2024 FACILITY CONDITION and EDUCATIONAL SUITABILITY ASSESSMENTS







Executive Summary and Findings Report

FINAL – 2 July 2025

ATLANTA PUBLIC SCHOOLS

PARSONS MGT

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FOREWORD

This report was prepared by Parsons Environment & Infrastructure Group Inc. (Parsons) along with MGT Consulting Group, LLC (MGT), for the Atlanta Independent School System, known as the Atlanta Public Schools (APS). The purpose of this report is to provide APS with a summary of the results and findings of the updated Facility Condition Assessment Project including deferred maintenance and capital renewal needs and educational suitability (also known as adequacy). The cost data contained within are estimates as of July 2024. The overall conditions of APS facilities are ever-changing due to many factors including newly occurring deficiencies, new building construction, repairs, renovations, and construction market conditions in general. The following data are for use by APS to assess and prioritize facility capital construction needs throughout the district, review and prioritize facilities for improvements to support educational programs and make recommendations to the Board of Education regarding appropriate allocation of financial outlays for capital renewal and deferred maintenance issues.

Atlanta Public Schools
Board of Education

District 1: Katie Howard

District 2: Aretta Baldon

District 3: Ken Zeff

District 4: Jennifer McDonald (Vice Chair)

District 5: Erka Mitchell (Chair)

District 6: Tolton Pace

Seat 7: Alfred “Shivy” Brooks

Seat 8: Cynthia Briscoe Brown

Seat 9: Jessica Johnson

Superintendent

Dr. Bryan Johnson



Humphries Elementary School

INTRODUCTION

Atlanta Public Schools (APS) remains dedicated to enhancing student learning environments through new classrooms and renovated facilities, funded by APS's portion of the Special Purpose Local-Option Sales Tax (SPLOST). This financing method supports capital outlay projects across Georgia. Parsons Environment & Infrastructure Group Inc. (Parsons), a leader in educational facility assessments, along with MGT Consulting Group (MGT), a national educational suitability consultant, have been providing assessment services to APS since 2013. This marks our fourth collaborative project.

Our team conducts facility condition and educational suitability assessments, developing a comprehensive database of school facilities to support the district's capital outlay program planning and execution. Following the initial assessment in 2013 and subsequent updates in 2014, 2015, and 2020, the 2024 comprehensive assessment prepares APS for the next SPLOST funding cycle.

This report summarizes the field assessment data collected by Parsons and MGT from March through May 2024, with analysis and updates continuing into December 2024. The process included visits to all district facilities, incorporating additions and major renovations completed since the 2020 assessment. On-site evaluations and interviews with APS educators, facility administrators, and maintenance personnel were integral to this effort.

The assessments employed specially trained personnel and distinct methodologies. Parsons conducted the physical condition assessments (FCA) of buildings and grounds, while MGT focused on educational suitability assessments (ESA) through interviews and school tours. Local expertise from APS's maintenance and operations divisions was crucial in developing the individual facility assessment reports.

This report covers 103 APS campuses, including 90 active schools (elementary, middle, high schools, charter schools, and alternate learning facilities), temporary relocation sites, and administrative and support facilities, totaling approximately 12,688,876 gross square feet. The assessments included permanent educational buildings, site features, athletic facilities, and other administrative structures, excluding temporary or portable buildings.

The findings are based on Parsons' and MGT's nationally recognized assessment methods and best practices. The condition assessment estimates needs for both the Current Period (school year 2023-2024) and the Forecast Period (2025-2034), projecting capital renewal needs.

Individual assessment reports for each facility are available in Appendix F, a separate electronic volume, including Facility Condition Assessment Reports and Educational Suitability Reports.

PURPOSE OF THE FACILITY CONDITION ASSESSMENT

This report contains the results of the Facility Condition and Educational Suitability Assessment for the district-owned buildings and grounds of the Atlanta Public Schools including charter and partner schools operated in APS facilities. The report is a planning tool to assist the APS Board of Education in making decisions needed to achieve their short- and long-term facility goals. It contains data and exhibits meant to objectively describe the findings and summarize the results of this study, using assessment best practices and APS educational standards.

The results and findings are strictly a measure of the data and information obtained during the course of the field work and the application of that information into a standard format used to present the results.

APS assigned Parsons to conduct a system-level condition assessment of designated APS buildings. APS initiated the facility condition assessment by Parsons to:

- Perform assessment services to update the asset portfolio and develop current facility condition data that can be used by APS facility staff to support timely funding decisions to reduce deferred maintenance backlog that will lead to lower relative overall facility recapitalization program costs.

- Identify facility deficiency correction cost budgets that can be prioritized and categorized to maximize repair and replacement efficiencies. Identify facility correction cost budgets for specific materials that do not conform to APS standards, e.g. non-LED lighting.
- Establish Facility Condition Index (FCI) and other industry standard benchmarks as prioritization tools to quantify each building's current condition and future funding requirements.
- Develop facility system renewal cost forecasts for site infrastructure and building systems through facility component life-cycle analysis and predictions for a forecast period of thirteen years beyond the Current Period 2024.

ASSESSMENT OBJECTIVES

The objectives of the 2024 assessment cycle were to conduct a comprehensive update to the district-wide facility condition assessment and report on the general status of each assessed building's current and deferred maintenance conditions based on its components' design life and to provide recommended funding budgets for APS's capital renewal expenditures over the Current Period of 2023-2024 and a Forecast Period of 2025-2034 (13 years). The assessment process, software and the resultant database were initiated to enhance APS's facility planning and management. The assessment achieved the following objectives:

1. Validated and updated the FCA of specific buildings in the APS portfolio through visual, non-destructive inspection and review of existing building data and maintenance history. The update was inclusive of, but not limited to, updating the 2020 FCA to incorporate capital improvement and renovation projects that APS has accomplished after the last assessment, updating the FCA to reflect instances of non-compliance with ADA and Life Safety codes, and validating all estimated cost data for the next five years.
2. Ensured that the District's existing capital asset planning and management software application of eCOMET®, which is currently used to manage APS facilities condition information, is the latest and most advanced version of the software and implement new assessment findings in the software.
3. Updated the eCOMET database to the 2024 edition of the RSMeans construction costs.
4. Provide APS facilities staff with training on the use of the eCOMET system.

The 2024 APS database has been structured so that any registered APS personnel can use the software over the internet to query the inventory of facility assets, determine the deferred maintenance funding needs and plan facility renewal requirements. The database is available to building managers and APS administrators through a secure internet portal, 24/7. APS' database users are able to record existing facility deficiencies and forecast future renewal funding requirements, support the development of facility master plans and provide valuable input to facility preventive maintenance programs.

ASSESSMENT BENEFITS

The APS facility condition assessment process provides significant benefits to APS facility administrators:

- **Increased credibility —** APS building operators and administrators must obtain their funds from at least one, sometimes several levels of funding governance. The assessment software and process are based on experienced construction professionals using state of the art cost data from RSMeans combined with the best practices of owner associations such as BOMA, A4LE (formerly CEFPI) and NACUBO. The data accurately reports conditions and facility renewal capital reinvestment requirements. The assessment software technology documents improvements through the reduction of deferred maintenance and the application of proactive capital renewal.
- **Procurement savings —** Facility system renewal data provides APS with statistically derived future funding requirements to proactively plan projects. By grouping deficient conditions into a single contract, APS receive economies of scale from the construction markets and reduced internal soft costs.

- **Leveled procurement —** Procurement leveling is the strategic timing of purchases. The database's project definition capability identifies horizontal procurement opportunities (grouping contracts by trade) or bundling deficiencies vertically (grouping contracts by building). Forward procurement of near-term building systems that will expire is another possibility to level out workload and funding needs and reduce the risk of system failures.
- **Ranked funding needs —** The database reports the relative condition of buildings using a ratio of needed major repairs and capital replacements (Needs) over current replacement value (CRV) to develop the facility condition index (FCI). This ratio index provides a means of ranking facilities into a potential list of "worst-to-best." The Remaining Service Life Index (RSLI) provides a metric indicating an overview of how much of a facility's overall service life remains and adds another dimension for comparing which facilities need attention the most. These and other database ranking tools provide an objective determination of future funding needed across APS's real estate holdings that were included in the assessment.
- **Automated budget and schedule tools —** The database cost data is derived directly from the most current RSMeans cost database, which can be updated each year through subscription to the national cost database. The database users assign priorities to each deficiency to determine its urgency. These features enhance the determination on when repair and renovation work should be scheduled to across a multi-year renovation program. Or priorities are set to determine which projects should be complete under a constrained funding plan and which projects can be deferred without negative consequences.

PURPOSE OF THE EDUCATIONAL SUITABILITY ASSESSMENT

The educational suitability assessment of a school facility evaluates how effectively the building and grounds support academic instruction. The structure should facilitate excellent instruction rather than impede it. This assessment is governed by a set of standards established by district academic leadership, the facilities department, and MGT. These standards are compiled into an Educational Suitability Reference Guide, which guides assessors in gathering consistent data. Each school is given a suitability assessment score, which is then used to estimate budgets for addressing facility deficiencies to better support educational programs.

The educational suitability assessments were based on the updated educational guidelines developed by Atlanta Public Schools and MGT through discussions with district staff and a review of educational programs in place throughout the District.

The assessments show that most schools do a good job of meeting the educational needs of the programs housed at the site. In some schools, spaces for specific programs are either missing, do not meet learning environment standards, do not meet the size guidelines, do not have appropriate adjacencies, or are missing storage or fixed equipment.

ASSESSMENT BENEFITS

The educational adequacy assessment is a critical tool for ensuring that school facilities effectively support educational missions and adapt to changing needs. While the assessment identifies needs, it serves as a foundational step towards ensuring that facilities can eventually meet compliance standards and support high-quality education.

- **Improved Learning Environments**: The assessment helps identify areas where facilities can be enhanced to better support effective teaching and learning.
- **Informed Decision-Making**: By highlighting areas of need, APS can make informed decisions about where to focus renovations, upgrades, and resource allocation.

- **Enhanced Student and Staff Satisfaction**: Identifying areas for improvement can lead to future enhancements that increase satisfaction among students and staff, potentially improving attendance and engagement.
- **Future Planning**: The assessment provides valuable data for long-term planning, helping APS anticipate future needs and align their facilities with evolving educational goals and technologies.
- **Resource Optimization**: By identifying inefficiencies or inadequacies, APS can plan to optimize the use of existing resources, potentially reducing costs and improving operational efficiency.
- **Support for Funding Requests**: The assessment can support applications for funding or grants by providing evidence of need and demonstrating a commitment to improving educational environments.

FINDINGS SUMMARY–CONDITION ASSESSMENT

CURRENT AND FORECAST NEEDS

Each instructional and support facility was assessed by Parsons for its physical condition, major repair and maintenance needs, and capital renewal requirements. MGT evaluated the instructional facilities (schools) for compliance with educational specifications to support instructional programs. For the suitability findings, please refer to the Educational Suitability Assessments on page 57 of this report. The condition data was captured using Parsons' eCOMET® software, which facilitates data capture, analysis, future capital renewal expenditure projections, and reporting. Each facility received a facility condition report detailing deferred maintenance, capital renewal needs, and a baseline inventory of selected building systems. (*Refer to individual building reports in provided with report package.)*

Table 1 below summarizes the cost estimates for Current Period (2023-2024) weighted needs and the resulting FCA Score by Asset Type. The Weighted Facility Condition Index (FCI), referred to as the 'FCI' hereafter, is based on prioritized repair needs, emphasizing the most critical issues. This approach provides a logical score that highlights urgent needs without reflecting the full value of all investment requirements, particularly those of low priority. Consequently, the overall condition of the APS portfolio is rated as 'Good' with an FCI of 10.58% and FCA Score of 89.42.

Table 1 - Current Period (2023-2024) Needs by Cluster

Asset Type	Gross Area	Weighted Current Year Needs	Current Replacement Value	Weighted FCI	Weighted FCA Score
Atlanta Public Schools	**12,688,876**	**$672,000,636**	**$6,349,676,280**	**10.58%**	**89.42**
Elementary Schools	4,317,716	$217,152,859	$2,166,055,654	10.03%	89.97
High Schools	3,004,804	$134,183,729	$1,495,162,778	8.97%	91.03
Middle Schools	2,150,844	$96,187,166	$1,051,921,696	9.14%	90.86
Other Facilities	806,502	$54,167,016	$454,646,064	11.91%	88.09
Administrative Buildings	801,076	$51,326,217	$396,094,010	12.96%	87.04
Charter Schools	1,030,012	$87,557,523	$517,238,061	16.93%	83.07
Relocation Sites	577,922	$31,426,126	$268,558,017	11.70%	88.30

Table 2 - FCA Score Legend

Description	FCI Range	FCA Range
Excellent	< 10	> 90
Good	11 – 20	80 - 89
Fair	21 – 30	70 - 79
Poor	31 – 40	60 - 69
Unsatisfactory	> 40	< 60

Table 2 to the left contains the color scheme applied to the FCI % and FCA Score as a visual aid to identify the cluster with the lowest aggregate score. As noted in Table 1, the Charter Schools contain the lowest weighted FCA Score of 83.07, and still within the 'Good' range while High Schools contains the best FCA weighted score of 91.03. Although these facilities fall within the aggregate score of 'Good', the individual campuses and buildings within the group may range from Excellent to Unsatisfactory. The full list of schools detailing the scores by school is provided in Table 34 within the report package.

The average age of APS's buildings assessed across 103 campuses is 42 years old for all facility types (academic, administrative, and athletic) with an average date of first building constructed of about 1983. According to the National Center for Educational Statistics (NCES), APS facilities are a bit younger than the national average of 49 years for all educational facilities nationwide. APS facility ages range from 1902 to 2025, with the median age of all facilities being 42 years and median year built of 1983.

As buildings age, investment to address maintenance and renewal of building systems and subcomponents will accumulate within a large portfolio. Table 3 summarizes the 2024 current needs combined with the forecasted capital renewal needs in four (2024-2027) and five-year (2030-2034 and 2033-2037) increments to create the Total Current and Forecast Needs for long-term planning and in support of the SPLOST program. The CRV represents the cost of rebuilding or replacing an existing facility using its current configuration. To demonstrate the life cycle cost of APS assets, the total CRV for the facilities assessed amounts to $6.3Billion and the total cost of current and forecasted needs (13-year period) is $6.3Billion, representing 60.5% of the current portfolio value.

Table 3 - Forecast Needs by Cluster 2024 – 2037

Cluster Group	Gross Area (S.F.)	Current Replacement Value	WTD FCI	WTD FCA	Weighted Current Needs 2024	4-Year Needs 2024 - 2027	5-Year Needs 2028 - 2032	5-Yeary Needs 2033 - 2037	Total Current and Forecast Needs 2024 - 2037
Atlanta Public Schools	**10,293,125**	**$6,349,676,280**	**10.58%**	**89.42**	**$672,000,636**	**$974,431,315**	**$1,439,083,828**	**$1,582,367,185**	**$3,995,882,328**
Administrative	880,404	$481,052,778	11.37%	88.63	$51,490,280	$69,233,857	$72,888,870	$144,541,166	$286,663,893
Carver Cluster	1,029,480	$498,515,398	14.28%	85.72	$71,202,213	$95,431,388	$107,405,747	$154,310,102	$357,147,237
Charter	576,405	$303,418,128	13.24%	86.76	$40,162,681	$81,267,632	$95,232,890	$46,500,608	$223,001,130
Douglass Cluster	1,300,104	$637,101,955	11.32%	88.68	$72,106,419	$86,682,226	$159,392,924	$160,989,729	$407,064,879
Jackson Cluster	1,205,770	$597,213,475	11.55%	88.45	$68,978,411	$81,542,527	$122,019,600	$144,407,707	$347,969,834
Mays Cluster	867,084	$460,923,244	7.26%	92.74	$33,448,674	$74,007,115	$126,966,731	$77,626,094	$278,599,940
Midtown Cluster	1,121,650	$533,987,617	5.90%	94.10	$31,494,964	$35,667,788	$108,462,149	$166,844,540	$310,974,478
N. Atlanta Cluster	2,039,717	$1,002,351,213	9.81%	90.19	$98,302,236	$139,509,422	$209,728,640	$241,375,682	$590,613,745
Other	786,612	$400,188,578	14.18%	85.82	$60,725,526	$77,475,565	$121,548,026	$57,195,406	$256,218,998
Relocation	485,899	$226,625,696	9.12%	90.88	$20,673,769	$30,749,398	$61,996,904	$24,089,114	$116,835,417
S. Atlanta Cluster	818,480	$407,117,730	9.12%	90.88	$37,121,034	$78,917,346	$81,044,071	$146,186,025	$306,147,443
Therrell Cluster	716,746	$370,593,077	10.11%	89.89	$37,456,704	$48,538,738	$92,610,916	$93,424,728	$234,574,382
Washington Cluster	860,525	$430,587,391	11.34%	88.66	$48,837,726	$75,408,311	$79,786,359	$124,876,283	$280,070,952

FACILITY CONDITION

The 103 campuses schools and non-school facilities used as administrative, temporary purpose, transportation, maintenance, support, or warehouses, and their associated buildings and grounds, are in overall "Good" condition with a combined district-wide facility condition index (FCI) of 10.58% or facility condition score (FCA) of 89.42. Table 4 summarizes use the overall FCI for each asset type and shows the corresponding rating of Excellent (green), Good (light green), Fair (yellow), Poor (orange) and Unsatisfactory (red). The aggregate score of 89.42indicates that overall APS active facilities are well maintained with a proactive capital improvement program.

Of the 103 facilities assessed, 50 were rated "Excellent", 39 were rated "Good", 12 were "Fair", 2 were rated "Poor", and none were rated "Unsatisfactory" in terms of their FCI/FCA scores for condition. The facilities rated Poor are in the Administrative Buildings category.

Table 4 - Condition Ratings by Facility Asset Types

Facility Type	Weighted FCI	Weighted FCA	Gross Area (S.F.)	Count	Excellent		Good		Fair		Poor		Unsatisfactory
					WTD FCA Score >90		WTD FCA Score 80-89		WTD FCA Score 70-79		WTD FCA Score 60-69		WTD FCA Score <60
					Count	GSF	Count	GSF	Count	GSF	Count	GSF	Count
Atlanta Public Schools	**10.58%**	**89.42**	**12,688,876**	**103**	**50**	**6,402,783**	**39**	**4,763,353**	**12**	**1,266,413**	**2**	**256,327**	**0**
Elementary Schools	10.03%	89.97	4,317,716	48	25	2,309,461	17	1,532,535	6	475,720			
High Schools	8.97%	91.03	3,004,804	10	5	1,809,420	4	934,115	1	261,269			
Middle Schools	9.14%	90.86	2,150,844	11	6	1,048,299	5	1,102,545					
Other Facilities	11.91%	88.09	806,502	8	5	423,832	2	293,749	1	88,921			
Administrative Buildings	12.96%	87.04	801,076	10	5	397,434	1	65,483	2	81,832	2	256,327	
Charter Schools	16.93%	83.07	1,030,012	10	1	83,023	8	680,341	1	266,648			
Relocation Sites	11.70%	88.30	577,922	6	3	331,314	2	154,585	1	92,023			

CURRENT DEFICIENCIES BY UNIFORMAT II CLASSIFICATION

General maintenance of the facilities was observed to be in good condition. However, aging is relentless. Deferred maintenance, including expired systems and unfunded capital repairs, is detailed in Table 5, representing 2024 budgeted deficiencies weighted by Priority assignment, totaling approximately $672,000,636. The data is organized by UNIFORMAT II Classification for Building Elements (E1557) and grouped into investment periods: the first 4 years, followed by two 5-year cycles from 2028 to 2037

Table 5 - Investment Forecast by UNIFORMAT Classification

System	Current Weighted Needs 2024	4-Year Needs 2024 - 2027	5-Year Needs 2028 - 2032	5-Year Needs 2033 - 2037	Total Current and Forecast Needs 2024 - 2037
Atlanta Public Schools	**$672,000,636**	**$974,431,315**	**$1,439,083,828**	**$1,582,367,185**	**$3,995,882,328**
Substructure					
Foundations	$467,234	$467,234	$1,212,820	$0	$1,680,054
Basement Construction	$99,837	$99,837	$1,148,065	$0	$1,247,901
Shell					
Superstructure	$1,192,557	$1,192,557			$1,192,557
Exterior Enclosure	$44,551,750	$46,129,127	$119,400,101	$211,195,504	$376,724,732
Roofing	$84,650,426	$98,745,305	$24,923,184	$39,580,864	$163,249,353
Interiors					
Interior Construction	$21,142,840	$67,229,872	$157,685,271	$80,008,413	$304,923,556
Stairs	$547,682	$547,682			$547,682
Interior Finishes	$81,598,041	$123,911,843	$167,181,025	$186,564,137	$477,657,005
Services					
Conveying	$7,001,014	$8,502,069	$5,631,957	$16,182,251	$30,316,277

System	Current Weighted Needs 2024	4-Year Needs 2024 - 2027	5-Year Needs 2028 - 2032	5-Year Needs 2033 - 2037	Total Current and Forecast Needs 2024 - 2037
Plumbing	$9,573,075	$9,915,610	$33,909,024	$75,586,245	$119,410,879
HVAC	$274,340,935	$358,144,228	$474,827,768	$353,966,963	$1,186,938,959
Fire Protection	$12,011,623	$15,051,708	$26,281,721	$74,928,437	$116,261,866
Electrical	$64,855,216	$114,887,775	$213,239,881	$316,496,175	$644,623,831
Equipment & Furnishings					
Equipment	$9,853,407	$12,720,057	$5,423,552	$6,838,741	$24,982,351
Furnishings	$494,040	$9,032,272	$22,582,790	$27,729,535	$59,344,597
Special Construction					
Special Construction	$3,043,363	$3,043,363	$7,722,895	$0	$10,766,258
Building Site Work					
Site Improvements	$50,146,454	$97,811,116	$132,071,464	$182,465,153	$412,347,733
Site Mechanical Utilities	$4,155,319	$4,155,319	$41,829,468	$5,031,731	$51,016,517
Site Electrical Utilities	$2,275,823	$2,844,342	$4,012,844	$5,793,036	$12,650,222

PRIORITIZATION OF CURRENT NEEDS

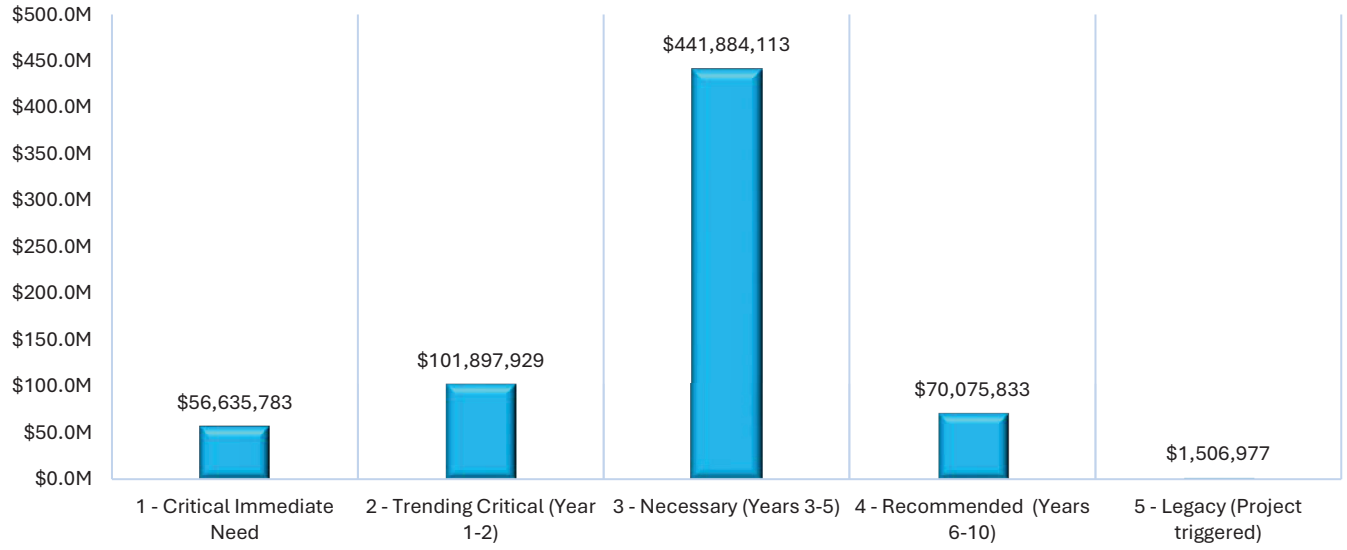
As a result of conducting the facility condition assessment, the Current Needs were recorded by their priority, or urgency of need for repair as judged by the assessor. Priority 1 and 2 deficiencies have created or will soon create conditions that are potential safety hazards, are in extreme or accelerated deterioration, or are failing and may cause interrupted operations. Examples of these deficiencies include severely damaged or failing roof systems, branch wiring systems, cooling/heating distribution systems, structural supports, building exteriors, and fire alarm systems. Deficiencies in these priority categories should be addressed immediately (Priority 1) or within the next one to two years (Priority 2) as funding is available.

The majority of remaining current needed repairs that are not yet critical (Priority 3) require attention in the next three to five years (Priority 3) to avoid eventual deterioration, operational downtime, or eventual collateral damage if not addressed. Priority 4 deficiencies are recommendations or improvements within the next six to ten years and Priority 5 deficiencies are so-called “Legacy” issues and repairs that would be triggered by a renovation project.

While the report findings may initially seem overwhelming or the cost of investment substantial, it is important to note that not all requirements are classified as critical needs. To aid in developing strategic investment plans, assessors prioritized each current deficiency with a recommended corrective action period according to the Priority definitions and timeline outlined in Table 7. The findings were further refined by applying the weighting factors listed in the table to emphasize critical needs and deprioritize low-impact conditions. This approach ensures that resources are allocated effectively to address the most pressing issues first.

Figure 1 demonstrates the distribution of investment for the 2024 deferred maintenance and capital renewal backlog, with Priority 3 (Years 3 – 5) making up 65.76% of the total need. A review of the deficiency detail reports included with the report package is recommended to determine which deficient conditions can be deferred without further deterioration and which can be escalated to leverage cost efficiencies of project bundling.

