767,387	\$7,842,769	\$1,613,529	\$8,075,291
Total Revenues and Other Transactions	\$84,052,600	\$81,405,507	\$32,606,655	\$85,848,462



ROYAL OAK SCHOOLS

A COMMUNITY OF EXCELLENCE

2025-26 GF Budget Amendment #1 Revenue

- Local revenue was amended resulting in a net increase in revenue
 - Due to increase in student count
- State revenue amended resulting in a net increase in revenue:
 - Increase in student count 46.21 fte \$1.1 million
 - 4096/4094 current year \$730,000
 - 4096/4094 prior year \$730,000
 - 147a(1) eliminated (\$419,000)
- Federal Grants amended to reflect actual award amounts and PY revenues received
- Incoming Transfers & Other Transactions not significantly impacted by this amendment
 - Additional PA-18 payment \$224,000



ROYAL OAK SCHOOLS

A COMMUNITY OF EXCELLENCE

2025-26 GF Budget Amendment #1 Expenditures

Expense by Object	Audited	Original	Encumbered	Actual	Budget
	6/30/2025	Budget		to Date	Amendment #1
	6/30/2025	6/30/2026		06/30/2026	
1xxx Salaries	\$ 39,152,583	\$ 39,832,413	\$ 28,443,802	\$ 10,576,808	\$ 39,807,279
2xxx Benefits	\$ 26,823,513	\$ 28,717,018	\$ 18,982,407	\$ 7,268,752	\$ 28,610,474
3xxx-4xxx Purchased Services	\$ 11,372,887	\$ 11,106,648	\$ 3,255,996	\$ 4,828,242	\$ 11,927,475
5xxx Supplies	\$ 3,341,221	\$ 3,753,444	\$ 2,097,049	\$ 1,909,353	\$ 4,253,612
6xxx Capital Outlay	\$ 779,894	\$ 162,996	\$ 8,466	\$ 24,811	\$ 282,996
7xxx Other	\$ 303,396	\$ 363,678	\$ 10,077	\$ 165,441	\$ 362,790
8xxx-9xxx Outgoing Transfers and Other	\$ 2,330,819	\$ 2,302,859	\$ 13,035	\$ 248,674	\$ 3,140,247
Total Expenditures	\$ 84,104,313	\$ 86,239,056	\$ 52,810,831	\$ 25,022,081	\$ 88,384,873



ROYAL OAK SCHOOLS

A COMMUNITY OF EXCELLENCE

2025-26 GF Budget Amendment #1 Expenditures

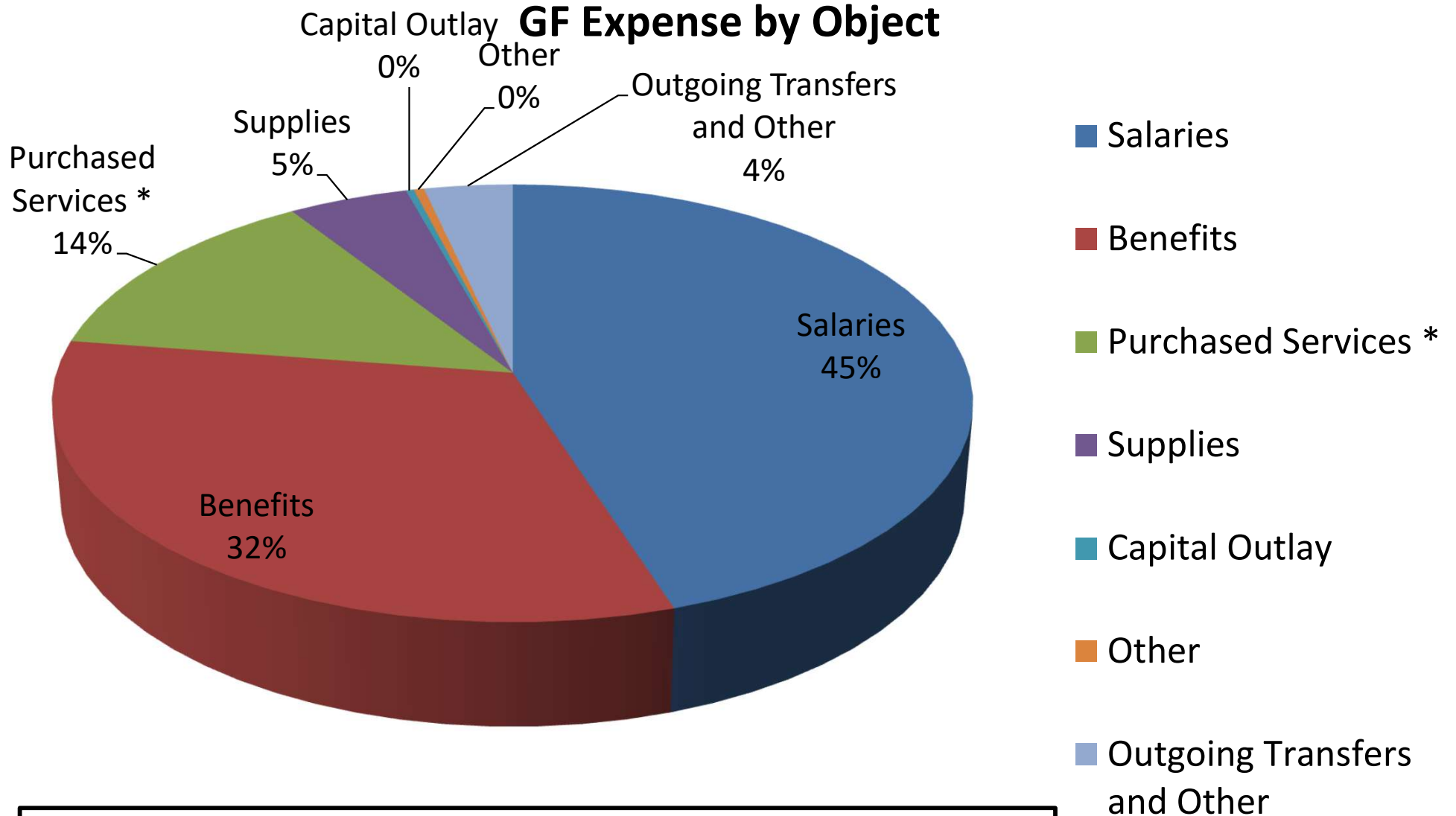
- Reconciled Salary Accounts to reflect current staff salaries.
 - All new/reduced staff positions were reconciled
- Expenditures to match in 147c UAAL – net change zero
- Supplies, Capital Outlay, Other, and Outgoing Transfers changes are captured to date
- Reconciled Grants to reflect actual awards and proposed expenditures.



ROYAL OAK SCHOOLS

A COMMUNITY OF EXCELLENCE

GF Expense by Object



* - Includes staffing costs as part of service contracts for Technology, Transportation, Custodial & Maintenance

8. Sustainability

Presenter: Joe Youanes

9. New Business/Board Member Considerations

Presenter: John Tafelski

10. Next Meeting: Thursday, January 8, 2026, at 5:30 pm

11. Adjournment

[Royal Oak Schools Board of Education meetings are open to the public. There is a time for public participation during the meeting as indicated in the agenda. This meeting is for the purposes of conducting the School District's business and is not to be considered a "community" meeting.]