Figure 1 - Current Needs Weighted by Priority



The cost of deferring repairs or replacement of building systems and subcomponents should be carefully considered. One factor is the continued deterioration, consequential damage of the system, and its ability to meet operational needs. The other factor is the financial impact, what will the repair or replacement cost in future. Table 6 demonstrates the future value of the current year backlog escalated annually at a 5% inflation rate. Applying this logic to Priority 3, the current need of $441.9M to address identified deficiencies will result in a $122M increase to $564M if deferred to the maximum 5-year forecast in accordance with the priority timeline.

Table 6 - Current Needs Cost of Deferring

Priority	2024	2025 - 2026	2027 - 2029	2030 - 3034
	Current Year Weighted Needs	Years 1 to 2	Years 3 to 5	Year 6 to 10
1 - Critical Immediate Need	$56,635,783	$62,440,951	$72,283,206	$92,253,723
2 - Trending Critical (Year 1-2)	$101,897,929	$112,342,467	$130,050,448	$165,980,989
3 - Necessary (Years 3-5)	$441,884,113	$487,177,234	$563,968,546	$719,782,657
4 - Recommended (Years 6-10)	$70,075,833	$77,258,606	$89,436,494	$114,146,149
5 - Legacy (Project triggered)	$1,506,977	$1,661,443	$1,923,327	$2,454,707

Table 7 provides a detailed breakdown of the Priority definitions and timelines used in the assessment process. It outlines the criteria for classifying deficiencies and the corresponding recommended corrective action periods. Additionally, the table includes the weighting factors applied to emphasize critical needs and manage resource allocation effectively. This structured approach aids in developing strategic investment plans by highlighting the most urgent requirements while allowing for the deferment of less critical conditions.

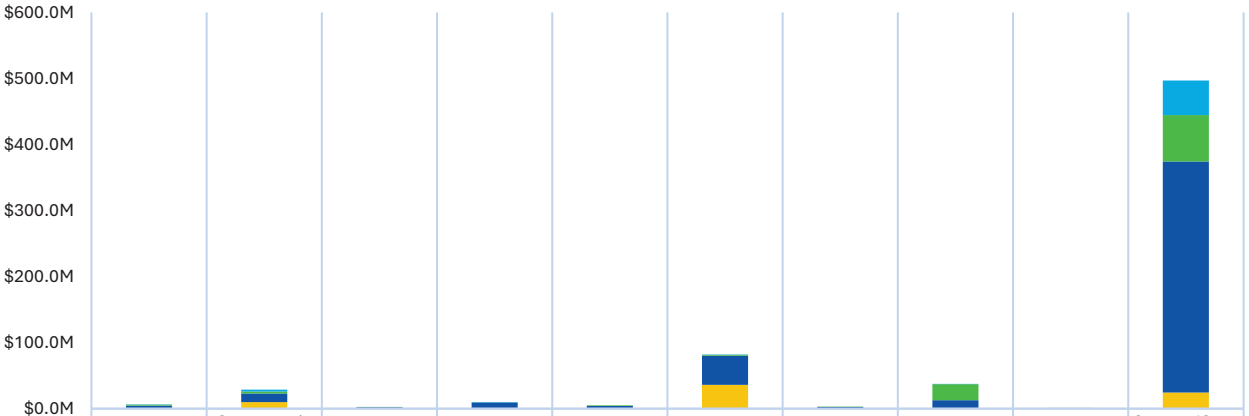
Table 7 – 2024 Prioritization of Needs

Weighted Investment	Weight	Priority for Repair
$672,000,636	**100%**	**Totals**
$56,635,783	100%	**Priority 1** – Currently Critical (Immediate) Conditions require immediate action to correct a potential safety hazard, stop accelerated deterioration, or return a facility to operation.
$101,897,929	90%	**Priority 2** – Potentially Critical (Years 1-2) Conditions, if not corrected expeditiously, could become critical within a year resulting in intermittent operations, rapid deterioration, potential life safety hazards, etc.
$441,884,113	70%	**Priority 3** – Necessary/Not Yet Critical (Years 3-5) Conditions require appropriate attention to avoid predictable deterioration, potential downtime, or associated damage or higher costs if deferred further.
$70,075,833	50%	**Priority 4** – Recommended (Years 6-10) Conditions include items that represent sensible improvement to existing conditions but are not required for the basic function of the facility, overall usability improvements, or long-term maintenance cost reduction.
$1,506,977	25%	**Priority 5** – Assigned to systems or deficiencies that are code issues that are "grand fathered" or standards specific to the local agency or jurisdiction, or conditions that are not time sensitive.

CATEGORIZATION OF NEEDS

Deficiencies recorded were classified by category, or type of deficiency in accordance with the APS Category structure [Table 8]. System/Component Integrity, defined as '*items that have been identified as potential failure points that could adversely affect the facility's business operations'* represents the majority type of the deficiencies. Records within this category include expired systems (also known as deferred capital renewal) and deferred corrective maintenance. To assist in analyzing the current backlog and to provide funding leveling options, Figure 2 below provides the distribution of needs by Category and Priority classifications. Although System/Component Integrity category makes up 73.98% of the backlog, $52M of the $497M is classified as an immediate need (Priority 1). Most deficiencies are classified as Priority 3 and identified as candidates for remediation in the 3 – 5-year planning cycle.

Figure 2 – Prioritization of Needs by Category



	Code Compliance	Conservation Opportunity	Deferred Renewal	Environmental	Mission Integrity	Modernization	Reliability	Safety	Sustainability	System/Component Integrity
1 - Critical Immediate Need	$38,319	$2,869,396	$0	$26,504		$340,817		$619,715		$52,741,031
2 - Trending Critical (Year 1-2)	$1,885,639	$3,002,907	$296,815	$0	$1,026,593	$1,447,905	$80,434	$24,144,472	$23,404	$69,989,761
3 - Necessary (Years 3-5)	$4,351,131	$13,169,312	$2,231,398	$9,228,602	$3,921,924	$44,003,922	$2,263,461	$11,982,491	$619,716	$350,112,157
4 - Recommended (Years 6-10)	$658	$9,837,027	$67,578		$143,948	$35,347,627	$271,064	$100,156		$24,307,776
5 - Legacy (Project triggered)	$62,143					$801,662	$22,343	$620,829		

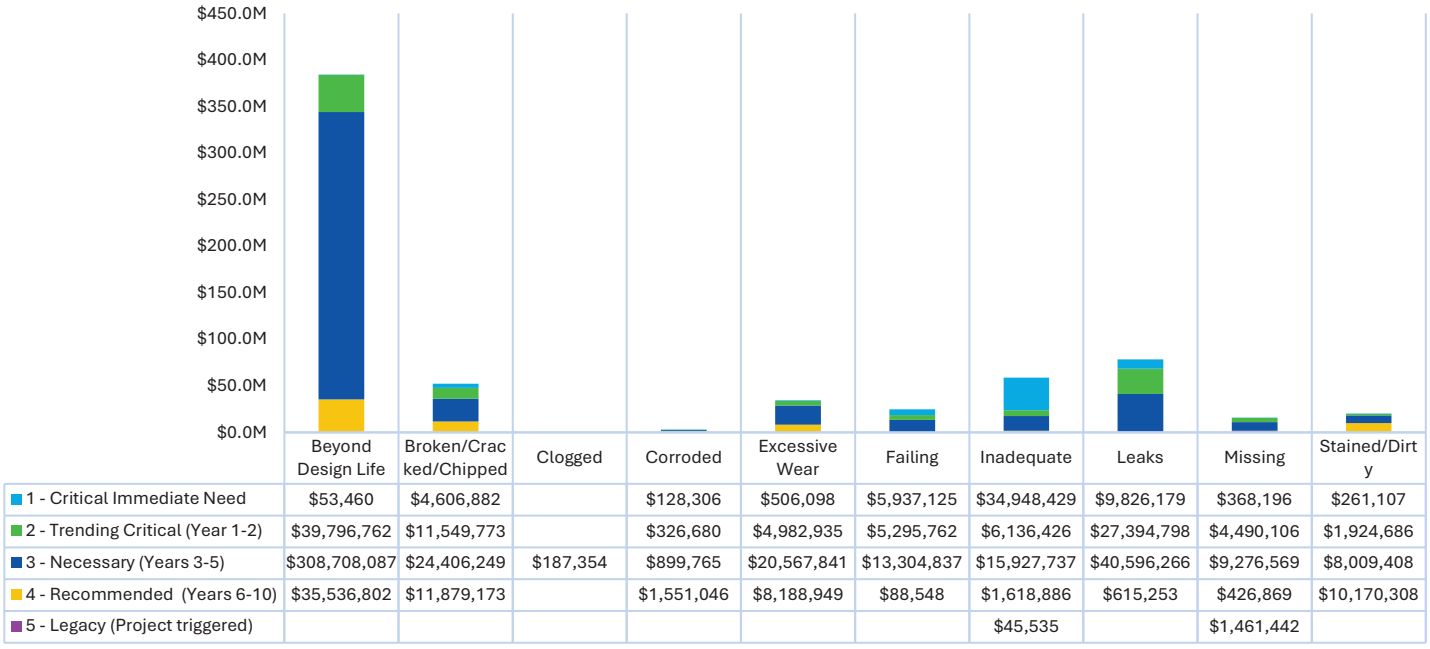
Table 8 – Categorization of Needs

Weighted Investment	Category
$672,000,636	**Atlanta Public Schools**
$6,337,891	**Code Compliance:** Includes items associated with jurisdictional fire, life-safety and building code issues.
$28,878,641	**Conservation Opportunity:** Items that have been identified as potential energy savings or water conservation issues.
$2,595,791	**Deferred Renewal:** Major preventive maintenance, building system repairs and upgrades, capital replacement/renewal and deferred maintenance activities that have been postponed due to funding priorities. This is the most commonly used category.
$9,255,106	**Environmental:** Items or materials that may be detrimental to health or safety of occupants.
$5,092,465	**Mission Integrity** - Includes items that have been identified as potential non-conforming items but have not yet been formally tested and determined to be a Compliance item. Includes the highest priority repairs to building systems where failure may be imminent. These projects include repair and/or replacement of critical systems such as structure, roof, elevator, power, plumbing, heating, ventilation and air conditioning. If not funded, these projects may ultimately be performed under emergency conditions with possible consequential liabilities resulting from property damage and lost productivity.
$81,941,934	**Modernization**: Items that have been identified as obsolete or non-conforming to current best practices or technologies.
$2,637,302	**Reliability: Items** that have been identified as potential for failing or are currently intermittently failing or has the probability of failure or the increased frequency of failure.
$37,467,663	**Safety** - Hazardous conditions that need immediate attention, such as exposed wiring, tripping hazards, improper storage of hazardous materials, fire exit problems, etc.
$643,120	**Sustainability** - Conditions or materials that could be replaced with better alternatives for recycling, less destructive manufacturing, detrimental air quality or expense of operation and maintenance with non-friendly substances, etc.
$497,150,724	**System/Component Integrity** - Includes items that have been identified as potential failure points that could adversely affect the facility's business operations.

DISTRESS OF NEEDS

Deficiencies recorded were classified by distress, or type of deficiency in accordance with the APS Distress structure [Table 9]. Beyond Design Life, defined as '*The system or component has exceeded the recommended design life based on install date and should be replaced or scheduled for replacement'* represents the majority type of the deficiencies. Records within this category include systems that have reached or exceeded the design life and may pose a risk of dimensioning performance or failure. To assist in analyzing the current backlog and to provide investment leveling options, Figure 3 provides the distribution of needs by Distress and Priority classifications. Although Beyond Design Life makes up 57.16% of the backlog, only $53.4K is classified as an immediate need (Priority 1). Most deficiencies are classified as Priority 3 and identified as candidates for remediation in the 3 – 5-year planning cycle.

Figure 3 – Prioritization of Needs by Distress



	Beyond Design Life	Broken/Cracked/Chipped	Clogged	Corroded	Excessive Wear	Failing	Inadequate	Leaks	Missing	Stained/Dirty
1 - Critical Immediate Need	$53,460	$4,606,882		$128,306	$506,098	$5,937,125	$34,948,429	$9,826,179	$368,196	$261,107
2 - Trending Critical (Year 1-2)	$39,796,762	$11,549,773		$326,680	$4,982,935	$5,295,762	$6,136,426	$27,394,798	$4,490,106	$1,924,686
3 - Necessary (Years 3-5)	$308,708,087	$24,406,249	$187,354	$899,765	$20,567,841	$13,304,837	$15,927,737	$40,596,266	$9,276,569	$8,009,408
4 - Recommended (Years 6-10)	$35,536,802	$11,879,173		$1,551,046	$8,188,949	$88,548	$1,618,886	$615,253	$426,869	$10,170,308
5 - Legacy (Project triggered)							$45,535		$1,461,442	

Table 9 - Distress of Needs

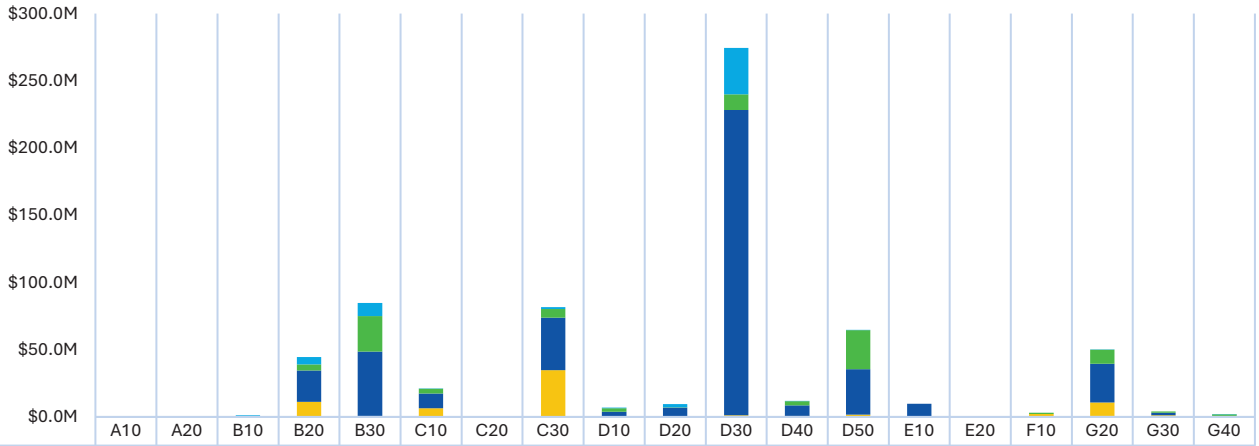
Sum of Investment	Distress
$672,000,636	**Atlanta Public Schools**
$384,095,111	**Beyond Design Life** – The system or component has exceeded the recommended design life based on install date and should be replaced or scheduled for replacement.
$52,442,077	**Broken/Cracked/Chipped:** The system or component has physical damage that is preventing it from functioning adequately and should be repaired or replaced.
$187,354	**Clogged:** The system or component is obstructed diminishing the flow/functionality and may negatively impact adjacent systems or components and should be repair or replaced.
$2,905,798	**Corroded:** The system or component is currently functioning however contains visible corrosion that may negatively impact the ability of the system or component to properly function and should be repair or replaced.
$34,245,823	**Excessive Wear:** The system or component is visibility deteriorated due to frequency of use and may consequently create safety/integrity concerns.
$24,626,272	**Failing** - System or component that is sporadically or intermittently unable to function for its intended purpose.
$58,677,014	**Inadequate** - The system or component does not function in accordance with specifications. May also be used to indicate a system or component that may be functioning correctly but is not suitable

Sum of Investment	Distress
	for its current use. Corrective action may include repair, replacement, or modification of the system or component.
$78,432,496	**Leaks:** The system or component is currently functioning however leaks are visible or have been reported that may negatively impact adjacent systems or components or impairs full/proper functionality and should be repair or replaced.
$16,023,183	**Missing** - System or component that is needed for the facility to function for its intended purpose is not in place or was not found.
$20,365,508	**Stained/Dirty**: The system or component is currently functioning however is visibly stained or dirty and should be replaced.

UNIFORMAT II SYSTEM OF NEEDS

Deficiencies recorded and organized by ASTM UNIFORMAT II Classification for Building Elements. Figure 4 illustrates the level of needs by major building system, highlighting that the D30 HVAC shows the larger spike in the graph. Although the HVAC system represents 40.82% of the current need, $7.9M fall within Priority 3 – Necessary. Table 10 provides the detailed distribution of costs across the UNIFORMAT II system and priority classification to assist with the planning for repair or replacement.

Figure 4 – Prioritization of Needs by UNIFORMAT II System



	A10	A20	B10	B20	B30	C10	C20	C30	D10	D20	D30	D40	D50	E10	E20	F10	G20	G30	G40
1 - Critical Immediate Need	$0.3M		$0.9M	$5.5M	$9.7M	$0.1M	$0.5M	$1.4M	$0.6M	$2.3M	$34.3M	$0.3M	$0.2M				$0.2M		$0.3M
2 - Trending Critical (Year 1-2)	$0.1M	$0.0M	$0.3M	$4.5M	$26.3M	$3.7M		$6.4M	$2.5M	$0.4M	$11.7M	$3.1M	$29.2M		$0.5M	$1.0M	$10.3M	$0.9M	$1.2M
3 - Necessary (Years 3-5)	$0.1M	$0.1M		$23.3M	$48.0M	$10.9M	$0.1M	$39.0M	$3.4M	$6.8M	$227.1M	$7.9M	$33.8M	$9.7M			$28.8M	$2.0M	$0.8M
4 - Recommended (Years 6-10)				$11.3M	$0.7M	$6.5M		$34.9M	$0.5M		$1.2M	$0.1M	$1.6M	$0.1M		$2.1M	$10.0M	$1.2M	
5 - Legacy (Project triggered)												$0.7M	$0.0M				$0.8M		

Table 10 - Current Needs

UNIFORMAT II System	Priority				
	1 - Critical Immediate Need	2 - Trending Critical (Year 1-2)	3 - Necessary (Years 3-5)	4 - Recommended (Years 6-10)	5 - Legacy (Project triggered)
Atlanta Public Schools	**$56,635,783**	**$101,897,929**	**$441,884,113**	**$70,075,833**	**$1,506,977**
A10 - Foundations		$5,533	$94,304		
A20 - Basement Construction	$929,680	$262,877			
B10 - Superstructure	$5,484,520	$4,506,458	$23,306,851	$11,253,921	
B20 - Exterior Enclosure	$9,710,456	$26,275,117	$48,010,737	$654,117	
B30 - Roofing	$67,221	$3,661,862	$10,929,658	$6,484,099	
C10 - Interior Construction	$479,962		$67,720		
C20 - Stairs	$1,355,644	$6,376,973	$38,988,776	$34,876,648	
C30 - Interior Finishes	$642,140	$2,524,193	$3,362,850	$471,831	
D10 - Conveying	$2,335,187	$408,685	$6,829,202		
D20 - Plumbing	$34,335,747	$11,689,002	$227,116,289	$1,199,897	
D30 - HVAC	$340,424	$3,050,846	$7,879,507	$57,874	$682,972
D40 - Fire Protection	$241,909	$29,166,338	$33,828,819	$1,595,808	$22,343
D50 - Electrical			$9,709,460	$143,948	
E10 - Equipment		$494,040			
E20 - Furnishings		$976,536		$2,066,828	
G10 - Site Preparation	$164,838	$10,327,563	$28,803,079	$10,049,313	$801,662
G20 - Site Improvements		$917,226	$2,016,540	$1,221,553	
G30 – Site Mechanical Utilities	$260,155	$1,196,933	$818,735		

2024-2034 CAPITAL FUNDING SCENARIOS

With requirements prioritized and the assessment data in place, Parsons identified both short- and long-term budget requirements by developing the impact of different funding levels on the condition of the designated APS real estate portfolio.

Referring to the facility assessment summary, the total 10-Year Forecast Period (2025-2034) funding needs are about $4,272,025,615 (including escalation). In the analyses shown below, the facility condition data developed during the APS assessment were used to produce four funding scenarios. In each case, the current deferred maintenance is the starting point, and you are evaluating future capital renewal projections to determine probable future funding to accomplish the scenario for improvements.

Scenario 1: Do nothing. Under this scenario, none of the current deferred maintenance and forecasted system renewal needs is funded. The current facility condition index of FCI = 10.58 percent will increase to FCI = 33.37 percent, a level considered to be “Unsatisfactory” condition.

Scenario 2: Maintain the current facility condition index of FCI = 10.58 percent at the end of 13 years (2037), a level considered to be “good” condition, by paying down only the annual forecasted capital renewal needs in level funding escalated 5 percent per year averaging about $253 million per year with total funding needs in the amount of $3,290,097,999. Under this scenario, APS should invest enough to keep up with renewal cost, whether the investment is to address the backlog or renewal, no less than $3.3M should be applied across the 13-year period.

Scenario 3: Funding 2 percent of APS asset current replacement value. Under this scenario, assuming a constrained budget of 2 percent of the portfolio value for the facilities assessed, the current FCI = 10.58 percent will increase to FCI = 20.8 percent by the end of year 13 (2037), requiring total funding needs in the amount of $13.3 billion over the 13-year period

Scenario 4: Funding 4 percent of the APS asset's current replacement value is proposed. Under this scenario, with a constrained budget of 4 percent of the portfolio value for the assessed facilities, the current FCI of 10.58 percent is projected to improve to an FCI of 5.54 percent by the end of year 13 (2037). This approach is the best option for APS to enhance the current condition and proactively address capital renewal needs as systems and conditions evolve.

SCENARIO 1—DO NOTHING

This scenario assumes that funding needed to address the current facility condition deficiencies and system renewals over the forecast period 2024 – 2034 plan is unavailable. The blue curve indicates the annual FCI over the funding cycle based on the funding provided each year. The green columns represent system renewal costs for each year, while the orange columns (not shown in this example) represent the payments (zero in this example) that would offset the accumulating system renewal needs.

Figure 5 – Funding Scenario 'Do Nothing'

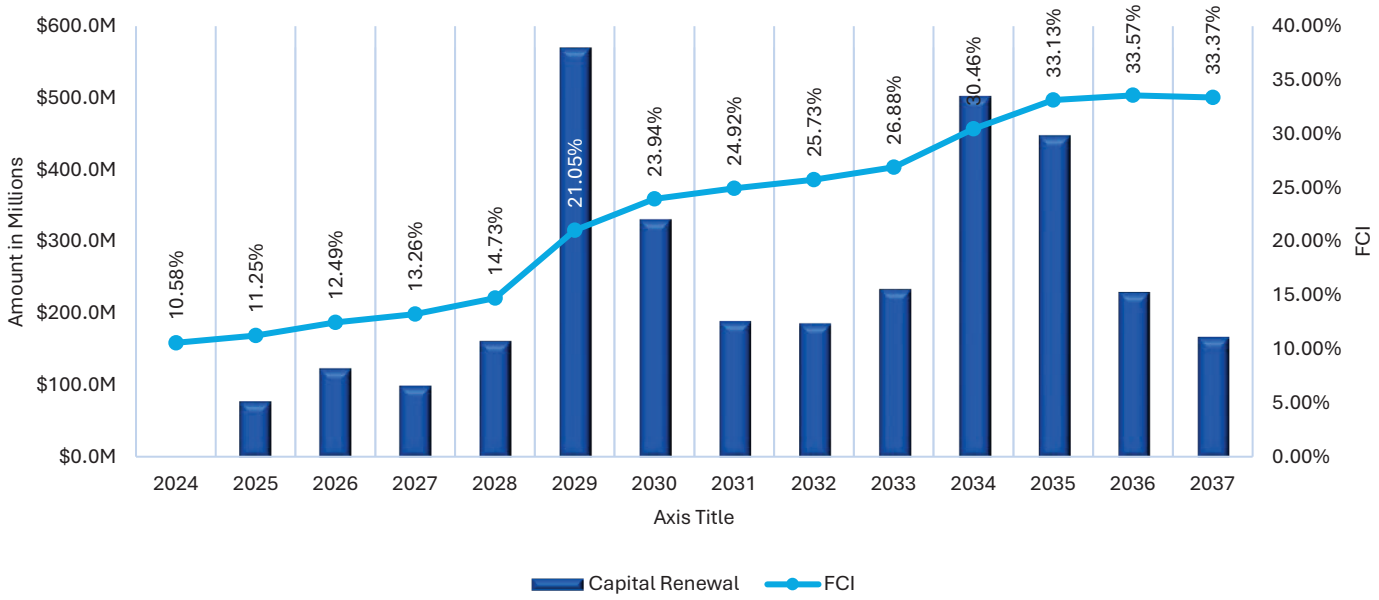


Table 11 - Funding Scenario 'Do Nothing'

Year	Capital Renewal	Funding	FCI	FCA Score
2024	$0	$0	10.58%	89.42
2025	$146,510,190	$0	11.25%	88.75
2026	$159,055,982	$0	12.49%	87.51
2027	$140,440,130	$0	13.26%	86.74
2028	$270,633,472	$0	14.73%	85.27
2029	$990,359,527	$0	21.05%	78.95
2030	$527,087,156	$0	23.94%	76.06
2031	$295,976,914	$0	24.92%	75.08
2032	$355,966,345	$0	25.73%	74.27
2033	$493,003,081	$0	26.88%	73.12
2034	$892,992,818	$0	30.46%	69.54
2035	$447,439,258	$0	33.13%	66.87
2036	$230,555,990	$0	33.57%	66.43
2037	$167,883,065	$0	33.37%	66.63

SCENARIO 2—MAINTAIN THE CURRENT FCI (FCI = 10.58%)

This scenario outlines the projected funding required to maintain the current FCI of 10.58% over the forecast period, which is considered a "Good" rating. The curve in Figure 6 illustrates the annual FCI changes based on the projected funding plan. The blue columns depict the system renewal costs for each year, while the green columns show the payments necessary to address these recurring system renewals. As Shown in Table 12, starting in 2025, the required level payments to achieve the desired FCI begin at $186 million and are escalated by 5% annually.

Figure 6 - Funding Scenario Maintain Current FCI (10.58%)

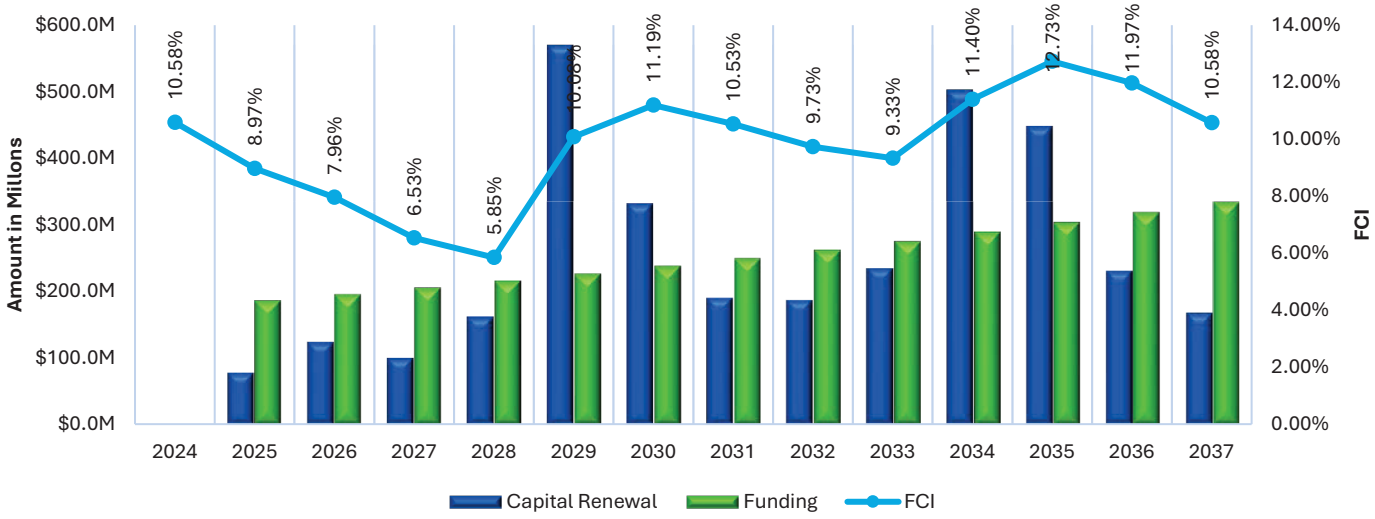


Table 12 - Funding Scenario Maintain Current FCI (10.58%)

Year	Capital Renewal	Funding	FCI	FCA Score
2024	$0	$0	10.58%	89.42
2025	$146,510,190	$ 185,745,000.00	8.97%	91.03
2026	$159,055,982	$ 195,032,250.00	7.96%	92.04
2027	$140,440,130	$ 204,783,862.50	6.53%	93.47
2028	$270,633,472	$ 215,023,055.63	5.85%	94.15
2029	$990,359,527	$ 225,774,208.41	10.08%	89.92
2030	$527,087,156	$ 237,062,918.83	11.19%	88.81
2031	$295,976,914	$ 248,916,064.77	10.53%	89.47
2032	$355,966,345	$ 261,361,868.01	9.73%	90.27
2033	$493,003,081	$ 274,429,961.41	9.33%	90.67
2034	$892,992,818	$ 288,151,459.48	11.40%	88.60
2035	$447,439,258	$ 302,559,032.45	12.73%	87.27
2036	$230,555,990	$ 317,686,984.07	11.97%	88.03
2037	$167,883,065	$ 333,571,333.28	10.58%	89.42

SCENARIO 3— INVEST 2% OF CURRENT REPLACEMENT VALUE

Figure 7 illustrates the impact on the Facility Condition Index (FCI) under a constrained budget scenario, where funding is limited to 2% of the portfolio's replacement value over the 13-year forecast period. The curve on the chart shows an upward trend in the FCI, indicating a degradation in the overall condition of the assessed facilities. The amber columns represent the leveled investment of 2% of the CRV, with an annual escalation of 5%. In contrast, the blue columns depict the investment needed to keep pace with recurring renewals. Table 13 provides a detailed outline of the investment amounts under this constrained funding scenario.

Figure 7 - Funding Scenario Invest 2% of Current Replacement Value

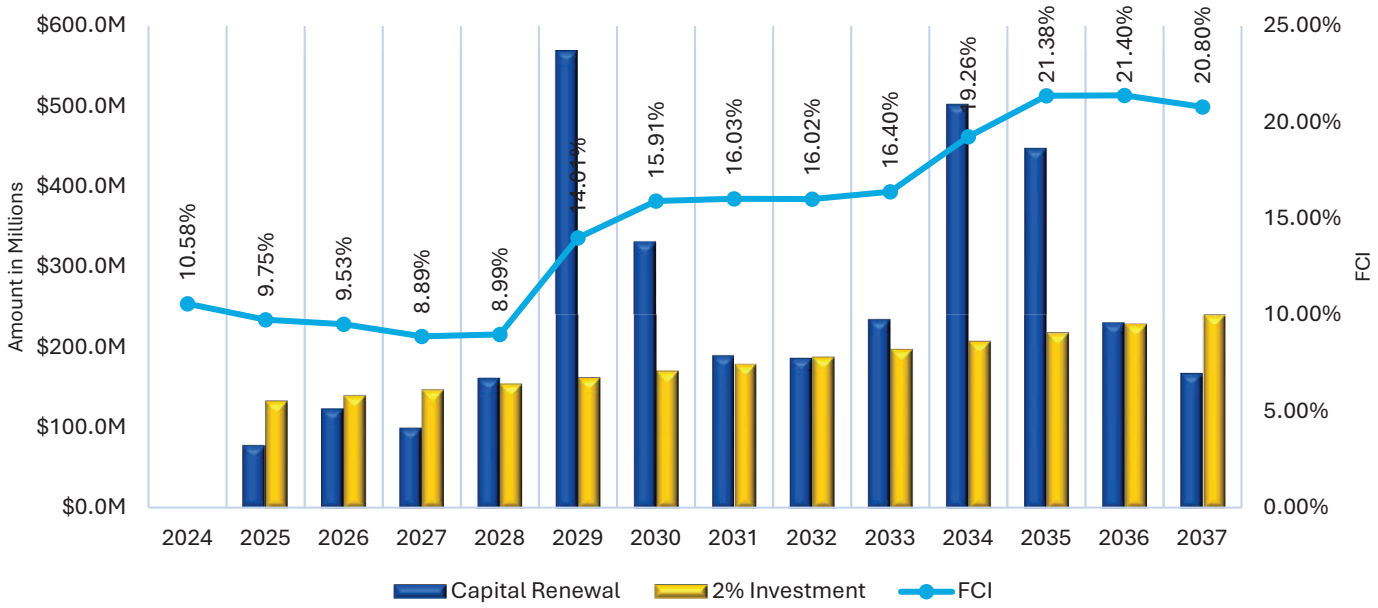


Table 13 – Funding Scenario Invest 2% of Current Replacement Value

Year	Capital Renewal	Funding	FCI	FCA Score
2024	$0	$672,000,636	10.58%	89.42
2025	$146,510,190	$619,403,256	9.75%	90.25
2026	$159,055,982	$605,010,705	9.53%	90.47
2027	$140,440,130	$564,549,650	8.89%	91.11
2028	$270,633,472	$570,881,170	8.99%	91.01
2029	$990,359,527	$889,817,035	14.01%	85.99
2030	$527,087,156	$1,010,112,230	15.91%	84.09
2031	$295,976,914	$1,018,041,525	16.03%	83.97
2032	$355,966,345	$1,017,383,077	16.02%	83.98
2033	$493,003,081	$1,041,563,618	16.40%	83.60
2034	$892,992,818	$1,222,735,071	19.26%	80.74
2035	$447,439,258	$1,357,350,012	21.38%	78.62
2036	$230,555,990	$1,358,738,689	21.40%	78.60
2037	$167,883,065	$1,320,777,137	20.80%	79.20

SCENARIO 4—INVEST 4% OF CURRENT REPLACEMENT VALUE

Figure 8 illustrates the impact on the Facility Condition Index (FCI) under a constrained budget scenario, where funding is limited to 4% of the portfolio's replacement value over the 13-year forecast period. This approach represents an improved plan, resulting in an enhanced FCI of 5.54%. The curve on the chart demonstrates a more stable trend in the FCI, reflecting the positive impact of increased investment on the overall condition of the facilities. The blue columns of the chart depict the investment needed to keep pace with recurring renewals. Table 14 provides a detailed outline of the investment amounts under this funding scenario.

Figure 8 – Funding Scenario Invest 4% of Current Replacement Value

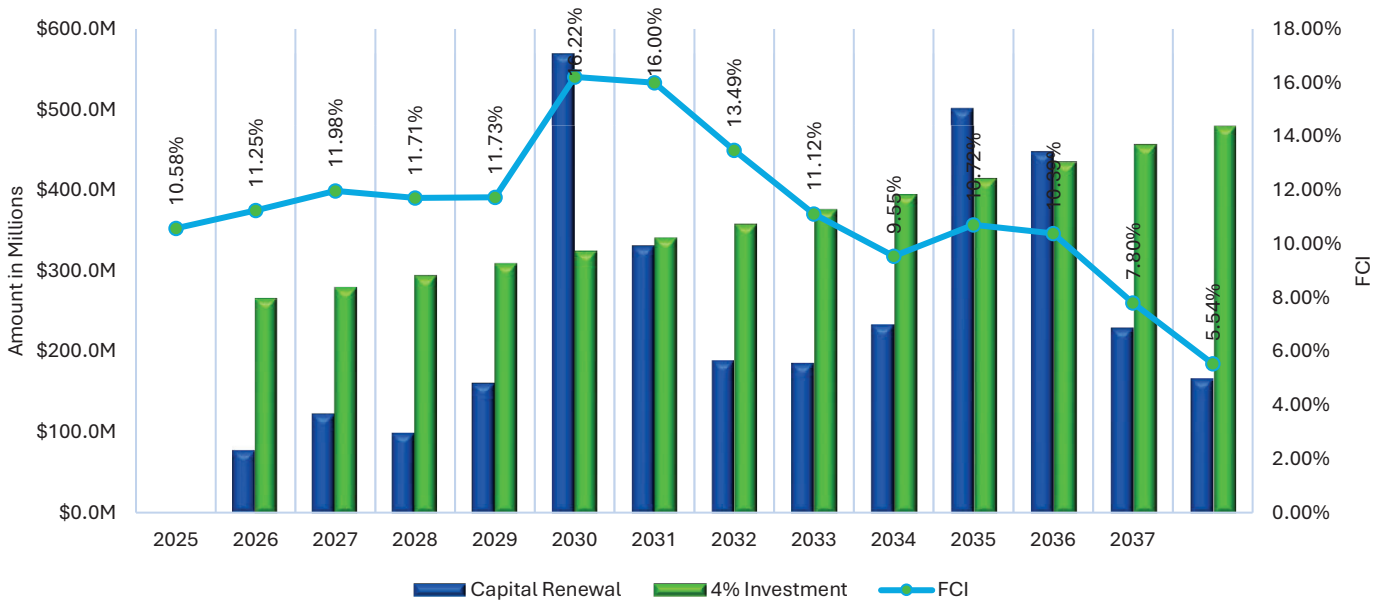


Table 14 – Funding Scenario Invest 4% of Current Replacement Value

Year	Capital Renewal	Funding	FCI	FCA Score
2024	$0		10.58%	89.42
2025	$146,510,190	$266,686,404	11.25%	88.75
2026	$159,055,982	$280,020,724	11.98%	88.02
2027	$140,440,130	$294,021,760	11.71%	88.29
2028	$270,633,472	$308,722,848	11.73%	88.27
2029	$990,359,527	$324,158,991	16.22%	83.78
2030	$527,087,156	$340,366,940	16.00%	84.00
2031	$295,976,914	$357,385,287	13.49%	86.51
2032	$355,966,345	$375,254,551	11.12%	88.88
2033	$493,003,081	$394,017,279	9.55%	90.45
2034	$892,992,818	$413,718,143	10.72%	89.28
2035	$447,439,258	$434,404,050	10.39%	89.61
2036	$230,555,990	$456,124,253	7.80%	92.20
2037	$167,883,065	$478,930,465	5.54%	94.46

FCA ASSESSMENT APPROACH

APS DATABASE DEVELOPMENT AND ANALYSIS

The APS assessment team completed the following tasks to develop the database for the assignment:

Task 1 – Conduct Kickoff Meeting

Conduct an assessment kick-off meeting to review goals and objectives, confirm the evaluation's level of detail, update/confirm facility condition data standards, review and agree to project schedule and deliverables, and identify pilot facilities to be assessed.

Task 2 – Update Assessment Management Plan

Update the 2020 assessment management plan, including project management plan, business rules, and the master schedule and detailed weekly assessment schedules to reflect the 2024 scope of work, testing and holiday schedules, etc.

Task 3 – Configure Assessment Database

Set up/configure the assessment database to support the updated FCA, as necessary, and host the District's data on Parsons' secure infrastructure.

- Update the eCOMET database containing 2020 FCA data to reflect 2024 RSMeans cost data.
- Advance or "age" the database calendar to 2024, thereby identifying systems that have reached their life-cycle expiration dates since 2020 and generating new system-level deficiencies.
- Establish or update standard database conventions to the District's liking. This includes but is not limited to the desired level of ASTM UNIFORMAT II for the various building systems, and deficiency category, priority and distress classifications.
- Compare 2020 FCA estimates against actual costs incurred by the District and the RSMeans metrics and adjust cost models, estimated unit prices, escalation rate, etc., as necessary in the database.
- Review and update the life-cycle durations for each system or major component at the desired UNIFORMAT II level to reflect APS's recent experience, desired levels of service, and approach to preventive maintenance or replacement.

Task 4 – Incorporate Existing Facility Information

Collect, organize and record existing facility background information data for incorporation into the assessment. This includes but is not limited to updated or new floor plans, analytical studies and reports; completed, ongoing and planned capital renewal and renovation projects; maintenance histories; recent new construction costs (e.g., schedule of values) and soft costs (e.g., GC fee, A&E fee, and CM fee, contingencies, escalation rates, and temporary relocation).

Task 5 – Prepare for On-Site Assessment

Prepare for on-site assessments and data collection. This includes, but is not limited to reviewing District-provided information, developing/updating building code/ADA checklists, preparing assessment team packages for each facility, distributing the assessment schedule and facility condition questionnaire to the school principals and others, as required, in coordination with the District's PM.

Task 6 – Conduct On-Site Assessment

Conduct a visual, non-destructive assessment of the specified buildings in accordance with the agreed-upon and coordinated schedule, and in accordance with industry standard ASTM E2018-15, Property Condition Assessments: Baseline Property Condition Assessment Process.

- Conduct facility assessor training on the scope of work, project goals and objectives, business rules, project assignments, etc., applicable to APS.
- Develop and vet facility contact (principal) procedures, in-briefing and out-briefing, on-site assessment protocols, scheduling and progress tracking, and draft report development, submittal and reviews.
- Identify and document current visible and discernible facility condition deficiencies, including non-compliance with major components of the ADA standards and with local building and life safety codes.
- Prioritize, categorize new deficiencies, and reevaluate priorities and categories for deficiencies remaining from the 2020 FCA, as necessary.
- Update/provide an assessment of the remaining service lifespan of building systems for renewal forecasting.
- Update/develop a current replacement value (CRV) and a Facility Condition Index (FCI) for each building assessed.

Task 7 – Develop Financial Scenarios

Develop multi-level financial scenarios illustrating the level of funding required to renew and upgrade the buildings to meet current and future needs over a specified period of five years.

Task 8 – Reporting

Prepare draft and final FCA reports for each facility and develop an executive summary report of findings and recommendations at the District level.

Task 9 – eCOMET® Training

Train District users and administrators on the eCOMET application (how to configure the database, update the assessment data, generate reports, perform capital and project planning tasks, etc.).

Parsons will not develop for your use nor participate in any community engagement activities. (These services are not anticipated by APS at this time, but we can add them later as additional services.)

Equipment inventory services are not included nor is participation in projects planning.

DEFINITIONS, ASSUMPTIONS AND BUDGET MODELS

The following terms and definitions are used throughout this report and are included below for clarification. Key database setup options and variables that affect the outcome of prioritization, ranking and costing are identified for review and consideration for further adjustment.

ASSESSMENT LEVEL

The APS 2024 Facility Condition Assessment was a comprehensive assessment of building and site systems and their life cycles to meet UNIFORMAT II Level 3 classifications. The work included on-site physical assessments conducted by architectural, engineering, and construction professionals and "tabletop" document assessments for several projects under construction. The objective was to verify existing building conditions and their major system/component deficiencies. Data entry and analysis determined APS facility capital renewal and deferred maintenance needs.

DATABASE FACILITY COST VARIABLES

Table 15 outlines the cost variables and settings applied within eCOMET®, providing insight into the financial assumptions and adjustments made for the project analysis. These settings have been continued as defined during prior efforts to ensure consistency. Notably, updates have been made to the cost data, including an added parameter to address APS concerns that RSMeans cost data may be underestimated based on recent construction work completed. This

Table 15 - Facility Cost Variables

Cost Variables	2024 Assessment
RSMeans cost data Database building current replacement value cost models and deficiency costs use current RSMeans cost data classifications and current city cost indexes. RSMeans cost data in the database can be updated annually by subscription. An additional 75% markup was added to the RSMeans unit cost to improve accuracy of estimates based on recently completed APS projects.	2024 data used + 75% markup
Escalation Factor Database cost escalation factor is set to reflect predicted escalation included in all forecast cost within the reports and capital renewal predications.	+5 annual
Additional or Soft Costs Owner's additional costs over and above general contractor's "hard costs" are included to calculate repair budget total project costs to owner (See Additional Cost Table).	+40.88% add-on multiplier of estimated General Contract labor and material cost used

FACILITY CONDITION INDEX (FCI)

The Facility Condition Index (FCI) is a widely used financial metric in the building industry that assesses the physical condition of a facility relative to its replacement value. Originally developed by the US Navy, the FCI has been adopted and refined by numerous national facility maintenance, trade, and facility administrator associations. It serves as a means of comparing the relative conditions of facilities.

The FCI is calculated by dividing the estimated cost of current year repair and replacement deficiencies—including recommended modernization improvements and compliance with grandfathered code issues—by the current replacement cost of the facility. This calculation results in an index, generally expressed as a percentage.

A higher FCI indicates a poorer condition of the facility, reflecting more significant repair and renewal needs. It represents a greater investment requirement compared to the facility's replacement value. However, it is important

to note that the FCI does not consider the priority of repairs or improvements; it solely provides a financial measure of the facility's condition.

While the traditional FCI does not consider priority, the APS findings have been adjusted to reflect a weighted FCI. In this approach, the cost of repairs and replacements has been weighted based on the assigned priority. The weighting factors used in this adjustment are provided in Table 7 and Table 17of this report.

$$FCI = \frac{Repair\ and\ Renewal\ Needs}{Current\ Replacement\ Value}$$

$$Weighted\ FCI = \frac{\Sigma(Repair\ and\ Renewal\ Needs) * Priority\ Weight)}{Current\ Replacement\ Value}$$

Although current industry "guidelines[1]" published by associations like the college and university organization NACUBO and the International Facility Management Association IFMA, consider a building with an FCI of 0 to 5% good; 6 to 10% fair and 10% and above poor, in practice few, if any, inventories of publicly-funded facilities ever achieve an overall rating of 10% or below. These FCI guidelines are general guidelines that are under almost constant debate within the building ownership communities because they do not consider either modernization improvements, or expired systems capital renewal costs; they only address ordinary maintenance items that have been deferred through a normal funding cycle. Parsons has routinely found existing average building conditions across an entire portfolio in publicly funded institutions (like school districts or municipalities) throughout the United States to fall within the range of 25%-35% FCI.

FACILITY CONDITION ASSESSMENT (FCA) SCORE

The general public is accustomed to the 100-point scale from their school days where scores are usually measured as: 100 to 90 equaled an "A" and 89 to 80 equaled a "B" and so on. MGT routinely grades suitability with the 100-point scale. In keeping with this familiarity with scoring and when working with MGT and suitability scoring, Parsons has adopted the practice of converting the industry standard decimal FCI to an "FCA Score" using the 100-point scale. This means that an FCI of 0.10 or 10% equates to a 90 on the 100-point scale. So, for this project we have merged our scoring as described in the following table.

Table 16 - APS FCA and Suitability Scoring Scale

Definition	Range
Excellent	> 90
Good	80 - 89
Fair	70 - 79
Poor	60 - 69
Unsatisfactory	< 60

Using the 100 basis scores allows Parsons and MGT to merge our scores into a combined School Score and use weighting ratios to emphasize client preferences of condition versus suitability.

[1] Sean C. Rush (1991). Managing the Facilities Portfolio, National Association of College and University Business Officers (NACUBO).

DEFICIENCY PRIORITY DEFINITIONS

Each deficiency was assigned a preliminary priority number of 1 through 5, to reflect that deficiency's priority status as determined by the assessment team. The basic issue is urgency – how soon should something be remediated to protect from collateral damage and/or hinder safe and effective operations.

(NOTE: These deficiency priority settings are internal to the database and do not reflect the project priority setting assigned to proposed repairs or improvements as determined by APS in their capital plan funding requests.)

The following list provides a brief summary of each data priority in the database:

Table 17 - Priority Definitions

Priority #	Weight	Description
1	100%	**Currently Critical (Immediate**) Conditions require immediate action to correct a potential safety hazard, stop accelerated deterioration, or return a facility to operation.
2	90%	**Potentially Critical (Years 1-2)** Conditions, if not corrected expeditiously, could become critical within a year resulting in intermittent operations, rapid deterioration, potential life safety hazards, etc.
3	70%	**Necessary/Not Yet Critical (Years 3-5)** Conditions require appropriate attention to avoid predictable deterioration, potential downtime, or associated damage or higher costs if deferred further.
4	50%	**Recommended (Years 6-10)** Conditions include items that represent sensible improvement to existing conditions but are not required for the basic function of the facility, overall usability improvements, or long-term maintenance cost reduction.
5	25%	**"Legacy" – Project triggered** Assigned to systems or deficiencies that are code issues that are "grand fathered" or standards specific to the local agency or jurisdiction, or conditions that are not time sensitive. Examples include: Fire sprinkler systems. ADA improvements, life safety code updates, etc. Finishes, flooring type, architectural standards, etc. Non-compliant issues to client standards, or jurisdictional codes.

DEFICIENCY CATEGORIES

Table 18 provides an overview of the categories used in the assignment of current need identified during the assessment. The first column lists the category names, while the second column offers a brief description of each category's purpose and criteria.

Table 18 - Category Definitions

Category	Description
Code Compliance	Includes items associated with jurisdictional fire, life-safety and building code issues.
Conservation Opportunity	Items that have been identified as potential energy savings or water conservation issues.

Category	Description
Deferred Renewal	Major preventive maintenance, building system repairs and upgrades, capital replacement/renewal and deferred maintenance activities that have been postponed due to funding priorities. This is the most commonly used category.
Environmental	Items or materials that may be detrimental to health or safety of occupants.
Mission Integrity	Includes items that have been identified as potential non-conforming items but have not yet been formally tested and determined to be a Compliance item. Includes the highest priority repairs to building systems where failure may be imminent. These projects include repair and/or replacement of critical systems such as structure, roof, elevator, power, plumbing, heating, ventilation and air conditioning. If not funded, these projects may ultimately be performed under emergency conditions with possible consequential liabilities resulting from property damage and lost productivity.
Modernization:	Items that have been identified as obsolete or non-conforming to current best practices or technologies.
Reliability	Items that have been identified as potential for failing or are currently intermittently failing or has the probability of failure or the increased frequency of failure.
Safety	Hazardous conditions that need immediate attention, such as exposed wiring, tripping hazards, improper storage of hazardous materials, fire exit problems, etc.
Sustainability	Conditions or materials that could be replaced with better alternatives for recycling, less destructive manufacturing, detrimental air quality or expense of operation and maintenance with non-friendly substances, etc.
System/Component Integrity	Includes items that have been identified as potential failure points that could adversely affect the facility's business operations.

COST MODELS

The database incorporates RSMeans-derived current replacement value (CRV) cost models to assign life cycle costs to the various systems within a building. Cost models are detailed to UNIFORMAT II – Individual Elements level (Level 3) building systems and assigned costs-per-square-foot replacement values using parametric estimating methods. Models are designed to represent the current facility configuration based on facility type, are conceptual from a cost estimating point of view and not intended to be "bid quality" (i.e., uses contingencies). Replacement costs include all client-identified "soft costs" needed to comply with institutional budgeting requirements for funding projects.

CURRENT REPLACEMENT VALUE (CRV)

The Current Replacement Value represents the current cost of rebuilding or replacing an existing facility using its current configuration. CRV is determined by multiplying the gross area of the facility by a square foot cost (parametric estimate) developed in that facility's schedule of values cost model. Replacement cost includes construction costs ("hard" costs) and owner's additional or "soft" costs for fees, permits, contingencies and other administrative expenses to reflect a total project cost.

ROUGH ORDER OF MAGNITUDE REPAIR BUDGETS

These are the budgeted costs to make partial or full replacement of expired systems, costs for out of cycle repair adjustments and costs for condition, suitability and sufficiency deficiencies. Because budgeted repair costs typically include budget elements in addition to condition repair costs of a current facility, the total order of magnitude repair costs can exceed the current replacement cost.

Order of magnitude repair costs are budget estimates, not actual project costs. The facility condition assessment data should not be considered specific scope of work descriptions for construction contracts; rather it is a repair-program budgeting tool that offers reference data for the repair planning process.

Within a construction project program, substantial cost differences may be recognized from the estimated cost figures provided in the database, depending on the method of repair procurement, the construction market at the time and the actual scope of work anticipated. Detailed engineering studies may also be required to fully determine costs associated with individual component failures that were beyond the scope of the assessment.

The assessment findings and database figures exclude additional renovation costs and mark-ups that may be suggested during project analysis or within the business units' comprehensive repair program, where the facility assessment serves as one input. Additionally, the assessment does not address the affordability of potential repairs or replacements, nor does it prioritize the business units' objectives, which will be crucial in any facility repair plan.

ADDITIONAL COSTS—SOFT COSTS

Additional costs or "soft" costs are "non-bricks-and-mortar" expenses that are necessary to accomplish the corrective work but are not directly attributable to the deficient system's direct trade construction cost, nor are included in a general contractor estimate or bid number, often referred to as "hard cost". Soft costs vary by owner budgeting rules but typically include architect and contractor fees, contingencies and other owner incurred costs necessary to fully develop and build a facility. Standard soft costs for APS total 40.88% and include the following budget items:

Table 19 – Soft Cost Multipliers

Parameter	Percent Value
Standard Markup:	**40.88%**
AE Fee	8.88%
Bonds/Insurance	1.00%
Contingency	10.00%
General Conditions / OHP	10.00%
Hazardous Materials	1.00%
PM/CM Fee	4.00%
Relocation/Moving	3.00%
Day One Cleanup and Readiness	3.00%
Standard Markup + Difficulty	**55.88%**
Difficulty Factor	15.00%
Standard Markup + Historic	**60.88%**
Historic Materials	20.00%

LIFE CYCLES

The life-cycle durations (aka, design life) for building systems are a key factor that allows the assessment process to predict when a system will reach the end of its expected service life, its so-called "expiration date," and should be budgeted for "capital renewal" or simply replacement. The owner establishes the durations to be used. The process starts by Parsons assigning expected life cycles to all the building systems based on Building Operators and Managers Association (BOMA) recommended cycles, and RSMeans recommended frequency of replacement for building components. BOMA is a nationally recognized sources of life cycle data (based on its member's

historical data) for various components and/or systems associated with facilities. RSMeans is a national company specializing in construction estimating and costs.

RENEWAL FACTORS

Renewal factors represent the difference in cost of renovating or replacing an existing system, rather than new construction of a building system. For example, installing a new built-up roof on an existing building would not include the effort of removing and disposing of the old roof, a cost not associated with new construction. Typical renewal premiums assigned to account for demolition and other replacement preparation costs start about 10% of the system or component raw budget cost; however, each system or subsystem may have a greater premium applied to it.

SYSTEM GENERATED DEFICIENCIES

The software automatically generates system deficiencies based on system life cycles using the systems' installation dates as the base year. By adjusting the Next Renewal date ahead or behind the predicted or stated design life cycle, a system cost will come due earlier or later than the planned renewal date. This utility accounts for good maintenance conditions and a longer life, or early expiration of a system life due to any number of adverse factors such as poor installation, harsh environmental conditions, force majeure, material defects, poor design applications and other factors that may shorten the life of a material or system.

BUILDING SYSTEMS

The Parsons eCOMET® database incorporates UNIFORMAT II Classification of Building Elements to organize building data into replacement cost models. UNIFORMAT II was originally developed by the federal General Services Administration (GSA) and American Institute of Architects (AIA) to delineate building costs by systems rather than by materials. The UNIFORMAT II system was formalized by the ASTM organization as standard E1557-97 (the 1997 version is the default version used in FCA practice) and documented in an NIST standard, NISTIR 6389 in 1999. The Construction Specifications Institute, CSI, has taken over maintenance of the standard as part of their MasterFormat / MasterSpec system. The Parsons database cost models include UNIFORMAT II Level 3 Individual Elements systems with some detailed at Level 4 Sub Elements.

REFERENCE ORGANIZATIONS

Table 20 outlines the organizations whose information, cost data, and standard and guidelines were utilized during the assessment process. The first column presents the acronym of each organization, while the second column provides a brief description of their role and contributions.

Table 20 - Acronyms

Acronym	Organization
ASTM	ASTM INTERNATIONAL: International standards organization that develops and publishes voluntary consensus technical standards for a wide range of materials, products, systems, and services.
BOMA	BUILDING OWNERS AND MANAGERS ASSOCIATION: National organization of public and private facilities focused on building management tools and maintenance techniques. eCOMET reference: building and component system effective economic life expectancies.
RSMeans	RSMEANS: Primary national company specializing in construction cost data. eCOMET reference: cost models and deficiency pricing
CSI	CONSTRUCTION SPECIFICATIONS INSTITUTE: Primary national organization specializing in construction materials data and data location in construction documents. eCOMET reference: Uniformat II materials classification.

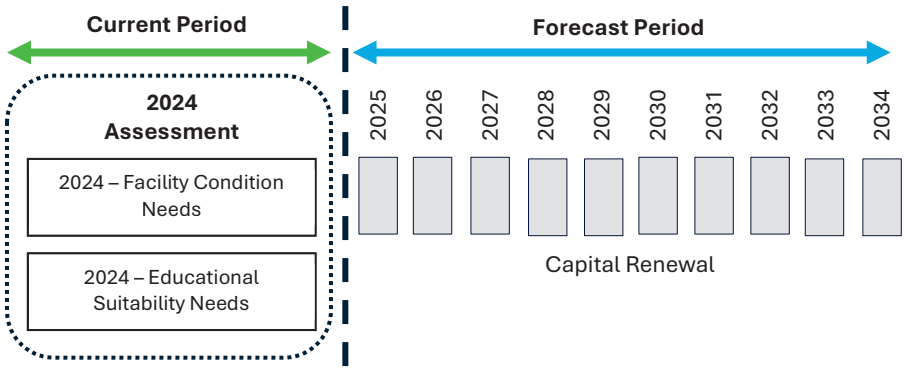
Acronym	Organization
NIST	NATIONAL INSTITUTE OF STANDARDS AND TECHNOLOGY: Agency in the US federal technology administration that makes measurements and sets standards as needed by industry or government programs.
NCES	NATIONAL CENTER FOR EDUCATIONAL STATISTICS: Non-profit organization focusing on public education facilities and management best practices.

ASSESSMENT INTERPRETATION

The assessment and APS database provide a foundation for continued assessment and evaluation—works in progress that will change as the APS design and construction guidelines, facility programmatic requirements, and construction best practices evolve.

It is important to understand that an assessment is a snapshot of conditions found at a building on the day it is inspected. Building conditions change subtly over time. For example: The day after an inspection is conducted, a building system or component may break or be repaired; that break, or repair will not be reflected in the assessment findings. Schools removed from service after a scheduled field assessment will not be represented accurately. Schools under construction during the field assessment process were evaluated using construction documents to record them in the database and start the system aging cycle. For these and other reasons, the assessment and APS database should be viewed as ever-changing tools.

Figure 9 –Facility Condition Cycle



In addition, there are other important considerations in the interpretation of the assessment report data and findings:

1. Capital Renewal Schedules or Projections: This report and the APS database include needs noted as current deficiencies, and capital renewal needs for the Current Period (school year 2023 - 2024), and a thirteen-year Forecast Period (2025-2037). The Forecast Period provides for advance notification to aid in the prioritization of capital outlays in time to complete funding, design, and construction cycles prior to the theoretical end of useful life of a facility system or element. This thirteen-year capital renewal window helps to mitigate future spikes in funding needs for expiring systems by reporting facility system renewal needs well in advance of the current year.
2. Repair estimates: The order-of-magnitude[2] estimates in this report are order-of-magnitude repair estimates for partial or full replacement of expired systems or elements, out-of-cycle repairs, and suitability modifications. The total of these estimates may exceed a facility's Current Replacement Value due to renewal factors – an indicator that it may be more economical to replace a facility than to repair it.

[2] Order of Magnitude is a rough approximation, made with a degree of knowledge and confidence that the estimated figure falls within a reasonable range of cost values.

3. Project costs: Order-of-magnitude repair estimates may not reflect overall project costs. The Assessment data is a first-step budgeting tool that provides reference data for subsequent repair planning, scoping, and pricing considerations. In actual project pricing there may be related or peripheral systems or elements that could be packaged efficiently with the needed repairs.
4. Project procurement costs: Substantial cost differences from the estimates provided in the Assessment can result from the selected type of contract procurement, the construction market at the time and place of repair, and the actual scope of work being procured.
5. Project prioritization: The Assessment uses benchmarking indices and scoring to establish a hierarchy of facility needs as a guide for the APS in its determination of financial priority assistance. Priorities do not reflect the affordability of needed repairs within a district, nor do they reconcile facility needs to a district's master plan priorities or educational program objectives.

CONDITION FINDINGS

Like most of America's large urban school districts, APS is coping with aging facilities[3], increasing or decreasing numbers of students in its school clusters, demographic migration from one area to another, and changing educational programs. New technologies and initiatives that envision the evolving relationship between school facilities and student performance and behavior are profoundly impacting school facilities and curriculums. Addressing condition needs is critical to meet the APS strategic plan.

FINDING 1: FACILITY DISTRIBUTION BY FACILITY TYPE

A typical school campus includes academic facilities: school grounds, classrooms, libraries, and other teaching-learning spaces, and may also include ancillary facilities such as storage, temporary modular classrooms, and other support facilities. In addition to school campuses, APS facilities also include Support facilities. The following table indicates distribution of gross square feet (GSF) and FCI/FCA scores and ratings by facility type.

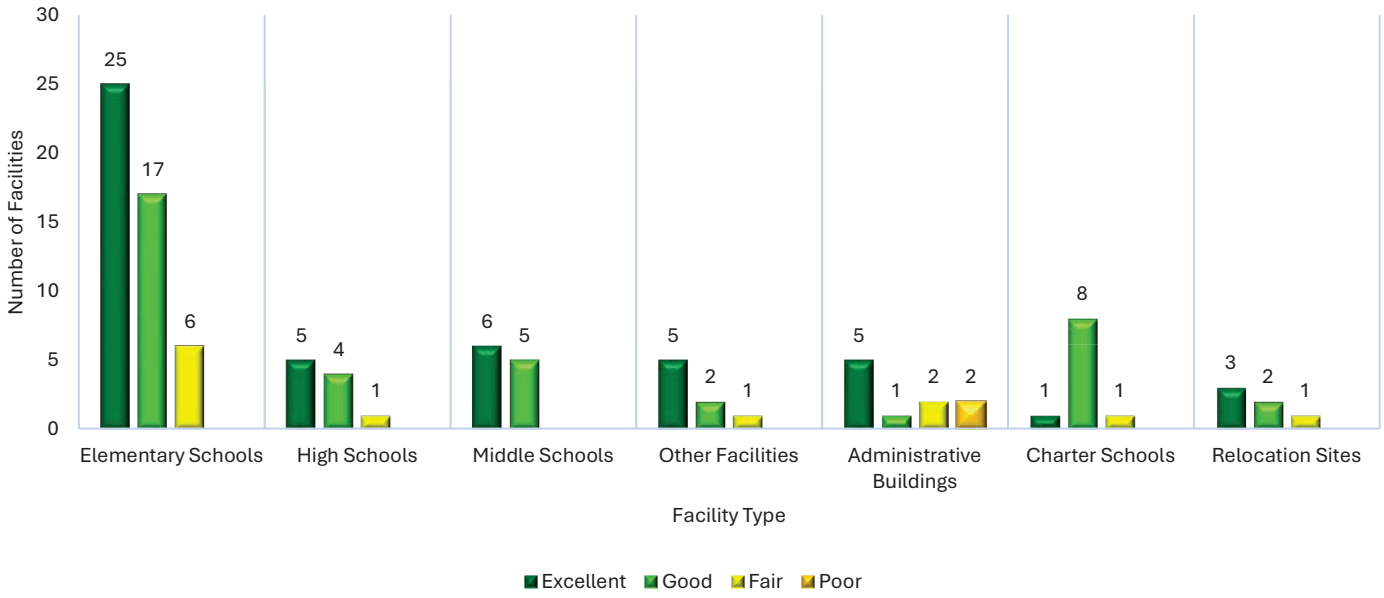
Table 21 - Facility Distribution by Facility Type

Facility Type	Weighted FCI	Weighted FCA	Gross Area (S.F.)	Count	Excellent		Good		Fair		Poor		Unsatisfactory
					FCA Score >90		FCA Score 80-89		FCA Score 70-79		FCA Score 60-69		FCA Score < 60
					Count	GSF	Count	GSF	Count	GSF	Count	GSF	Count
Atlanta Public Schools	**10.58%**	**89.42**	**12,688,876**	**103**	**50**	**6,402,783**	**39**	**4,763,353**	**12**	**1,266,413**	**2**	**256,327**	**0**
Elementary Schools	10.03%	89.97	4,317,716	48	25	2,309,461	17	1,532,535	6	475,720			
High Schools	8.97%	91.03	3,004,804	10	5	1,809,420	4	934,115	1	261,269			
Middle Schools	9.14%	90.86	2,150,844	11	6	1,048,299	5	1,102,545					
Other Facilities	11.91%	88.09	806,502	8	5	423,832	2	293,749	1	88,921			
Administrative Buildings	12.96%	87.04	801,076	10	5	397,434	1	65,483	2	81,832	2	256,327	
Charter Schools	16.93%	83.07	1,030,012	10	1	83,023	8	680,341	1	266,648			
Relocation Sites	11.70%	88.30	577,922	6	3	331,314	2	154,585	1	92,023			

[3] A facility refers to site(s), building(s), or building addition(s), or combinations thereof that provide a particular service or support of an educational purpose.

Figure 10 illustrates the distribution of facilities across various condition rating categories—Excellent, Good, Fair, and Poor. These ratings are further grouped by facility type, including Elementary, Middle, High, Charter, and others, providing a comprehensive overview of the condition of each facility type.

Figure 10 - Condition Ratings by Facility Asset Types



FINDING 2: FACILITY AGE

According to the National Center for Education Statistics (NCES), the average public-school building in the United States is 49 years old. The mean age ranged from years in the Northeast and Central states to 46 years in the Southeast.

Table 1 compares the APS portfolio to the National Center for Education Statistics (NCES). According to NCES, the average age of public-school buildings in the United States in 2024 is 49 years. In contrast, the average age of APS school buildings is 32 years, making them 7 years younger than the national average. It is important to note that NCES does not track information on non-school buildings, such as administrative or athletic facilities, so these are not included for comparison with the APS figures.

The comparison also highlights that 21% of buildings are unclassified in the NCES 2024 data. This unclassified status likely results from data gaps, such as missing or unreported data, unknown categories, and buildings that have been demolished or closed. Other reasons for unclassified data include ambiguous construction records, nonstandard classifications, and schools that did not report the construction year because it is unknown.

Overall, APS appears to have a relatively newer portfolio of school facilities compared to the national average as demonstrated in Figure 11 with a higher percentage of buildings constructed in recent decades.

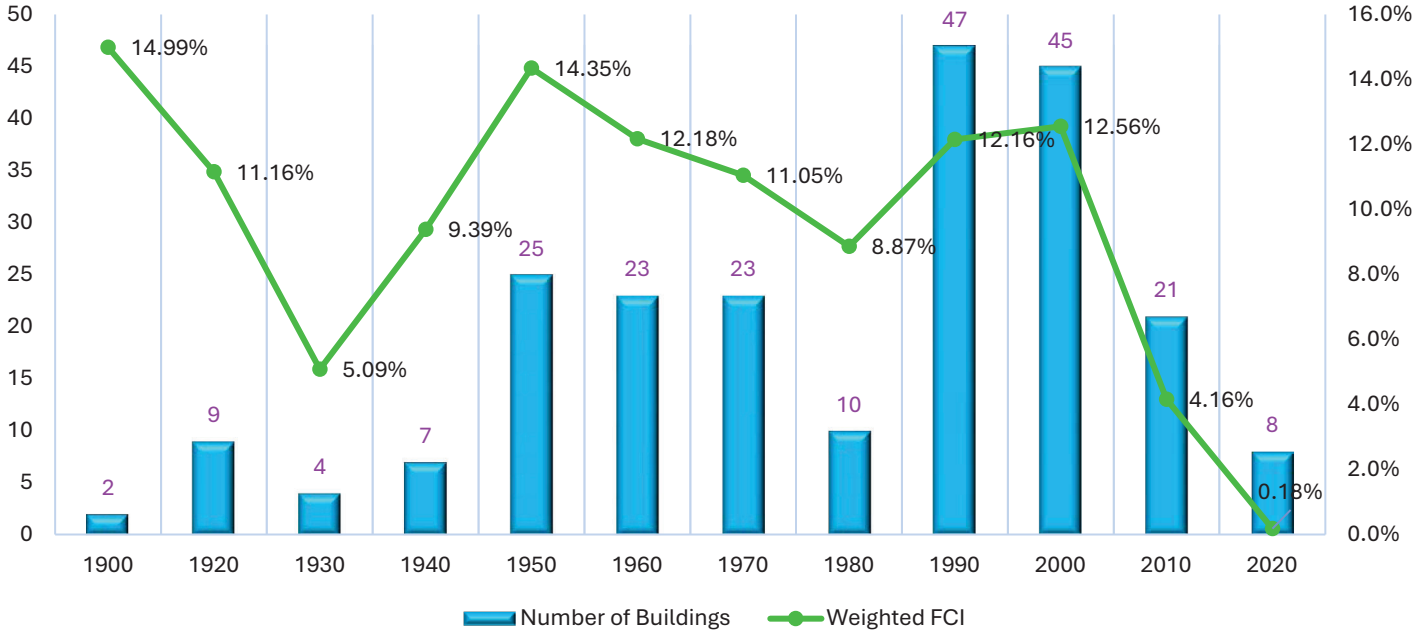
Table 22 – APS to NCES Age Comparison

Building Characteristics	Atlanta Public Schools	National Center for Education Statistics (NCES)
Average Age	32	49
Median Date Built	1993	46
Built 1969 or before	29%	38%
Built between 1970 and 1999	37%	21%
Built between 2000 – present	33%	20%
Unclassified	0%	21%

FACILITIES BY DECADE BUILT AND CORRESPONDING FCI

The following chart illustrates the number of facilities built and calculated FCI % per decade, including administrative and athletic facilities. The graph supports APS SPLOTS efforts to improve the condition of older schools including Springdale Park ES and Slaton ES. The center group reflects the next way of schools with aged components and a backlog of deferred capital renewal.

Figure 11 - FCI by Decade



FINDING 3: CONDITION NEEDS BY ASSET CLASS

Table 23 presents the overall findings by asset type, detailing key metrics such as gross area, current year needs, current replacement value, and the resulting Facility Condition Index (FCI) and Facility Condition Assessment (FCA) scores. The scores are accompanied by a color scheme in accordance with the FCA score legend referenced in Table 2 of the report, providing a visual representation of each asset type's condition. The aggregate score results in a 'Good' rating for most facilities, with High and Middle schools scoring an 'Excellent' rating.

Table 23 - Current Needs by Asset Type

Asset Type	Gross Area	Current Year Needs	Current Replacement Value	FCI	FCA Score
Atlanta Public Schools	**12,688,876**	**$672,000,636**	**$6,349,676,280**	**10.58%**	**89.42**
Elementary Schools	4,317,716	$217,152,859	$2,166,055,654	10.03%	89.97
High Schools	3,004,804	$134,183,729	$1,495,162,778	8.97%	91.03
Middle Schools	2,150,844	$96,187,166	$1,051,921,696	9.14%	90.86
Other Facilities	806,502	$54,167,016	$454,646,064	11.91%	88.09
Administrative Buildings	801,076	$51,326,217	$396,094,010	12.96%	87.04
Charter Schools	1,030,012	$87,557,523	$517,238,061	16.93%	83.07
Relocation Sites	577,922	$31,426,126	$268,558,017	11.70%	88.30

FINDING 4: CONDITION NEEDS BY CLUSTER

Table 24 provides the current needs and forecasted capital renewal needs in four (2024-2027) and five-year (2028-2032 and 2033-2037) increments to create the Total Current and Forecast Needs for long-term planning purposes. As illustrated, most clusters resulted in a 'Good' FCI with three cluster falling under the 'Excellent' rating.

Table 24 – Condition and Forecast Needs by Cluster

Cluster Group	Gross Area (S.F.)	Current Replacement Value	WTD FCI	WTD FCA	Weighted Current Needs 2024	4-Year Needs 2024 - 2027	5-Year Needs 2028 - 2032	5-Yeary Needs 2033 - 2037	Total Current and Forecast Needs 2024 - 2037
Atlanta Public Schools	**10,293,125**	**$6,349,676,280**	**10.58%**	**89.42**	**$672,000,636**	**$974,431,315**	**$1,439,083,828**	**$1,582,367,185**	**$3,995,882,328**
Administrative	880,404	$481,052,778	11.37%	88.63	$51,490,280	$69,233,857	$72,888,870	$144,541,166	$286,663,893
Carver Cluster	1,029,480	$498,515,398	14.28%	85.72	$71,202,213	$95,431,388	$107,405,747	$154,310,102	$357,147,237
Charter	576,405	$303,418,128	13.24%	86.76	$40,162,681	$81,267,632	$95,232,890	$46,500,608	$223,001,130
Douglass Cluster	1,300,104	$637,101,955	11.32%	88.68	$72,106,419	$86,682,226	$159,392,924	$160,989,729	$407,064,879
Jackson Cluster	1,205,770	$597,213,475	11.55%	88.45	$68,978,411	$81,542,527	$122,019,600	$144,407,707	$347,969,834
Mays Cluster	867,084	$460,923,244	7.26%	92.74	$33,448,674	$74,007,115	$126,966,731	$77,626,094	$278,599,940
Midtown Cluster	1,121,650	$533,987,617	5.90%	94.10	$31,494,964	$35,667,788	$108,462,149	$166,844,540	$310,974,478
N. Atlanta Cluster	2,039,717	$1,002,351,213	9.81%	90.19	$98,302,236	$139,509,422	$209,728,640	$241,375,682	$590,613,745
Other	786,612	$400,188,578	14.18%	85.82	$60,725,526	$77,475,565	$121,548,026	$57,195,406	$256,218,998
Relocation	485,899	$226,625,696	9.12%	90.88	$20,673,769	$30,749,398	$61,996,904	$24,089,114	$116,835,417
S. Atlanta Cluster	818,480	$407,117,730	9.12%	90.88	$37,121,034	$78,917,346	$81,044,071	$146,186,025	$306,147,443
Therrell Cluster	716,746	$370,593,077	10.11%	89.89	$37,456,704	$48,538,738	$92,610,916	$93,424,728	$234,574,382
Washington Cluster	860,525	$430,587,391	11.34%	88.66	$48,837,726	$75,408,311	$79,786,359	$124,876,283	$280,070,952

FINDING 5: FACILITY FCI PER GSF

Figure 12 and Table 25 - GSF displays the distribution of gross square footage across the FCI range groupings within the APS portfolio, which encompasses over 12.6 million square feet of property. This comprehensive overview highlights that, regardless of location, function, or type, 51% of the square footage achieved an FCI score of 10 or less, indicating a relatively favorable condition across a significant portion of the portfolio.

Figure 12 – Total Gross Square Footage by FCI Grouping

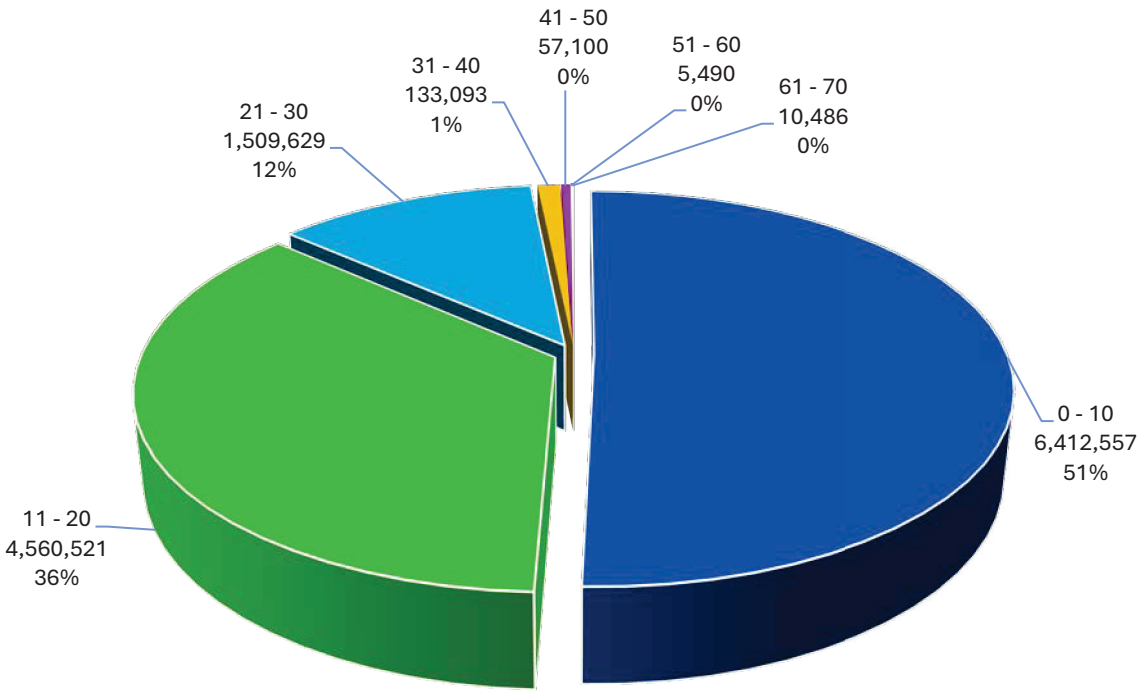


Table 25 – Total Gross Square Footage by FCI Grouping

Weighted FCI	GSF	% of Area
0 - 10	6,412,557	51%
11 - 20	4,560,521	36%
21 - 30	1,509,629	12%
31 - 40	133,093	1%
41 - 50	57,100	0%
51 - 60	5,490	0%
61 - 70	10,486	0%

FINDING 6: FACILITY CONDITION NEEDS BY FACILITY SYSTEM

Table 26 presents the list of current needs, organized by highest investment and grouped according to UNIFORMAT II classification. Notably, D3050 Terminal & Package Units represents the highest investment, with $196 million of the $238 million categorized as Priority 3. Only $34 million falls under Priority 1, suggesting that most of the work can be planned within 3 to 5 years without consequential damage. This arrangement provides a clear view of the financial priorities and helps guide strategic planning for addressing facility needs.

Table 26 - Current Needs by UNIFORMAT II Individual Elements

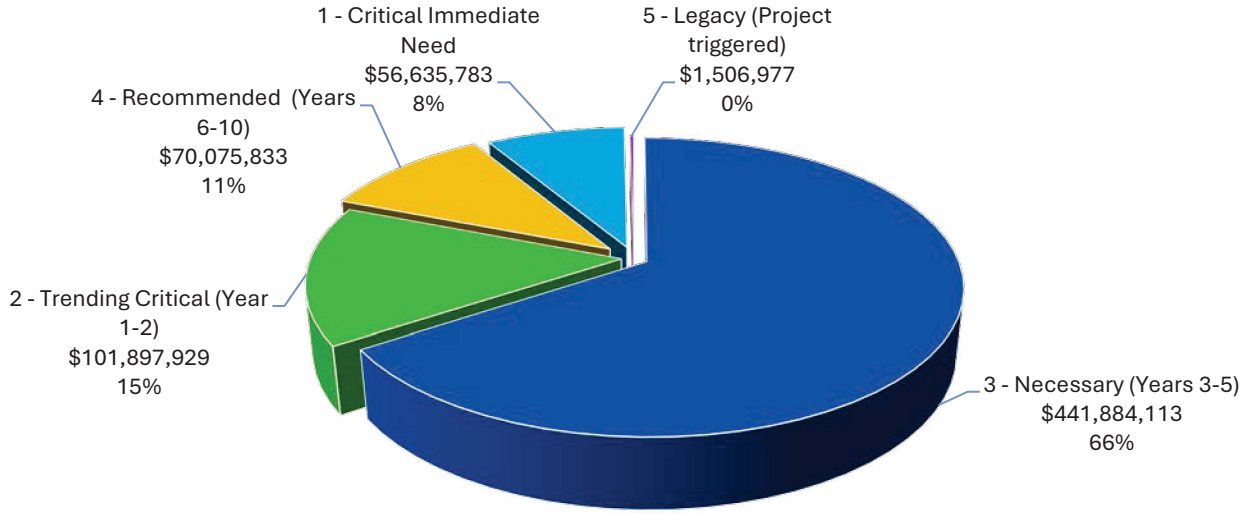
UNIFORMAT II	
Code - Description	**Weighted Current Needs**
Total	**$672,000,636**
D3050 - Terminal & Package Units	$238,307,001
B3010 - Roof Coverings	$84,173,256
C3030 - Ceiling Finishes	$42,654,870
D5030 - Communications and Security	$36,712,869
B2020 - Exterior Windows	$35,696,134
C3020 - Floor Finishes	$32,844,326
D3040 - Distribution Systems	$23,744,626
C1030 - Fittings	$18,990,508
G2020 - Parking Lots	$15,107,672
D5020 - Lighting and Branch Wiring	$14,848,115
G2010 - Roadways	$13,757,460
G2030 - Pedestrian Paving	$13,509,326
D4010 - Sprinklers	$9,401,005
E1090 - Other Equipment	$8,431,700
D5010 - Electrical Service/Distribution	$7,289,433
D1010 - Elevators and Lifts	$7,001,014
C3010 - Wall Finishes	$6,098,845
D5090 - Other Electrical Systems	$6,004,799
B2010 - Exterior Walls	$5,309,106
D3020 - Heat Generating Systems	$4,532,307
G2040 - Site Development	$4,496,927
D3030 - Cooling Generating Systems	$4,414,027
D2010 - Plumbing Fixtures	$4,071,340
B2030 - Exterior Doors	$3,546,510
D3060 - Controls & Instrumentation	$3,339,121
G2050 - Landscaping	$3,275,069
F1040 - Special Facilities	$3,043,363

UNIFORMAT II	
Code - Description	**Weighted Current Needs**
G3030 - Storm Sewer	$2,553,064
D2030 - Sanitary Waste	$2,393,907
G4020 - Site Lighting	$2,275,823
D4020 - Standpipes	$2,273,493
D2020 - Domestic Water Distribution	$2,054,524
C1020 - Interior Doors	$1,826,511
E1020 - Institutional Equipment	$1,404,545
D2040 - Rain Water Drainage	$1,053,304
B1020 - Roof Construction	$929,680
G3020 - Sanitary Sewer	$714,016
G3010 - Water Supply	$551,987
C2010 - Stair Construction	$547,682
E2010 - Fixed Furnishings	$494,040
B3020 - Roof Openings	$477,170
A1010 - Standard Foundations	$344,077
D4090 - Other Fire Protection Systems	$337,125
G3060 - Fuel Distribution	$336,251
C1010 - Partitions	$325,821
B1010 - Floor Construction	$262,877
A1030 - Slab on Grade	$123,157
A2020 - Basement Walls	$99,837
E1030 - Vehicular Equipment	$17,163
D3010 - Energy Supply	$3,854

FINDING 7: FACILITY CONDITION NEEDS BY DEFICIENCY PRIORITY

The following chart and table show the 2024 facility condition needs by deficiency priority. Priority was determined by assessor and school staff observations. Priorities do not reflect the affordability of needed repairs within a district, nor do they reconcile facility needs with a district's master plan priorities or educational program objectives.

Figure 13 - Current Needs Weighted by Priority



FINDING 8: FACILITY CONDITION NEEDS BY DEFICIENCY CATEGORY

The following chart and table show the 2024 facility condition needs by deficiency category. Categories do not reflect the affordability of needed repairs within a district, nor do they reconcile facility needs with the district's master plan priorities or educational program objectives.

Figure 14 - Needs by Category

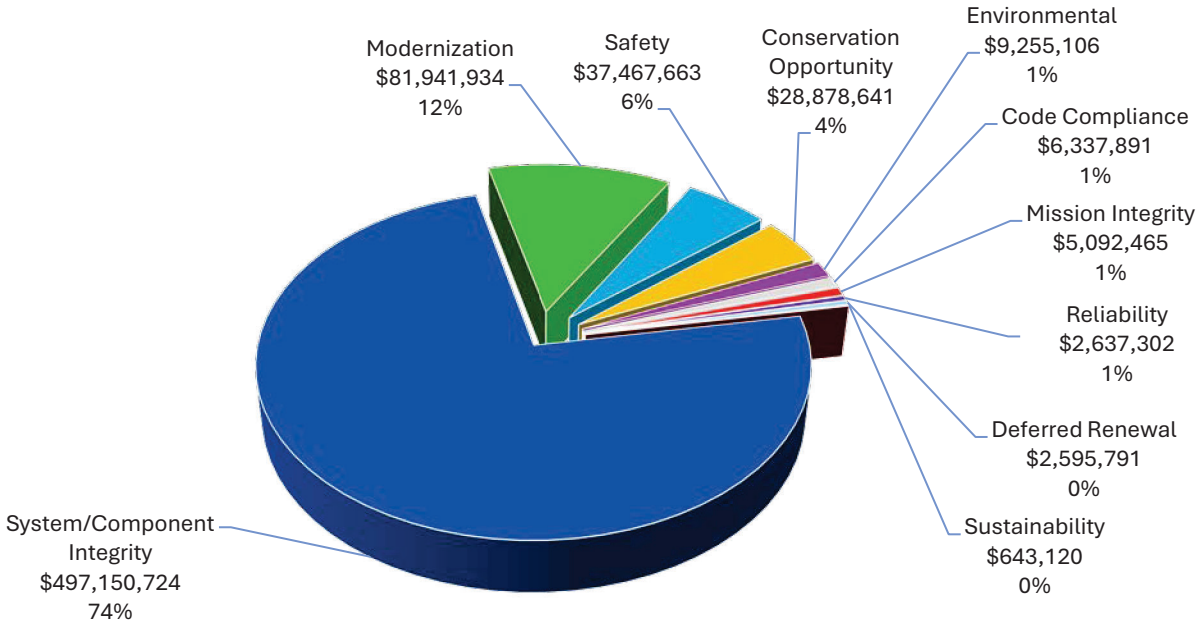


Table 27 - Needs by Category

Category	Weighted Current Needs
Total	**$672,000,636**
Code Compliance	$6,337,891
Conservation Opportunity	$28,878,641
Deferred Renewal	$2,595,791
Environmental	$9,255,106
Mission Integrity	$5,092,465
Modernization	$81,941,934
Reliability	$2,637,302
Safety	$37,467,663
Sustainability	$643,120
System/Component Integrity	$497,150,724

FINDING 9: FACILITY CONDITION NEEDS BY DEFICIENCY DISTRESS

The following chart and table indicate 2024 facility condition needs by deficiency distress. Distress does not reflect the affordability of needed repairs within a district, nor does it reconcile facility needs with the district's master plan priorities or educational program objectives.

Figure 15 – Weighted Current Needs by Distress

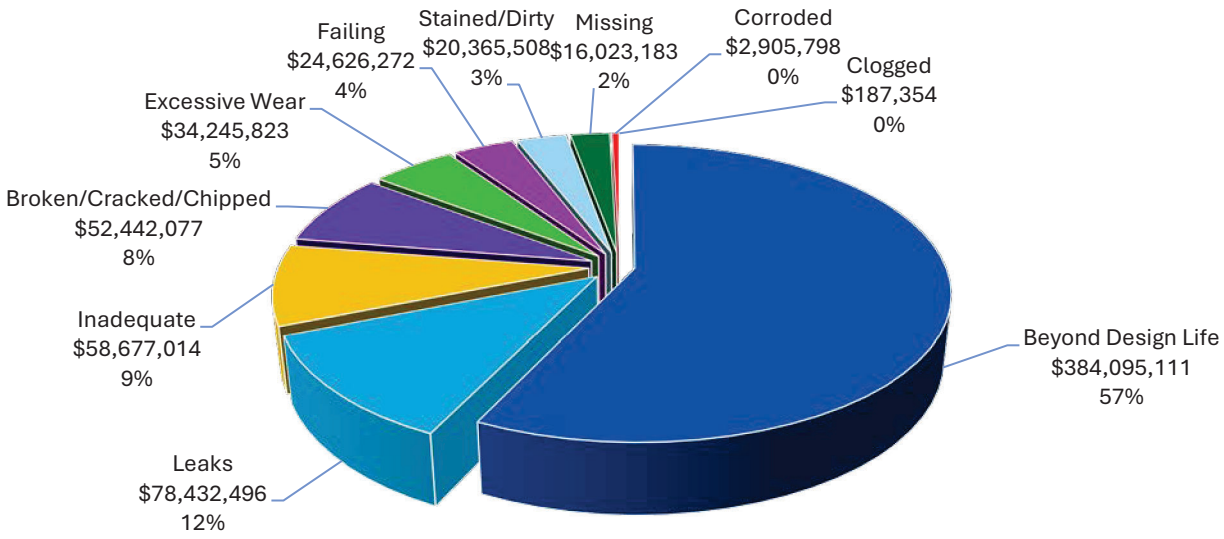


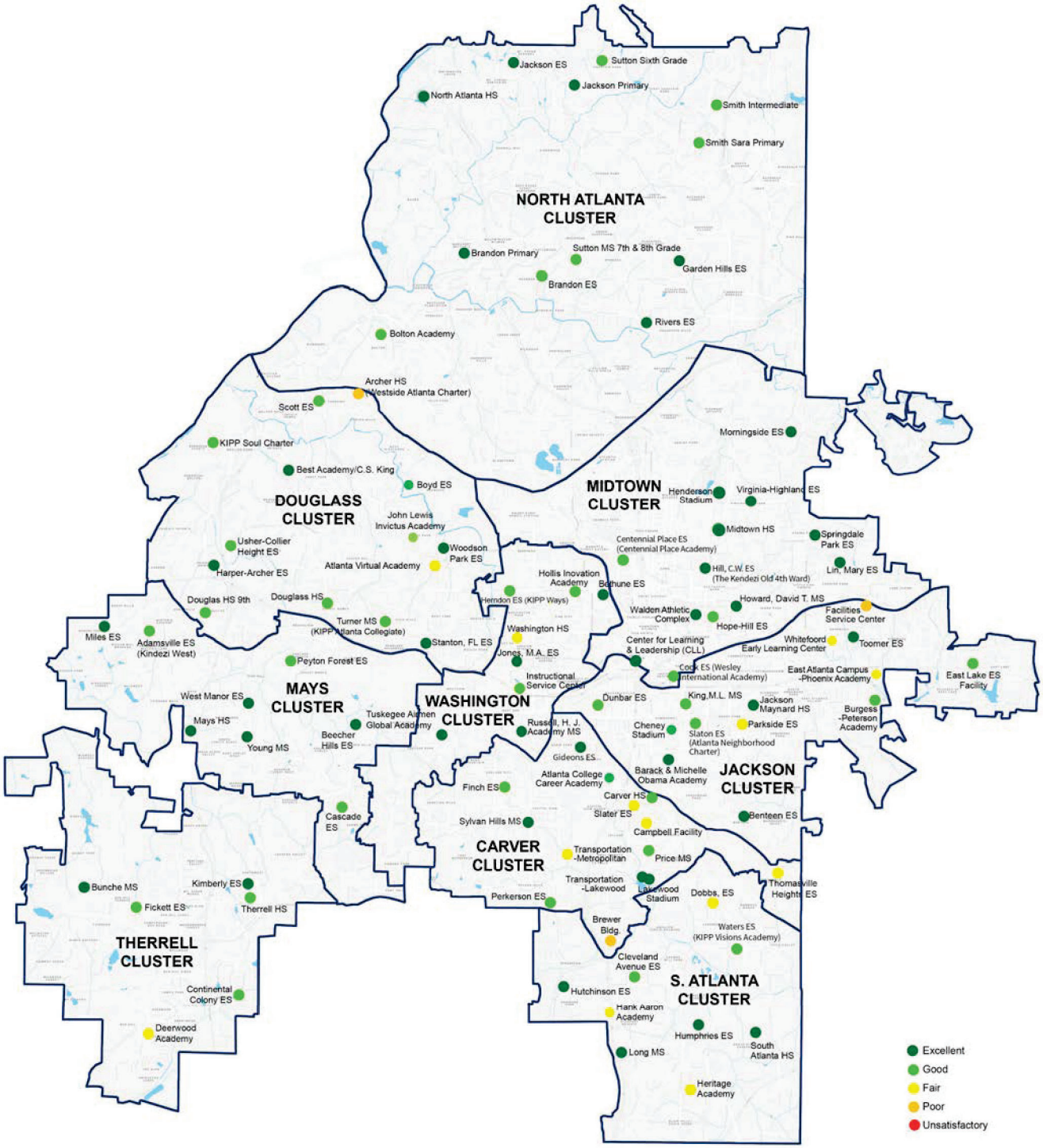
Table 28 – Weighted Current Needs by Distress

Distress	Weighted Current Needs
Total	**$672,000,636**
Beyond Design Life	$384,095,111
Broken/Cracked/Chipped	$52,442,077
Clogged	$187,354
Corroded	$2,905,798
Excessive Wear	$34,245,823
Failing	$24,626,272
Inadequate	$58,677,014
Leaks	$78,432,496
Missing	$16,023,183
Stained/Dirty	$20,365,508

FINDING 10: FACILITY CONDITION ASSESSMENT (FCA) SCORES BY CLUSTER

DISTRICT CLUSTER MAP – ACTIVE SCHOOLS INCLUDED IN 2024 ASSESSMENT BY CLUSTER

This APS cluster map shows the location of all active APS-operated schools – elementary, middle, high, and partners. Following are individual cluster maps and tables displaying the FCA scores and rating color-coding of location dots on the maps.

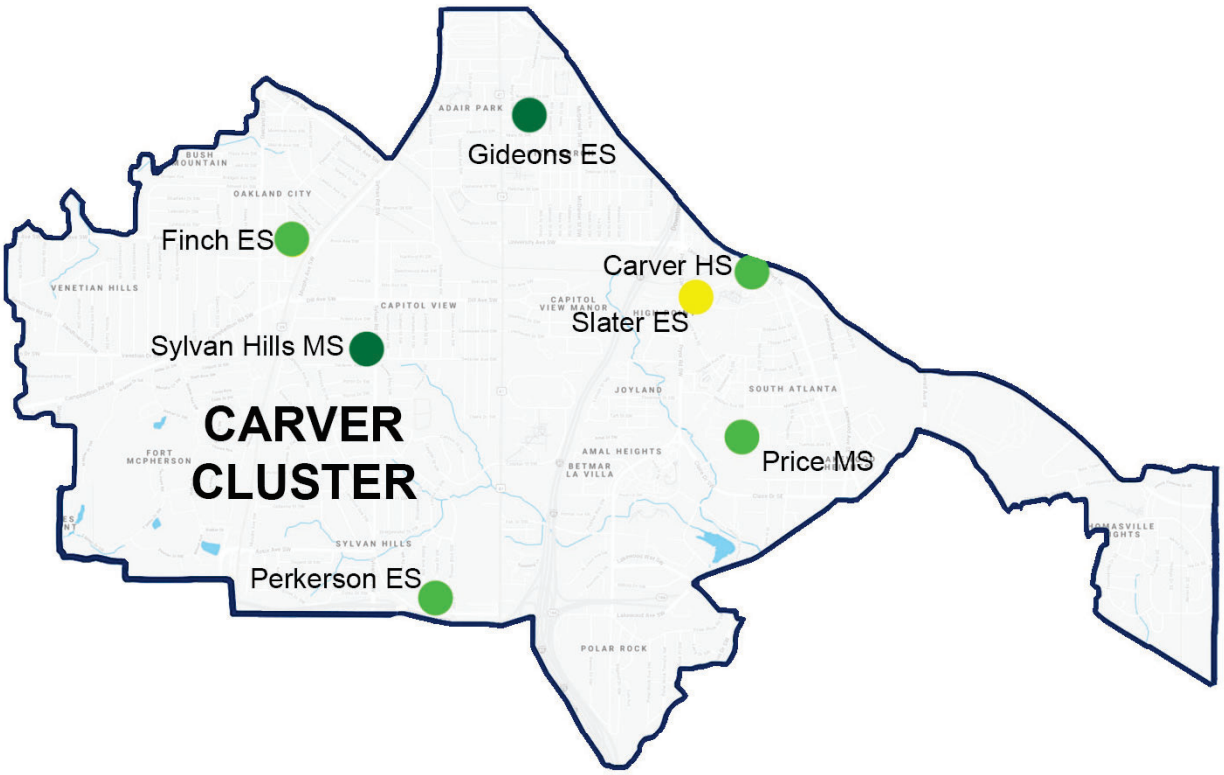


CARVER CLUSTER MAP – FACILITIES CONDITION ASSESSMENT SCORES BY COLOR RATING



Facility Name	FCA Score
Gideons Elementary School	97.83
Sylvan Hills Middle School	97.53
Carver High School	85.90
Price Middle School	83.03
Finch Elementary School	82.16
Perkerson Elementary School	80.26
Slater Elementary School	74.75

Definition	Range
Excellent	> 90
Good	80 - 89
Fair	70 - 79
Poor	60 - 69
Unsatisfactory	< 60

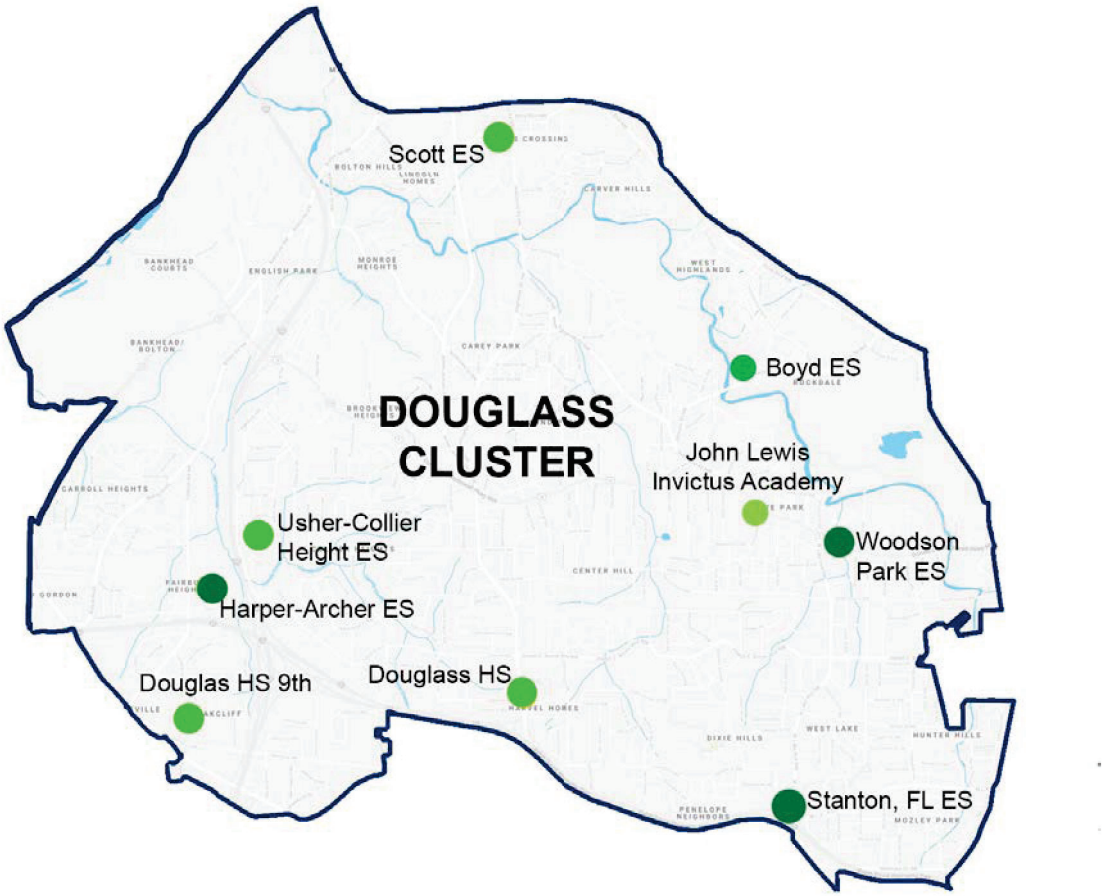


DOUGLASS CLUSTER MAP – FACILITIES CONDITION ASSESSMENT SCORES BY COLOR RATING



Facility Name	FCA Score
Woodson Park Academy	100.00
Stanton, F. L. Elementary School	99.60
Boyd Elementary School	96.52
Harper-Archer Elementary School	93.10
Scott Elementary School	89.85
John Lewis Invictus Academy	88.00
Usher-Collier Heights Elementary School	85.65
Douglass HS 9th	82.33
Douglass High School	81.30

Definition	Range
Excellent	> 90
Good	80 - 89
Fair	70 - 79
Poor	60 - 69
Unsatisfactory	< 60

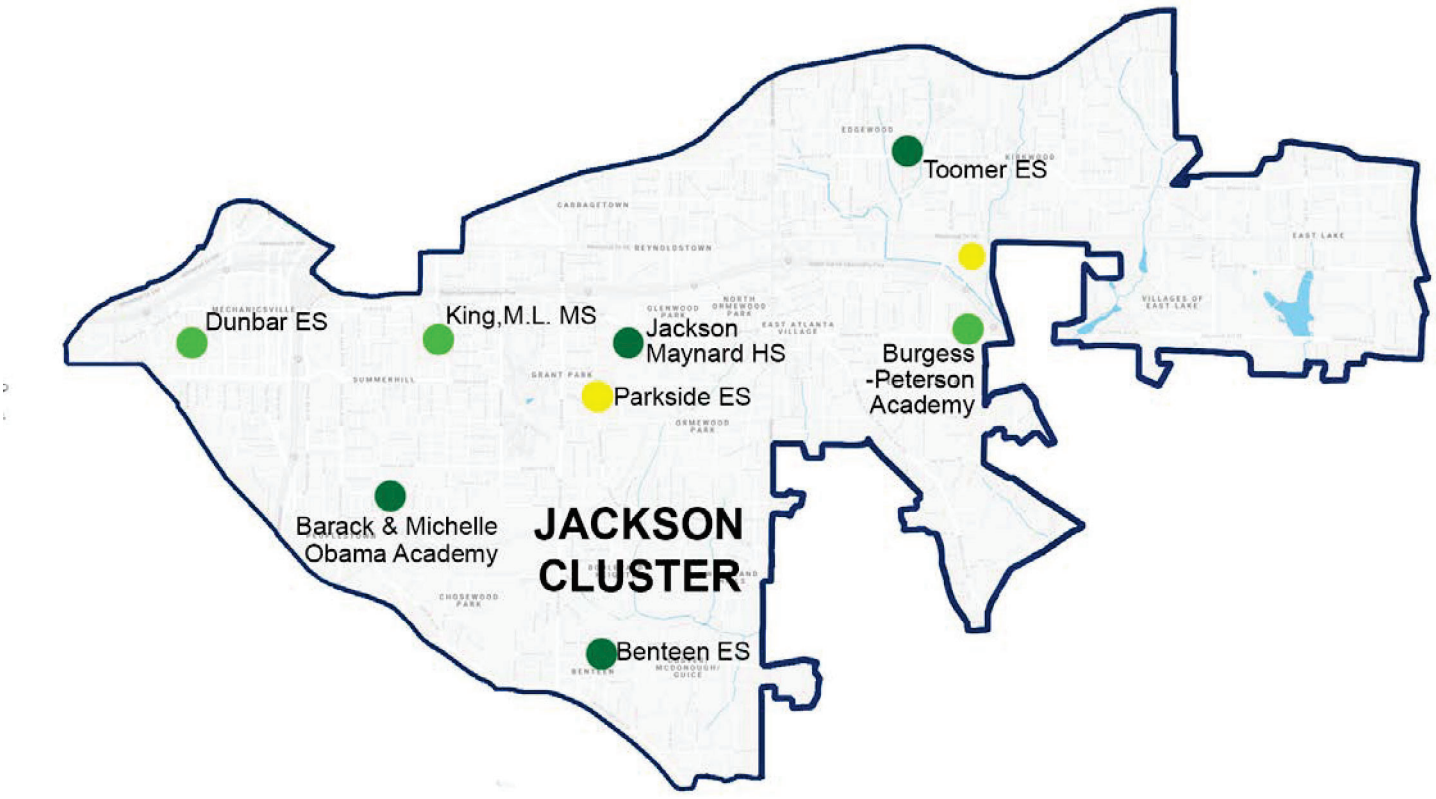


JACKSON CLUSTER MAP – FACILITIES CONDITION ASSESSMENT SCORES BY COLOR RATING



Facility Name	FCA Score
Toomer Elementary School	99.91
Barack and Michelle Obama Academy	97.88
Benteen Elementary School	95.15
Jackson, Maynard High School	91.25
Burgess-Peterson Academy	89.63
Dunbar Elementary School	82.87
King, M.L. Middle School	82.15
Parkside Elementary School	74.48

Definition	Range
Excellent	> 90
Good	80 - 89
Fair	70 - 79
Poor	60 - 69
Unsatisfactory	< 60

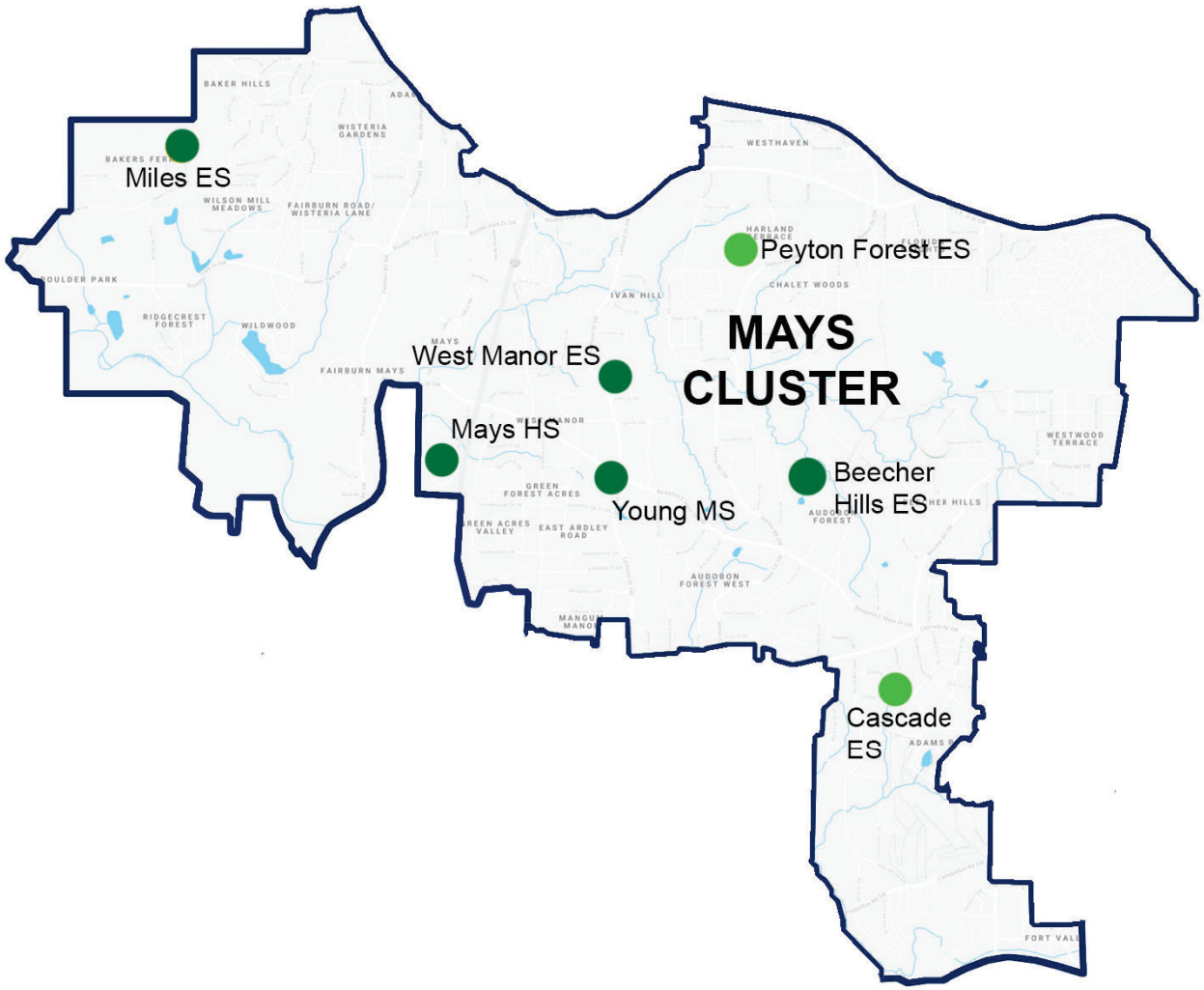


MAYS CLUSTER MAP – FACILITIES CONDITION ASSESSMENT SCORES BY COLOR RATING



Facility Name	FCA Score
Mays High School	96.33
West Manor Elementary School	96.18
Miles Elementary School	94.43
Beecher Hills Elementary School	91.50
Young Middle School	91.01
Cascade Elementary School	87.53
Peyton Forest Elementary School	82.56

Definition	Range
Excellent	> 90
Good	80 - 89
Fair	70 - 79
Poor	60 - 69
Unsatisfactory	< 60

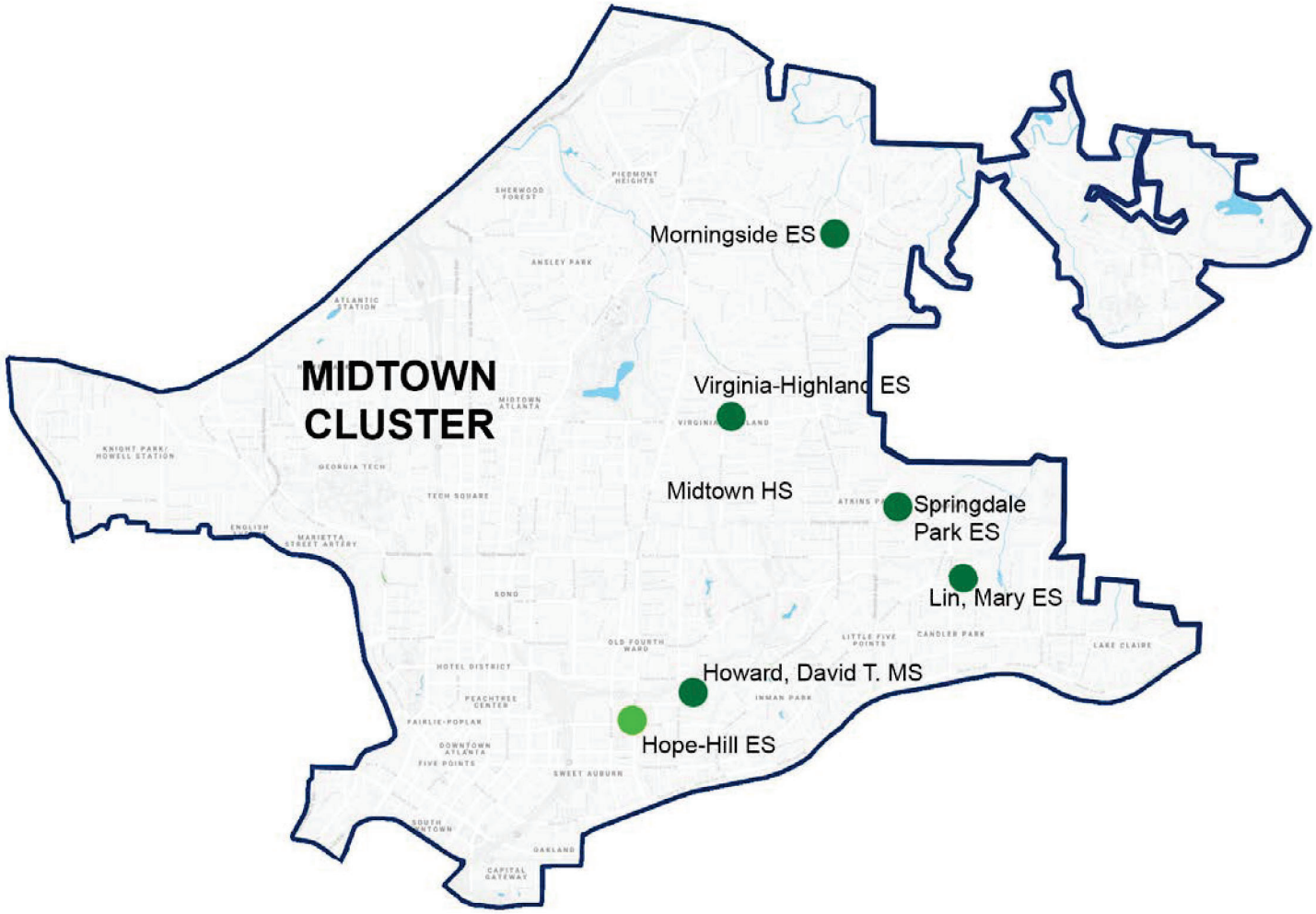


MIDTOWN CLUSTER MAP – FACILITIES CONDITION ASSESSMENT SCORES BY COLOR RATING



Facility Name	FCA Score
Howard, David T. Middle School	99.39
Morningside Elementary School	97.43
Lin, Mary Elementary School	96.11
Midtown High School	94.95
Springdale Park Elementary School	94.51
Virginia-Highland Elementary School	91.05
Hope-Hill Elementary School	80.48

Definition	Range
Excellent	> 90
Good	80 - 89
Fair	70 - 79
Poor	60 - 69
Unsatisfactory	< 60



NORTH ATLANTA CLUSTER MAP – FACILITIES CONDITION ASSESSMENT SCORES BY COLOR RATING



Facility Name	FCA Score
Rivers, E Elementary School	99.83
North Atlanta High School	99.60
Jackson Main ES	98.16
Brandon Primary ES	96.40
Garden Hills Elementary School	94.54
Jackson Primary ES	94.05
Sutton Sixth Grade	89.00
Brandon Main ES	87.44
Bolton Academy	86.49
Sutton Middle School Seventh and Eighth Grade Campus	85.71
Smith, Sara Intermediate ES	83.51
Smith, Sara Primary ES	81.67

Definition	Range
Excellent	> 90
Good	80 - 89
Fair	70 - 79
Poor	60 - 69
Unsatisfactory	< 60

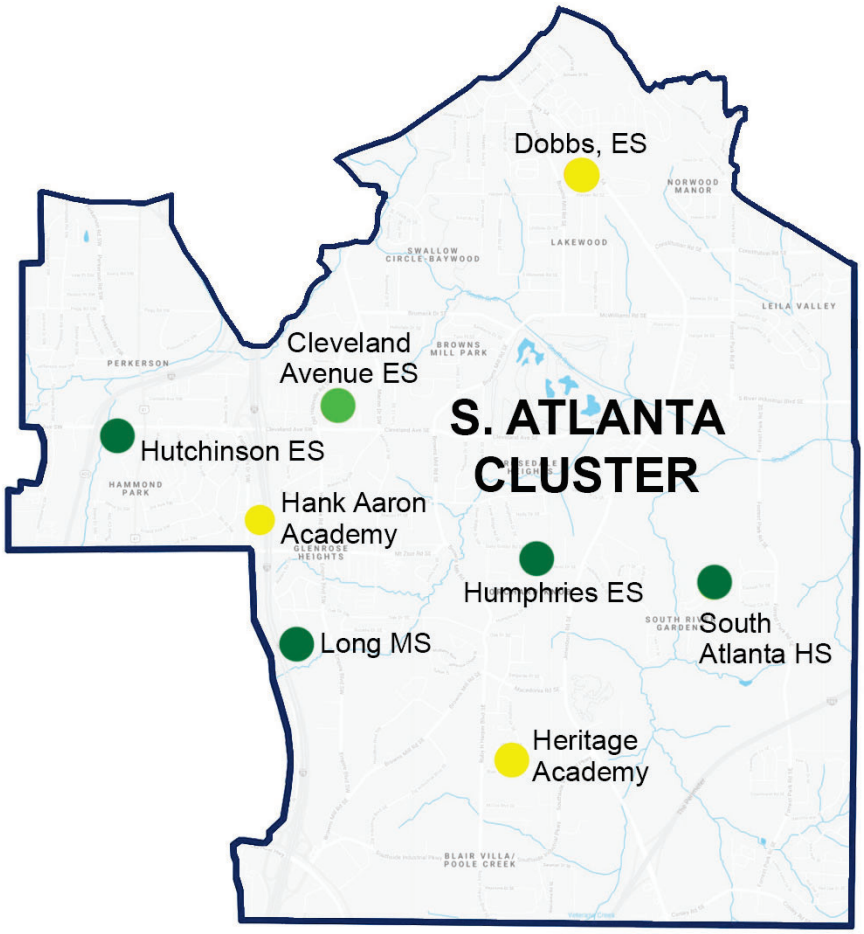


SOUTH ATLANTA CLUSTER MAP – FACILITIES CONDITION ASSESSMENT SCORES BY COLOR



Facility Name	FCA Score
Hutchinson Elementary School	98.88
Humphries Elementary School	98.03
South Atlanta High School	95.51
Long Middle School	92.45
Hank Aaron Academy	88.34
Cleveland Avenue Elementary School	88.25
Dobbs Elementary School	77.38
Heritage Academy	75.23

Definition	Range
Excellent	> 90
Good	80 - 89
Fair	70 - 79
Poor	60 - 69
Unsatisfactory	< 60

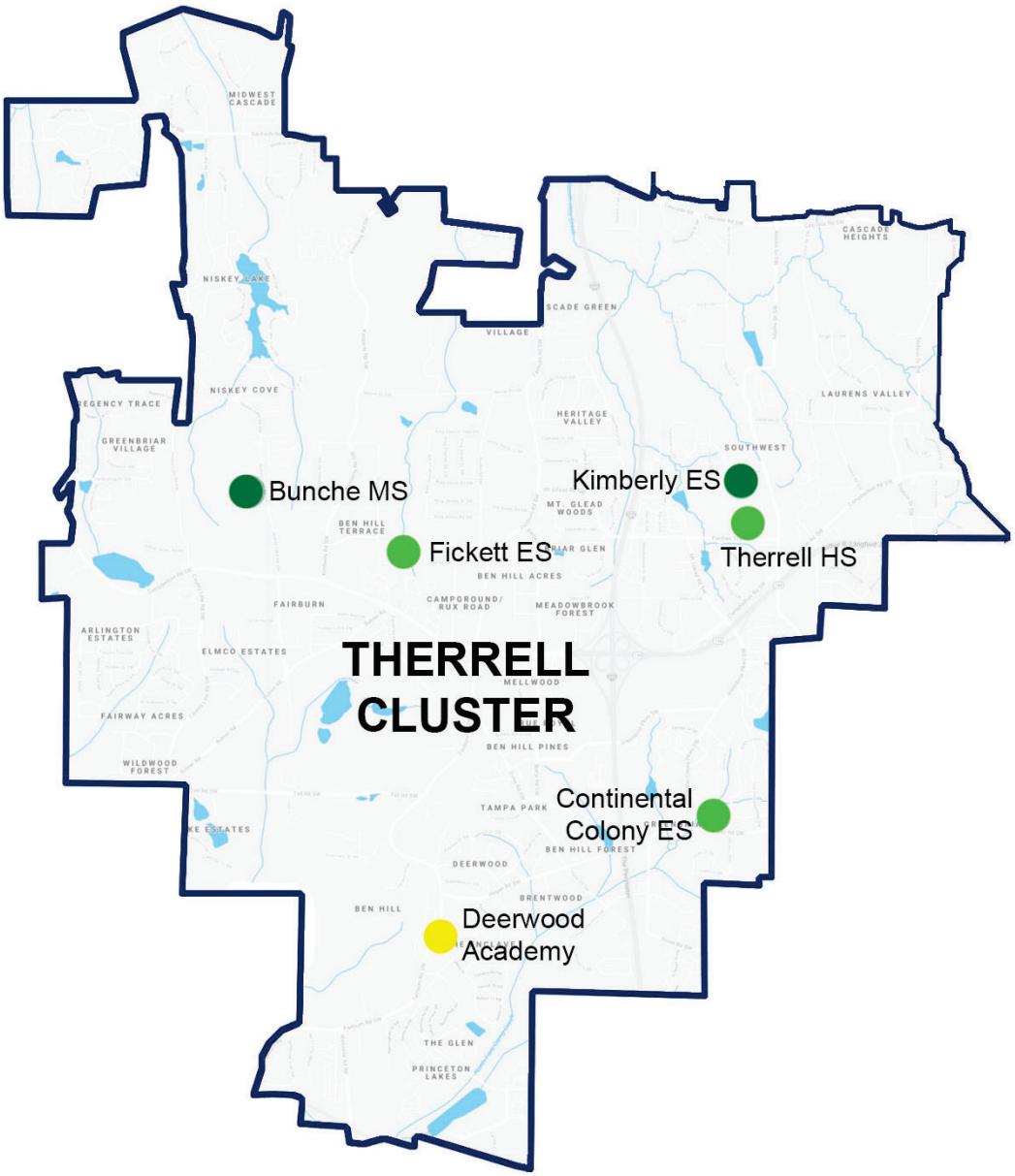


THERRELL CLUSTER MAP – FACILITIES CONDITION ASSESSMENT SCORES BY COLOR RATING



Facility Name	FCA Score
Bunche Middle School	99.78
Kimberly Elementary School	98.72
Therrell High School	89.87
Continental Colony Elementary School	83.36
Fickett Elementary School	82.57
Deerwood Academy	79.92

Definition	Range
Excellent	> 90
Good	80 - 89
Fair	70 - 79
Poor	60 - 69
Unsatisfactory	< 60

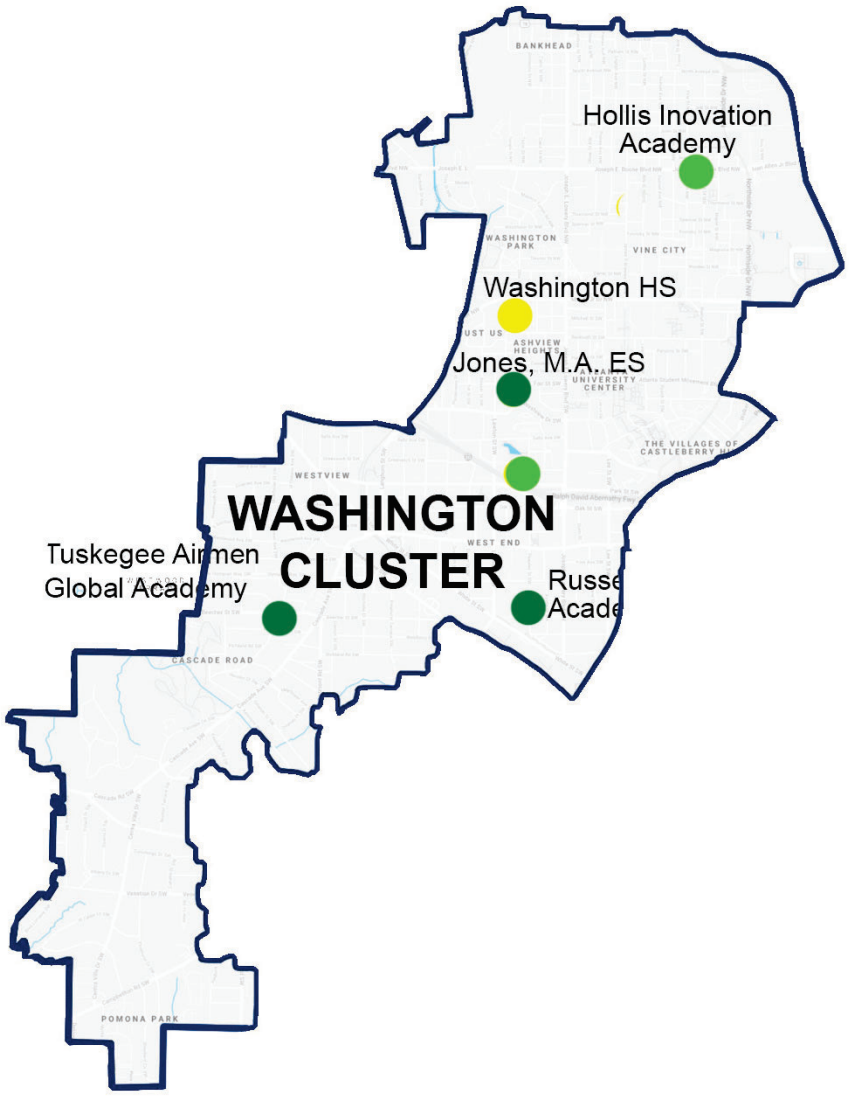


WASHINGTON CLUSTER MAP – FACILITIES CONDITION ASSESSMENT SCORES BY COLOR RATING



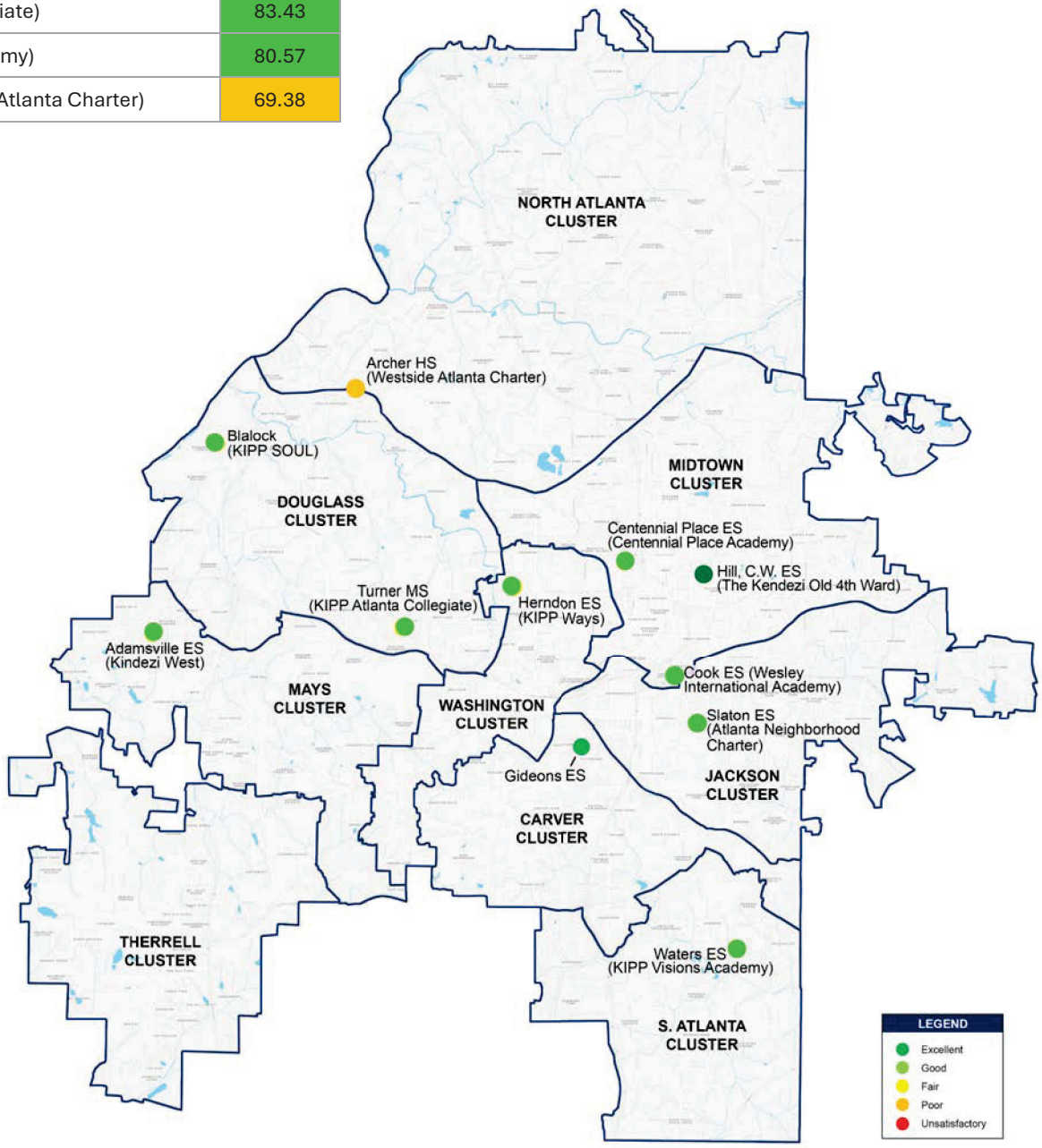
Facility Name	FCA Score
Tuskegee Airmen Global Academy	99.97
Russell, H. J. Academy	98.96
Jones, M.A. Elementary School	92.51
Hollis Innovation Academy	86.87
Connally Elementary School	84.69
Washington High School	77.53

Definition	Range
Excellent	> 90
Good	80 - 89
Fair	70 - 79
Poor	60 - 69
Unsatisfactory	< 60



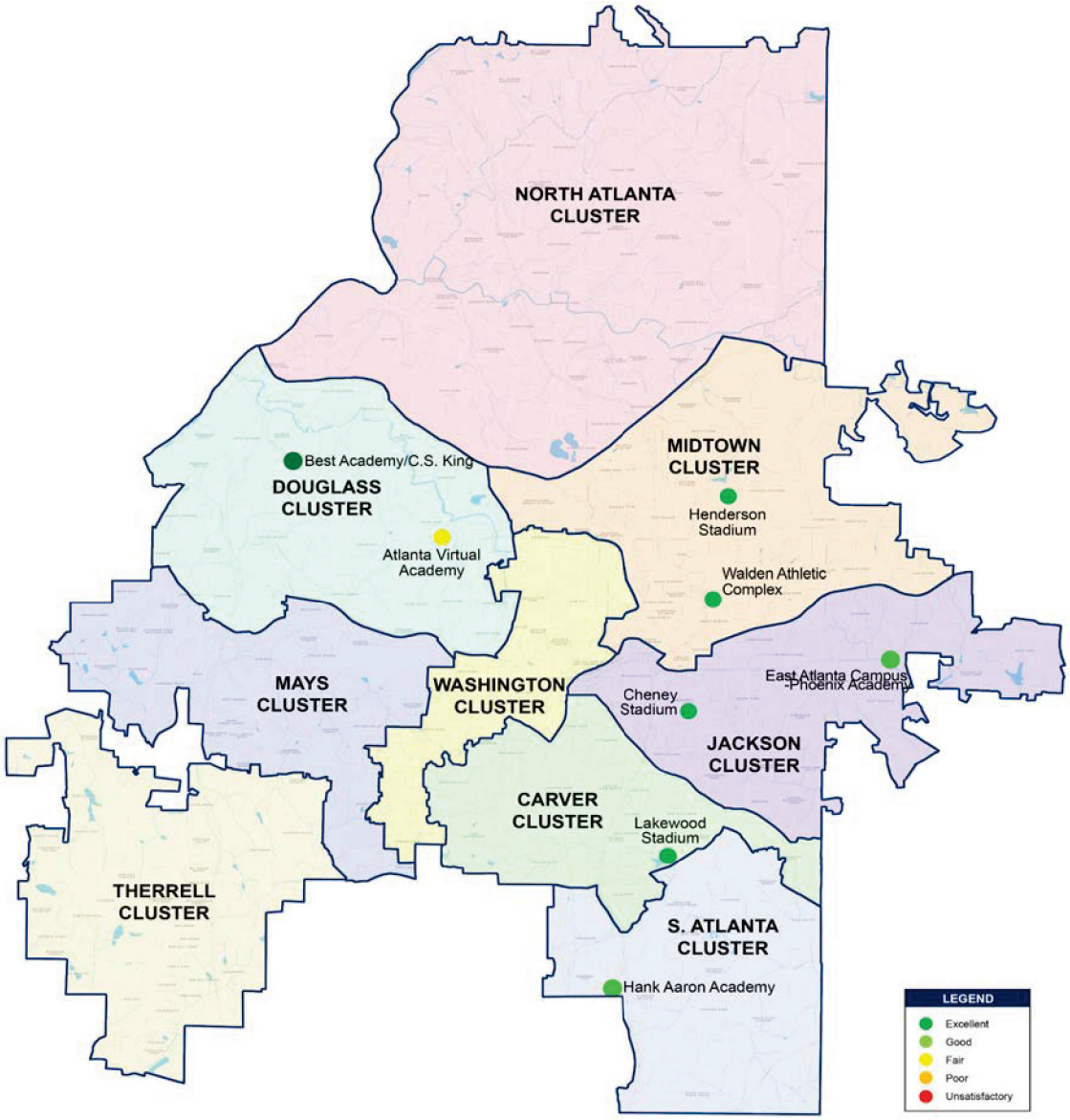
CHARTER SCHOOLS MAP – FACILITIES CONDITION ASSESSMENT SCORES BY COLOR RATING

Facility Name	FCA Score
Hill, C.W. ES (Kindezi Old Fourth Ward)	92.70
Cook ES (Wesley International Academy)	89.82
Slaton ES (Atlanta Neighborhood Charter)	89.49
Herndon ES (KIPP Ways)	89.37
Blalock (KIPP SOUL)	88.11
Centennial Place ES (Centennial Place Academy)	87.63
Adamsville Elementary School (Kindezi West)	86.26
Turner MS (KIPP Atlanta Collegiate)	83.43
Waters ES (KIPP Visions Academy)	80.57
Archer High School (Westside Atlanta Charter)	69.38



OTHER FACILITIES MAP – FACILITIES CONDITION ASSESSMENT SCORES BY COLOR RATING

Facility Name	FCA Score
Lakewood Stadium	99.80
Walden Athletic Complex	99.27
Atlanta College and Career Academy	97.06
Henderson Stadium	94.75
BEST Academy/King C.S.	90.27
Hank Aaron Academy	88.34
East Atlanta Campus/Phoenix Academy	83.80
Atlanta Virtual Academy and Adult Ed	70.10



EDUCATIONAL SUITABILITY ASSESSMENTS

INTRODUCTION

The educational suitability assessment of a school facility is a measure of how well the school building/grounds supports the academic instruction. A building is meant to be supportive for excellent instruction and should not hinder the instructional activity taking place. The academic assessment is defined by a set of standards that are agreed upon by the district academic leadership, the facilities department and MGT. These standards are used to create an Educational Suitability Reference Guide. The suitability guide informs the assessors, allowing for consistent data collection. Each school receives a suitability assessment score that is used to calculate budget estimates for mitigating facility deficiencies in the support of educational programming.

EDUCATIONAL SUITABILITY ASSESSMENT UPDATE REFERENCE GUIDE

In collaboration with district administration, MGT developed the **Educational Suitability Assessment Update Reference Guide (see Appendix B)** to define the facility standards. These standards are based on the district's current educational specifications and design practices. This document was reviewed and approved by the district and used as the basis for the Educational Suitability assessments. The educational suitability assessment of a school facility is a measure of how well the school facility supports academic instruction. The standards define four components for each type of instructional space:

- Learning environment – Does the space provide an appropriate physical configuration, HVAC, lighting, acoustical treatment, etc. to support student learning?
- Size – Does the space meet the defined size standard for square footage?
- Location – Does the space exist in the right location?
- Storage/Fixed Equipment – Does the space have what teachers and students need to be successful, including safety equipment, permanent cabinetry, and technology?

The Educational Suitability Guide is a resource that articulates the ideal configuration of school facility educational environments. Moreover, the Guide defines standards for non-instructional areas like cafeteria, administration, and health suite and deals with safety issues like security vestibules, fencing, and bus/parent traffic patterns. The specific areas covered by the Educational Suitability Guide include:

- Art
- Career and Technical Education
- Computer Labs
- Early Childhood Education
- General Classrooms
- Instructional Resource Rooms
- Kindergarten
- Learning Environments
- Media Center
- Music
- Non-Instructional Spaces
- Outside Spaces
- Performing Arts
- Physical Education
- Safety and Security
- Science
- Special Education Classrooms or Self Contained

All MGT staff who conducted assessments were trained to use this document as the standard when assessing each school to ensure consistent data collection.

EDUCATIONAL SUITABILITY ASSESSMENT

MGT's trained evaluators assessed each school based on the standards defined in the Guide. Site visits were scheduled by MGT through the district to ensure knowledgeable staff were available at each site during the visit. Each evaluator met with a school representative to review the program(s) at each site and then walked the school to observe the spaces available to support the planned programs and the assessment data were entered into the BASYS software as each evaluation was completed.

Each school site receives a comprehensive score based on assessment conducted by MGT and reviewed by APS. There are many components to a school site and support the learning experience. The assessment addresses the items below for each school:

- The overall environment of the school with respect to characteristics of 21st Century Learning as it applies to safe and inspirational learning environments.
- Academic experience found on the site to include pedestrian/vehicular circulation, academically appropriateness of site accessories and signage.
- The presence of facilities and spaces to support the educational programs offered. These include program-appropriate classrooms, specialized learning spaces (e.g. music rooms, libraries, science labs) and support spaces (e.g. administrative offices, counseling rooms, reception, kitchen/dining and health clinics).
- The adequacy of the size of the spaces.
- The appropriateness of the adjacencies (e.g. band and music separated from quieter spaces such as the multimedia space).
- The adequacy of fixed equipment, storage and room surfaces (e.g. flooring, acoustic materials and wall coverings).
- The safety and security of various elements in the facility.

Table 29 – Suitability Score Interpretation

90+	**Excellent**: The facility is designed to provide for and support the educational program(s) offered. It may have minor suitability issues but overall it meets the needs of the educational program.
80-89	**Good**: The facility is designed to provide for and support a majority of the educational program(s) offered. It may have some suitability issues but generally meets the needs of the educational program.
70-79	**Fair**: The facility has some problems meeting the needs of the educational program and will require remodeling/renovation.
60-69	**Poor**: The facility has numerous problems meeting the needs of the educational program and needs significant remodeling, additions, or replacement.
< 60	**Unsatisfactory**: The facility is unsuitable in support of the educational program.

Using the scale shown in Table 29 schools which scored above 90 can be described as having "Excellent" educational suitability, meaning they essentially provide facilities for all educational program needs. It is important to remember that all the schools, regardless of when they were built, were assessed against the current educational specifications. This enables the district to understand how well the schools support the current educational program. Many APS schools were designed and built with an older educational pedagogy that called for different kinds of spaces or different sizes of spaces or were built before there was a comprehensive education specifications

document. This means that some relatively new schools may have lower scores than expected because they were built under different guidelines.

EDUCATIONAL SUITABILITY SCORE RANGES

As shown in, Table 30 and Table 31 there is a variation of educational suitability scores in APS. It should be mentioned that the average suitability scores for elementary, middle and high schools range from 83.84 to 87.12 which demonstrates that the average academic suitability scores for those facilities are within the good category. There is still needed improvement of facilities with scores below the good range to provide an equitable academic stimulating environment at all levels.

Table 30 - Suitability Score Ranges by Facility Type

SITE TYPE	SUITABILITY SCORE RANGE		AVERAGE
	LOW	HIGH	
Elementary Schools	70.08	95.26	**86.37**
Middle Schools	79.58	98.20	**87.07**
High Schools	66.39	95.14	**86.50**
Charter	65.34	82.46	**75.10**
Other Schools	81.00	88.62	**85.06**
Relocation Sites	75.62	81.54	**78.53**

Table 31 - Suitability Schore Ranges by Cluster

CLUSTER	SUITABILITY SCORE RANGE		AVERAGE
	LOW	HIGH	
Carver	78.43	98.20	**86.40**
Douglas	66.16	95.14	**84.20**
Middletown	65.34	94.61	**80.10**
Jackson	75.62	93.01	**86.73**
Mays	80.22	94.18	**88.44**
N. Atlanta	77.63	95.26	**84.80**
S. Atlanta	66.39	92.15	**83.42**
Therrell	71.05	92.00	**82.23**
Washington	78.81	94.30	**85.55**

EDUCATIONAL SUITABILITY SCORES BY CLUSTER

Table 32 provides the overall score for each school within APS and grouped by cluster.

Table 32 - Suitability Score by Cluster

School	Suitability Scores
Carver	
Atlanta College and Career Academy	88.62
Carver High School	92.61
Finch Elementary School	86.14
Gideons Elementary School	98.20
Perkerson Elementary School	79.21
Price Middle School	84.15
Slater Elementary School	87.97
Sylvan Hills Middle School	82.28
Thomasville Heights Elementary School	78.43
Carver Cluster Average	**86.40**
Douglas	
Archer High School (Westside Atlanta Charter)	82.46
Atlanta Virtual Academy and Adult Ed	N/A
Best Academy/C.S. King	81.00
Blalock (KIPP SOUL)	78.80
Boyd Elementary School	92.92
Douglass High School	93.74
Douglass HS 9th	95.14
Harper-Archer Elementary School	83.16
John Lewis Invictus Academy	88.98
Scott Elementary School	82.98
Stanton, F. L. Elementary School	N/A
Towns Elementary School	N/A
Turner MS (KIPP Atlanta Collegiate)	66.16
Usher-Collier Heights Elementary School	82.88
Woodson Park Academy	82.13
Douglas Cluster Average	**84.20**
Jackson	
Barack and Michelle Obama Academy	84.86
Benteen Elementary School	87.26

School	Suitability Scores
Burgess-Peterson Academy	88.91
Coan Building	75.62
Dunbar Elementary School	86.92
East Atlanta Campus/Phoenix Academy	85.96
East Lake ES Facility	84.66
Jackson, Maynard High School	92.13
King, M.L. Middle School	86.13
Parkside Elementary School	93.01
Slaton ES (Atlanta Neighborhood Charter)	N/A
Toomer Elementary School	N/A
Jackson Cluster Average	**86.73**
Mays	
Adamsville Elementary School (Kindezi West)	80.22
Beecher Hills Elementary School	86.18
Cascade Elementary School	94.18
Mays High School	92.42
Miles Elementary School	89.76
Peyton Forest Elementary School	84.44
West Manor Elementary School	90.49
Young Middle School	89.80
Mays Cluster Average	**88.44**
Midtown	
Centennial Place ES (Centennial Place Academy)	71.52
Cook ES (Wesley International Academy)	65.34
Hill, C.W. ES (Kindezi Old Fourth Ward)	76.55
Hope-Hill Elementary School	70.08
Howard, David T. Middle School	94.61
Lin, Mary Elementary School	85.49
Midtown High School	75.16
Morningside Elementary School	86.95
Springdale Park Elementary School	81.74
Virginia-Highland Elementary School	93.51
Midtown Cluster Average	**80.10**
N. Atlanta	
Bolton Academy	86.39

School	Suitability Scores
Brandon Main ES	78.19
Brandon Primary ES	81.84
Garden Hills Elementary School	85.35
Jackson Main ES	82.28
Jackson Primary ES	81.82
North Atlanta High School	86.29
Rivers, E Elementary School	90.36
Smith, Sara Intermediate ES	95.26
Smith, Sara Primary ES	77.63
Sutton Middle School Seventh and Eighth Grade Campus	87.16
Sutton Sixth Grade	85.08
N. Atlanta Cluster Average	**84.80**
S. Atlanta	
Cleveland Avenue Elementary School	85.13
Dobbs Elementary School	90.72
Hank Aaron Academy	66.39
Heritage Academy	87.62
Humphries Elementary School	92.15
Hutchinson Elementary School	90.01
Long Middle School	79.58
South Atlanta High School	86.70
Waters ES (KIPP Visions Academy)	72.48
S. Atlanta Cluster Average	**83.42**
Therrell	
Bunche Middle School	79.93
Continental Colony Elementary School	92.00
Deerwood Academy	78.04
Fickett Elementary School	71.05
Kimberly Elementary School	89.17
Therrell High School	83.21
Therrell Cluster Average	**82.23**
Washington Cluster	
Bethune Elementary School	81.54
Connally Elementary School	N/A
Herndon ES (KIPP Ways)	78.81

School	Suitability Scores
Hollis Innovation Academy	89.54
Jones, M.A. Elementary School	94.30
Russell, H. J. Academy	80.32
Tuskegee Airmen Global Academy	93.97
Washington High School	80.40
Washington Cluster Average	**85.55**

*N/A indicates schools that were not included in the educational suitability assessment.

EDUCATIONAL SUITABILITY SCORES BY GRADE BAND

Table 33 provides the overall score for each school within APS and grouped by grade band

Table 33 -Suitability Scores by Grade Band

School	Suitability Scores
Elementary Schools	
Barack and Michelle Obama Academy	84.86
Beecher Hills Elementary School	86.18
Benteen Elementary School	87.26
Bolton Academy	86.39
Boyd Elementary School	92.92
Brandon Main ES	78.19
Brandon Primary ES	81.84
Burgess-Peterson Academy	88.91
Cascade Elementary School	94.18
Cleveland Avenue Elementary School	85.13
Continental Colony Elementary School	92.00
Deerwood Academy	78.04
Dobbs Elementary School	90.72
Dunbar Elementary School	86.92
Fickett Elementary School	71.05
Finch Elementary School	92.61
Garden Hills Elementary School	85.35
Gideons Elementary School	84.15
Harper-Archer Elementary School	83.16
Heritage Academy	87.62
Hollis Innovation Academy	89.54

School	Suitability Scores
Hope-Hill Elementary School	70.08
Humphries Elementary School	92.15
Hutchinson Elementary School	90.01
Jackson Main ES	82.28
Jackson Primary ES	81.82
Jones, M.A. Elementary School	94.30
Kimberly Elementary School	89.17
Lin, Mary Elementary School	85.49
Miles Elementary School	89.76
Morningside Elementary School	86.95
Parkside Elementary School	93.01
Perkerson Elementary School	86.14
Peyton Forest Elementary School	84.44
Rivers, E Elementary School	90.36
Scott Elementary School	82.98
Slater Elementary School	82.28
Smith, Sara Intermediate ES	95.26
Smith, Sara Primary ES	77.63
Springdale Park Elementary School	81.74
Stanton, F. L. Elementary School	N/A
Toomer Annex (Whitefoord)	87.29
Toomer Elementary School	N/A
Tuskegee Airmen Global Academy	93.97
Usher-Collier Heights Elementary School	82.88
Virginia-Highland Elementary School	93.51
West Manor Elementary School	90.49
Woodson Park Academy	82.13
Elementary Average	**86.37**
Middle Schools	
Bunche Middle School	79.93
Howard, David T. Middle School	94.61
John Lewis Invictus Academy	88.98
King, M.L. Middle School	86.13
Long Middle School	79.58
Price Middle School	87.97

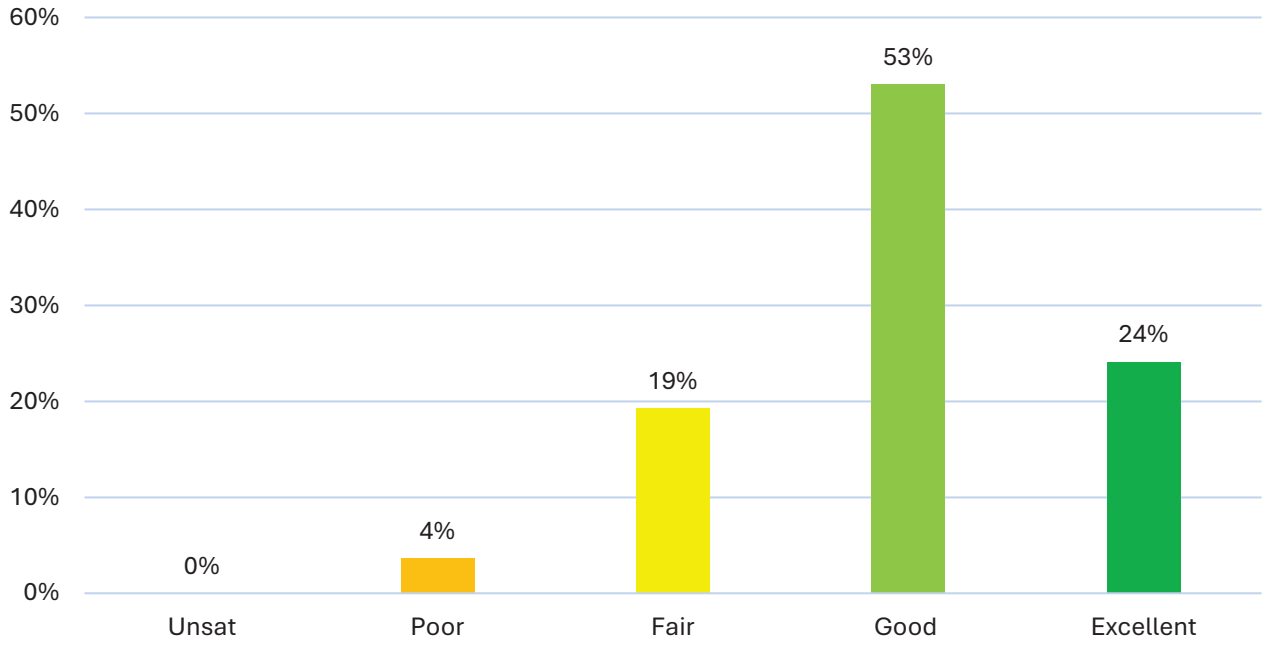
School	Suitability Scores
Russell, H. J. Academy	80.32
Sutton Middle School Seventh and Eighth Grade Campus	87.16
Sutton Sixth Grade	85.08
Sylvan Hills Middle School	98.20
Young Middle School	89.80
Middle Average	**87.07**
High Schools	
Carver High School	79.21
Douglass High School	93.74
Douglass HS 9th	95.14
Jackson, Maynard High School	92.13
Mays High School	92.42
Midtown High School	75.77
North Atlanta High School	86.29
South Atlanta High School	86.70
Therrell High School	83.21
Washington High School	80.40
High School Average	**86.50**
Other Schools	
Atlanta College and Career Academy	88.62
Atlanta Virtual Academy and Adult Ed	N/A
BEST Academy/King C.S.	81.00
East Atlanta Campus/Phoenix Academy	84.66
Hank Aaron Academy	85.96
Henderson Stadium	N/A
Lakewood Stadium	N/A
Walden Athletic Complex	N/A
Other Average	**85.06**
Charter Schools	
Adamsville Elementary School (Kindezi West)	80.22
Archer High School (Westside Atlanta Charter)	82.46
Blalock (KIPP SOUL)	78.80
Centennial Place ES (Centennial Place Academy)	71.52
Cook ES (Wesley International Academy)	65.34
Herndon ES (KIPP Ways)	78.81

School	Suitability Scores
Hill, C.W. ES (Kindezi Old Fourth Ward)	76.55
Slaton ES (Atlanta Neighborhood Charter)	N/A
Turner MS (KIPP Atlanta Collegiate)	66.16
Waters ES (KIPP Visions Academy)	72.48
Charter Average	**74.70**
Relocation Sites	
Bethune Elementary School	81.54
Coan Building	75.62
Connally Elementary School	N/A
East Lake ES Facility	N/A
Thomasville Heights Elementary School	78.43
Towns Elementary School	N/A
Relocation Sites	**78.53**

PERCENT OF SCHOOLS BY SUITABILITY SCORE RATING

There is a wide variation of educational suitability in the schools in APS. Some facilities match the needs of the programs at the school, while others are not as closely matched. Figure 16 below depicts the percent of schools by suitability rating. Of the schools (83) assessed, 24% (201) scored in the "*Excellent*" category, 53% (44) scored in the "*Good*" category, 19% (16) scored in the "Fair" category, and 4% (3) scored in the "*Poor*" category. No schools scored in the "*Unsatisfactory*" category.

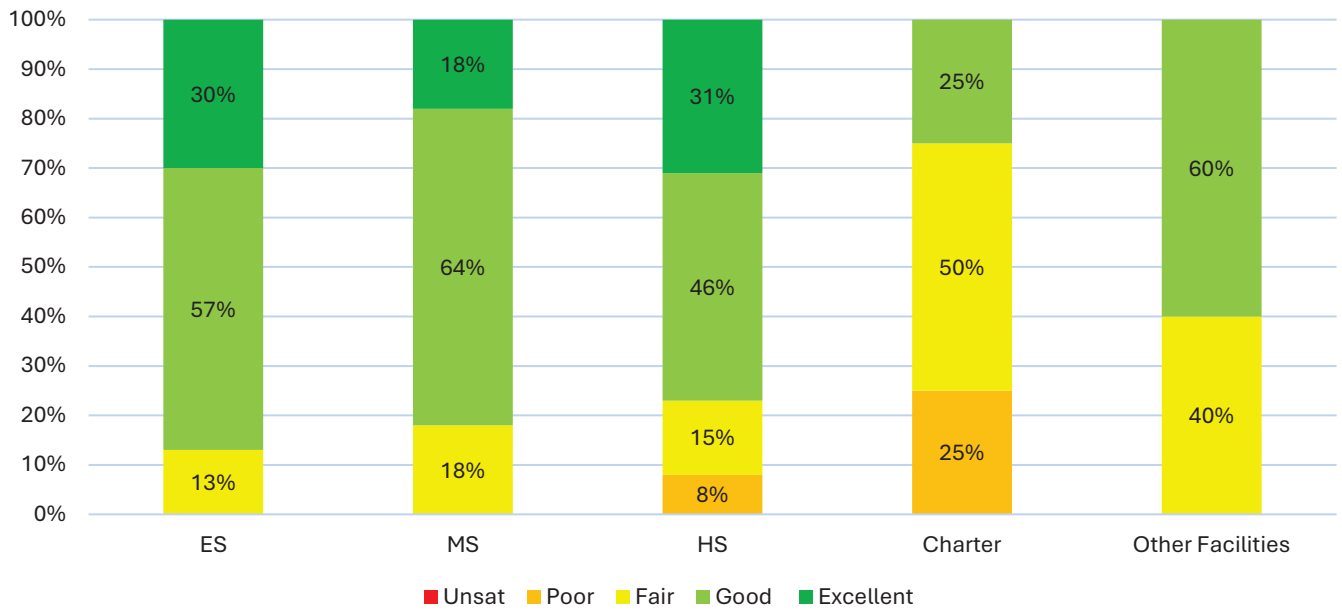
Figure 16 - Percent of Schools by Suitability Score Rating



SUITABILITY SCORE PERCENT OF SCHOOLS BY FACILITY TYPE

There are differences between elementary, middle, and high schools based on how well the facilities meet the educational suitability needs of the programs they house. Figure 17 below shows the percent of schools in each rating category by facility type. Based on the assessments, 33% of the elementary schools scored "*Excellent*" while 18% of the middle schools and 25% of the high schools scored "*Excellent.*" It is evident that the priority of the school district is to continue to improve facilities to support the programs. The scores demonstrate a strong initiative to enhance the academic learning environments.

Figure 17 - Atlanta Public Schools Suitability Score Percent of Schools by Facility Type



EDUCATIONAL SUITABILITY BUDGETS

The budget allotted for fixing educational suitability issues should be allocated for addressing a facility's general educational suitability demands, rather than providing detailed cost estimates for each specific issue. Due to complications in estimating expenses for correcting problems like incorrectly sized classrooms or insufficient learning space variety, a comprehensive design assessment is necessary for precise cost evaluation. A budget for improving suitability is formulated based on a school's overall suitability rating and the collective experience of the team in remedying these issues. This budget information is presented in the report and intended to guide long-term strategic planning.

Like a facility condition index, the reciprocal of the suitability score indicates how much should be reinvested in a property to correct its shortcomings. Here is the formula used to forecast budgets needed to address deficits in educational suitability:

Suitability Index = (1.0 - Suitability Score (%))

Suitability Index x .35 x School Current Replacement Value (CRV) = Suitability Budget Needs

The budget projection of 35% of the Current Replacement Value is based on several factors:

First, several approaches can address educational suitability shortfalls. For example, resolving a classroom's failure to meet size requirements for its occupancy could range from reducing the number of students, which incurs no capital expenditure, to constructing new classrooms at full replacement costs. Typically, a solution involves repurposing some space or merging three classrooms into two by eliminating interior walls. Therefore, the cost for remediation often doesn't reach 100% of replacement expenses, and based on our experiences, applying a 35% factor is an efficient guideline for planning.

Moreover, these deficiencies are commonly rectified in conjunction with building condition issues, usually sharing aspects of work and expenses, suggesting that assigning budgets at full replacement cost for both types of assessments could result in inflated financial allocations. Figure 18 are the educational suitability scores and budget estimations for each site, organized by cluster.

Figure 18 provides educational suitability scores and budget estimations for each site, organized by grade band.

Figure 18 - Budget Estimates by Cluster

School	CRV	Suitability Scores	Budget Estimate
Carver			
Atlanta College and Career Academy	$39,304,780	88.62	$1,565,509
Carver High School	$136,038,857	79.21	$9,898,867
Finch Elementary School	$44,935,577	92.61	$1,162,259
Gideons Elementary School	$45,960,477	84.15	$2,549,657
Perkerson Elementary School	$36,573,970	86.14	$1,774,203
Price Middle School	$77,430,837	87.97	$3,260,225
Slater Elementary School	$39,671,134	82.28	$2,460,404
Sylvan Hills Middle School	$75,972,225	98.20	$478,625
Thomasville Heights Elementary School	$41,932,321	78.43	$3,165,681
Carver Cluster Average	**$537,820,178**	**86.40**	**$26,315,430**
Douglas			
Archer High School (Westside Atlanta Charter)	$121,641,456	82.46	$7,467,569
Atlanta Virtual Academy and Adult Ed	N/A	N/A	N/A
Best Academy/C.S. King	$127,788,508	81.00	$8,497,936
Blalock (KIPP SOUL)	$50,739,323	78.80	$3,764,858
Boyd Elementary School	$38,482,744	92.92	$953,602
Douglass High School	$166,096,730	93.74	$3,639,179
Douglass HS 9th	$45,376,745	95.14	$771,858
Harper-Archer Elementary School	$116,235,312	83.16	$6,850,909
John Lewis Invictus Academy	$104,606,083	88.98	$4,034,657
Scott Elementary School	$35,801,612	82.98	$2,132,702
Stanton, F. L. Elementary School	N/A	N/A	N/A
Towns Elementary School	N/A	N/A	N/A
Turner MS (KIPP Atlanta Collegiate)	$68,525,659	66.16	$8,116,179
Usher-Collier Heights Elementary School	$51,350,626	82.88	$3,076,930
Woodson Park Academy	$49,753,232	82.13	$3,111,816
Douglas Cluster Average	**$976,398,030**	**84.20**	**$52,418,195**
Jackson			
Barack and Michelle Obama Academy	$40,000,111	84.86	$2,119,606
Benteen Elementary	$38,834,128	87.26	$1,731,614
Burgess-Peterson Elementary	$41,112,917	88.91	$1,595,798
Coan Building	$81,297,520	75.62	$6,937,117

School	CRV	Suitability Scores	Budget Estimate
Dunbar Elementary	$52,545,815	86.92	$2,405,547
East Atlanta Campus/Phoenix Academy	$99,112,573	85.96	$4,870,392
East Lake ES Facility	$31,747,812	84.66	$1,704,540
Jackson, Maynard High	$158,654,173	92.13	$4,370,129
King M.L. Middle	$125,429,642	86.13	$6,088,982
Parkside Elementary	$40,903,566	93.01	$1,000,706
Toomer Elementary	N/A	N/A	N/A
Whiteford Early Learning Center	$30,501,282	87.29	$1,356,850
Jackson Cluster Average	**$740,139,539**	**86.61**	**$34,181,281**
Mays			
Adamsville Elementary School (Kindezi West)	$36,833,669	80.22	$2,549,995
Beecher Hills Elementary School	$33,015,330	86.18	$1,596,952
Cascade Elementary School	$42,853,958	94.18	$872,935
Mays High School	$179,722,631	92.42	$4,768,041
Miles Elementary School	$40,376,091	89.76	$1,447,079
Peyton Forest Elementary School	$36,948,571	84.44	$2,012,219
West Manor Elementary School	$29,175,651	90.49	$971,112
Young Middle School	$98,831,012	89.8	$3,528,267
Mays Cluster Average	**$497,756,913**	**88.44**	**$17,746,600**
Midtown			
Centennial Place ES (Centennial Place Academy)	$31,644,325	71.52	$3,154,306
Cook ES (Wesley International Academy)	$37,001,349	65.34	$4,488,634
Hill, C.W. ES (Kindezi Old Fourth Ward)	$58,964,013	76.55	$4,839,471
Hope-Hill Elementary School	$39,653,667	70.08	$4,152,532
Howard, David T. Middle School	$99,099,933	94.61	$1,869,520
Lin, Mary Elementary School	$47,935,815	85.49	$2,434,420
Midtown High School	$135,624,639	75.16	$11,791,206
Morningside Elementary School	$61,982,827	86.95	$2,831,066
Springdale Park Elementary School	$47,294,638	81.74	$3,022,600
Virginia-Highland Elementary School	$70,751,773	93.51	$1,607,127
Midtown Cluster Average	**$629,952,979**	**80.10**	**$40,190,882**
N. Atlanta			
Bolton Academy	$41,082,453	86.39	$1,956,963
Brandon Main ES	$40,171,404	78.19	$3,066,484
Brandon Primary ES	$42,765,112	81.84	$2,718,151

School	CRV	Suitability Scores	Budget Estimate
Garden Hills Elementary School	$44,722,264	85.35	$2,293,134
Jackson Main ES	$48,384,492	82.28	$3,000,806
Jackson Primary ES	$25,884,375	81.82	$1,647,023
North Atlanta High School	$281,967,210	86.29	$13,530,197
Rivers, E Elementary School	$54,529,511	90.36	$1,839,826
Smith, Sara Intermediate ES	$37,533,323	95.26	$622,678
Smith, Sara Primary ES	$38,077,555	77.63	$2,981,282
Sutton Middle School Seventh and Eighth Grade Campus	$147,756,402	87.16	$6,640,173
Sutton Sixth Grade	$77,835,656	85.08	$4,064,578
N. Atlanta Cluster Average	**$880,709,757**	**84.80**	**$44,361,295**
S. Atlanta			
Cleveland Avenue Elementary School	$38,606,455	85.13	$2,009,273
Dobbs Elementary School	$43,095,690	90.72	$1,399,748
Hank Aaron Academy	$44,149,569	66.39	$5,193,535
Heritage Academy	$38,638,177	87.62	$1,674,192
Humphries Elementary School	$32,623,263	92.15	$896,324
Hutchinson Elementary School	$35,725,002	90.01	$1,249,125
Long Middle School	$79,242,319	79.58	$5,663,449
South Atlanta High School	$139,186,824	86.7	$6,479,147
Waters ES (KIPP Visions Academy)	$45,750,783	72.48	$4,406,715
S. Atlanta Cluster Average	**$497,018,082**	**83.42**	**$28,971,508**
Therrell			
Bunche Middle School	$77,748,560	79.93	$5,461,448
Continental Colony Elementary School	$42,854,469	92.00	$1,199,925
Deerwood Academy	$44,632,441	78.04	$3,430,449
Fickett Elementary School	$46,118,806	71.05	$4,672,988
Kimberly Elementary School	$33,622,916	89.17	$1,274,477
Therrell High School	$125,615,885	83.21	$7,381,817
Therrell Cluster Average	**$370,593,077**	**82.23**	**$23,421,104**
Washington Cluster			
Bethune Elementary School	$29,398,871	81.54	$1,899,461
Connally Elementary School	N/A	N/A	N/A
Herndon ES (KIPP Ways)	$42,604,681	78.81	$3,159,776
Hollis Innovation Academy	$122,835,575	89.54	$4,497,010
Jones, M.A. Elementary School	$43,653,014	94.30	$870,878

School	CRV	Suitability Scores	Budget Estimate
Russell, H. J. Academy	$87,969,027	80.32	$6,059,307
Tuskegee Airmen Global Academy	$49,250,691	93.97	$1,039,436
Washington High School	$126,879,084	80.4	$8,703,905
Washington Cluster Average	**$502,590,943**	**85.55**	**$26,229,773**

COMBINED CONDITION AND EDUCATIONAL SUITABILITY FINDINGS

This concluding section of the report presents a combined score analysis based on the physical condition and educational suitability findings of the assessment. It describes the process for combining the condition and educational suitability scores into a single, combined score called the School Score so that a school's overall needs can be reviewed more holistically, and groups of schools can be identified and prioritized.

Because the assessment methods and approach to condition assessment and the functional suitability assessment are different, Parsons utilizes a process for combining the rating and scoring information into one common format.

The condition assessment (FCA) of the schools was measured using Parsons' Condition Estimation Management Technology (eCOMET) software, which stores the data and produces the assessment information for each school and facility. The eCOMET score for a site is the Condition Score, a 100-point scale, where a high score depicts a building in "good" condition (meaning there are few systems that are expired, i.e., exceed the expected useful life).

The educational assessment (ESA) of the school facilities was measured through the application of MGT's BASYS educational suitability assessment tool for each facility. The BASYS score for a school is the Educational Suitability score, a 100-point scale, where a high score depicts a facility that supports the educational programs it houses.

COMBINED CONDITION AND EDUCATIONAL SUITABILITY ASSESSMENT SCORES

The building condition and educational suitability scores are combined into one score – the School Score – for each school to assist in the task of prioritizing projects. Since the building condition score reported is a weighted measure of the maintenance needs (e.g., leaky roofs, etc.) and the educational suitability score is a measure of how well the building design and configuration supports the educational program (e.g., the location of the library or the size of general education classrooms), it is possible to have a high score for one assessment and a low score for the other assessment. It is the combination of these two scores into the school score that will provide a comprehensive picture of the conditions that exist at each school and how each school compares in total relative to the other schools in the district.

To create the school score, each of the scores is weighted, based on the issues the district wants to focus on and the relative impact on capital costs. For APS, the condition score was weighted at 65% while the educational suitability score was weighted at 35%. Table 34 presents the two basic scores for each facility and the resulting combination school score using this weighting formula. Please note that non-school facilities were not assessed for educational suitability as denoted by "N/A" in that column; therefore, a combined school score was not assigned to those facilities.

It is important to note that the school score is provided as a tool to assist with the prioritization of needs as the facilities master plan is developed. This score can be very helpful in grouping of schools needing improvement based on an overall combined assessment. In order to understand the score definition, it is necessary to look at each of the component scores (condition and suitability).

Table 34 – Combined FCA and ESA Scores by School Type

School	FCA Score	Suitability Score	School Score @ 65/35
Elementary Schools			
Barack and Michelle Obama Academy	97.88	84.86	93.32
Beecher Hills Elementary School	91.50	86.18	89.64
Benteen Elementary School	95.15	87.26	92.39
Bolton Academy	86.49	86.39	86.46
Boyd Elementary School	96.52	92.92	95.26
Brandon Main ES	87.44	78.19	84.20
Brandon Primary ES	96.40	81.84	91.30
Burgess-Peterson Academy	89.63	88.91	89.38
Cascade Elementary School	87.53	94.18	89.86
Cleveland Avenue Elementary School	88.25	85.13	87.16
Continental Colony Elementary School	83.36	92.00	86.38
Deerwood Academy	79.92	78.04	79.26
Dobbs Elementary School	77.38	90.72	82.05
Dunbar Elementary School	82.87	86.92	84.29
Fickett Elementary School	82.57	71.05	78.54
Finch Elementary School	82.16	92.61	85.82
Garden Hills Elementary School	94.54	85.35	91.32
Gideons Elementary School	97.83	84.15	93.04
Harper-Archer Elementary School	93.10	83.16	89.62
Heritage Academy	75.23	87.62	79.57
Hollis Innovation Academy	86.87	89.54	87.80
Hope-Hill Elementary School	80.48	70.08	76.84
Humphries Elementary School	98.03	92.15	95.98
Hutchinson Elementary School	98.88	90.01	95.78
Jackson Main ES	98.16	82.28	92.61
Jackson Primary ES	94.05	81.82	89.77
Jones, M.A. Elementary School	92.51	94.30	93.14
Kimberly Elementary School	98.72	89.17	95.38
Lin, Mary Elementary School	96.11	85.49	92.39
Miles Elementary School	94.43	89.76	92.79
Morningside Elementary School	97.43	86.95	93.76
Parkside Elementary School	74.48	93.01	80.97
Perkerson Elementary School	80.26	86.14	82.32

School	FCA Score	Suitability Score	School Score @ 65/35
Peyton Forest Elementary School	82.56	84.44	83.22
Rivers, E Elementary School	99.83	90.36	96.52
Scott Elementary School	89.85	82.98	87.44
Slater Elementary School	74.75	82.28	77.38
Smith, Sara Intermediate ES	83.51	95.26	87.62
Smith, Sara Primary ES	81.67	77.63	80.25
Springdale Park Elementary School	94.51	81.74	90.04
Stanton, F. L. Elementary School	99.60	N/A	N/A
Toomer Annex (Whitefoord)	77.96	87.29	81.23
Toomer Elementary School	99.91	N/A	N/A
Tuskegee Airmen Global Academy	99.97	93.97	97.87
Usher-Collier Heights Elementary School	85.65	82.88	84.68
Virginia-Highland Elementary School	91.05	93.51	91.91
West Manor Elementary School	96.18	90.49	94.19
Woodson Park Academy	100.00	82.13	93.74
High Schools			
Carver High School	85.90	79.21	83.56
Douglass High School	81.30	93.74	85.66
Douglass HS 9th	82.33	95.14	86.81
Jackson, Maynard High School	91.25	92.13	91.56
Mays High School	96.33	92.42	94.96
Midtown High School	94.95	75.77	88.24
North Atlanta High School	99.60	86.29	94.94
South Atlanta High School	95.51	86.70	92.43
Therrell High School	89.87	83.21	87.54
Washington High School	77.53	80.40	78.54
Middle Schools			
Bunche Middle School	99.78	79.93	92.84
Howard, David T. Middle School	99.39	94.61	97.72
John Lewis Invictus Academy	88.00	88.98	88.34
King, M.L. Middle School	82.15	86.13	83.54
Long Middle School	92.45	79.58	87.95
Price Middle School	83.03	87.97	84.76
Russell, H. J. Academy	98.96	80.32	92.44
Sutton Middle School Seventh and Eighth Grade Campus	85.71	87.16	86.22

School	FCA Score	Suitability Score	School Score @ 65/35
Sutton Sixth Grade	89.00	85.08	87.63
Sylvan Hills Middle School	97.53	98.20	97.76
Young Middle School	91.01	89.80	90.58
Other Facilities			
Atlanta College and Career Academy	97.06	88.62	94.11
Atlanta Virtual Academy and Adult Ed	70.10	N/A	N/A
BEST Academy/King C.S.	90.27	81.00	87.02
East Atlanta Campus/Phoenix Academy	83.80	84.66	84.10
Hank Aaron Academy	88.34	85.96	87.50
Charter Schools			
Adamsville Elementary School (Kindezi West)	86.26	80.22	84.15
Archer High School (Westside Atlanta Charter)	69.38	82.46	73.96
Blalock (KIPP SOUL)	88.11	78.80	84.85
Centennial Place ES (Centennial Place Academy)	87.63	71.52	81.99
Cook ES (Wesley International Academy)	89.82	65.34	81.25
Herndon ES (KIPP Ways)	89.37	78.81	85.68
Hill, C.W. ES (Kindezi Old Fourth Ward)	92.70	76.55	87.05
Slaton ES (Atlanta Neighborhood Charter)	89.49	N/A	N/A
Turner MS (KIPP Atlanta Collegiate)	83.43	66.16	77.39
Waters ES (KIPP Visions Academy)	80.57	72.48	77.74
Relocation Sites			
Bethune Elementary School	97.54	81.54	91.94
Coan Building	93.68	75.62	87.36
Connally Elementary School	84.69	N/A	N/A
East Lake ES Facility	80.46	N/A	N/A
Thomasville Heights Elementary School	74.36	78.43	75.78
Towns Elementary School	93.63	N/A	N/A

*Facilities noted as N/A were not included in the Educational Suitability study due to mission or were under construction at the time of the assessment.

The overall School Score is based on 84 school facilities that have both condition (FCA) and suitability (ESA) scores, whereas the FCA score covers 90 schools and 13 support facilities for a total of 103 facilities assessed.

The combined scores range from 73.96 to 97.87, with the averages for Charter schools in the *"Good"* category and the elementary, middle, and high school averages are in the upper range of the *"Excellent"* category. Table 35 below presents the range of combined scores and the average combined scores by facility type.

Table 35 - School Score Ranges and Averages

Combined Score			
School Type	**Minimum**	**Maximum**	**Average**
Elementary Schools	76.84	97.87	88.36
Middle Schools	83.54	97.76	89.98
High Schools	78.54	94.96	88.42
Charter Schools	73.96	87.05	81.56
Other/Support Facilities	84.10	94.11	88.19
Relocation Facilities	75.78	91.94	85.03

CONCLUSION

A review of the assessment scores for the APS schools indicates that on the average most schools are in good condition. However, the assessment scores reveal that some schools have significant needs in one or more of the assessment areas. Table 36 lists the schools that scored *"Unsatisfactory"* or *"Poor"* in at least one of the assessments, highlighted and should be prioritized for capital improvements.

Table 36 - Schools with Unsatisfactory or Poor Scores

School	FCA Score	Suitability Schore	School Score @ 65/35
Cook ES (Wesley International Academy)	89.82	65.34	**81.25**
Turner MS (KIPP Atlanta Collegiate)	83.43	66.16	**77.39**
Archer High School (Westside Atlanta Charter)	69.38	82.46	**73.96**

APPENDIX A: GLOSSARY

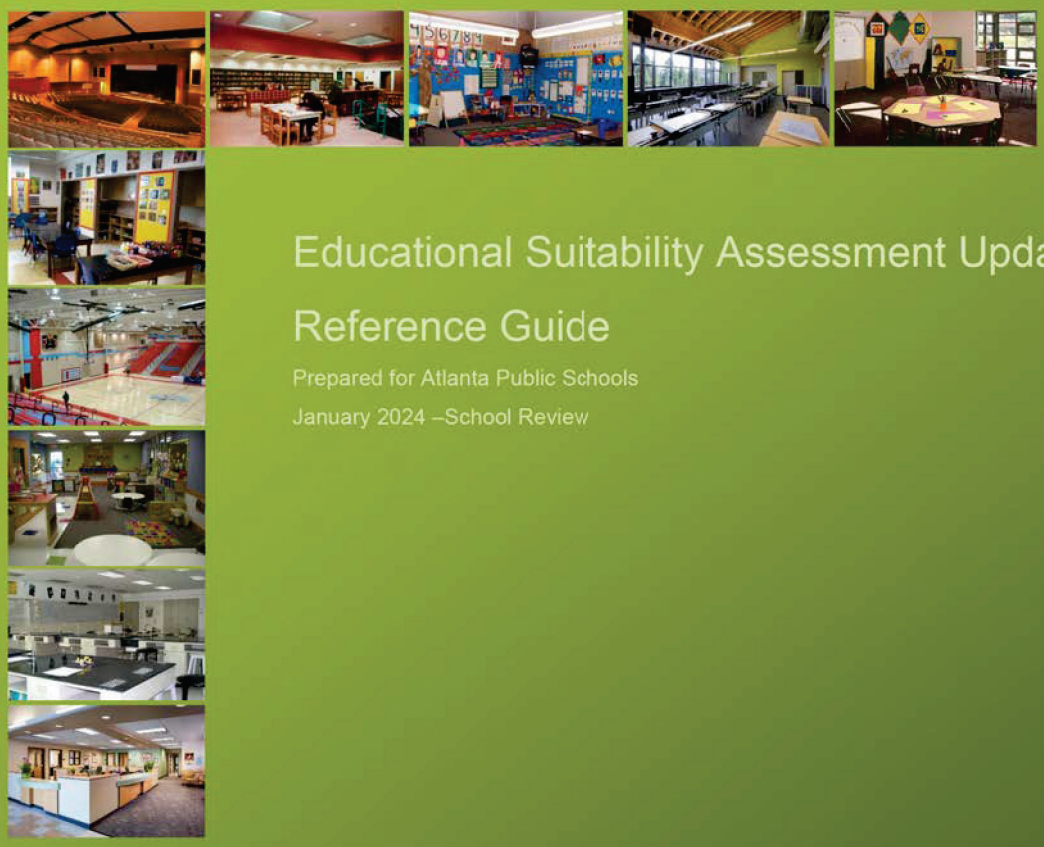
Term	Definition
Abandoned	A facility owned by a district that is not occupied and not maintained. See Vacant.
Adequacy	Also known as Suitability, Adequacy refers to the measure of how well a facility supports the educational program(s) that it houses based on criteria derived from state laws, guidelines, and national educational best practices.
Adequacy Budget	Also known as Suitability Budget, the Adequacy Budget, also known as Adequacy Needs, represents the budgeted trade -installed cost-plus soft costs for the corrections required to bring a program's educational adequacy item or characteristic into compliance with standards, guidelines or best practices.
Adequacy Score	Also known as Suitability Score, the Adequacy Score is a calculated value expressed as Adequacy Score = (Sum of scoring for Adequacy Criteria issues) * weighted value. See also APS School Score.
APS Facility Index (APSFI)	Atlanta Public School Facility Index (APSFI) is the ratio of the sum of a facility's Condition Budget plus Suitability Budget plus Technology Readiness Budget to the facility's Current Replacement Value (CRV) ranging from 0% (new) to 100% (very poor).
APS School Score (APSSS)	The APS School Score (APSSS) is a calculated value derived by the following formula: School Score = (Condition Score * weighting factor) + (Suitability Score * weighting factor) + (Technology Score * weighting factor)
APS Suitability Index (APSSI)	APS Suitability Index (APSSI) is a ratio of the sum of Suitability deficiency costs to the facility's Current Replacement Value (CRV) ranging from 0% (new) to 100% (very poor).
APS Technology Index (APSTI)	APS Technology Index (APSTI) is the ratio of the sum of technology deficiency costs to the facility Current Replacement Value ranging from 0% (new) to 100% (very poor).
Building	A fully enclosed and roofed structure that can be traversed internally without exiting to the exterior.
Building addition	An area, space or component of a building added to a building after the original building's year-built date. NOTE: As a convention in the database, "Main" was used to designate the original building. Additions built prior to 1983 (30 years) were included in the Main building area calculations to reflect their predicted system depreciation characteristics and remaining useful life.
Calculated Next Renewal	Calculated Next Renewal refers to the year a system or building element completes its useful life based on its installed date and its expected useful or design life.
Capacity	Capacity refers to the number of students the facility can accommodate. The capacity is calculated using the Atlanta Public Schools' (APS) capacity model which totals the number of general classrooms contained in the school, and then multiplies this total by the number of students in each classroom to arrive at a net capacity. The number of students per classroom is set at 25 for all grade levels. The net capacity is then divided by a scheduling factor to arrive at the functional capacity. The scheduling factors are 100% for elementary schools, and 75% for middle and high schools.
Capital Renewal	Capital Renewal refers to physical facility condition work (excluding suitability and technology work) that includes the cyclical replacement of building systems or elements as they become obsolete or beyond their useful life that is not normally included in an annual operating maintenance budget.
Category	Category refers to the type or class of a user defined deficiency grouping with shared or similar characteristics. Category descriptions are: ADA / Accessibility, Capital Renewal, Compliance, Critical Repair, Deferred Maintenance, Environmental, and Functional Suitability.
Condition	Condition refers to the state of physical fitness or readiness of a facility system or system element for its intended use.
Condition Budget	The Condition Budget, also known as Condition Needs, represents the budgeted contractor installed costs plus owner's soft costs for the repair, replacement or renewal for a component

Term	Definition
	or system level deficiency. It excludes contributing costs for other components or systems that might also be associated with the corrective actions due to packaging the work.
Condition Score	Condition Score, also known as the Condition Index (CI) is a factor used in the calculation of School Score expressed as Condition Score = (1- FCI) where FCI represents the Facility Condition Index. See School Score.
Correction	Correction refers to an assessor's recommended deficiency repair or replacement action. For any system or element deficiency, there can be multiple and alternative solutions for its repair or replacement. A Correction is user defined and tied to a material defined in a Uniformat II element, or system it is intended to address. It excludes other peripheral costs that may also be included in the packaging of repair, replacement or renewal improvements that may also be triggered by the deficiency correction.
Criteria	Criteria refer to the set of requirements, guidelines or standards that are assessed and rated to develop a score. APS Criteria includes Condition, Educational Suitability (Suitability) and Technology Readiness (Technology).
Current Period	The Current Period is the current year plus a user defined number of forward years.
Current Replacement Value (CRV)	Current Replacement Value (CRV), also known as Replacement Value represents the hypothetical total cost of rebuilding or replacing an existing facility in current dollars to an optimal state-of-the-art condition under current codes and construction standards and techniques.
Deferred maintenance	Deferred maintenance is condition work (excluding suitability and technology readiness needs) deferred on a planned or unplanned basis to a future budget cycle or postponed until funds are available.
Deficiency	A deficiency is a repair item that is damaged, missing, inadequate or insufficient for an intended purpose.
Distress	Distress refers to a user-defined root cause of a deficiency. Distress descriptions are: Abandoned, Beyond Useful Life, Damaged, Failing, Inadequate, or Missing.
Element	Elements are the major components that comprise building systems as defined by UNIFORMAT.
Energy Audit Budget	Energy Audit Budget, also known as Energy Needs, represents the need for a detailed energy audit for those schools that used more than the average Energy Utilization Index (EUI) as reported by the Department of Energy for US primary and secondary schools.
Energy Utilization Index (EUI)	EUI is the measure of total energy consumed in the cooling or heating of a building in an annual period expressed as British thermal unit (BTU) per (cooled or heated) gross square foot.
Enrollment Projection	Enrollment Projection refers to an estimate of a future student population based on historical data and enrollment information provided. Two methods are used and averaged within APS to calculate projected enrollment: Annual % Change and Linear Regression.
Expected Life	Also referred to as Useful Life. See Useful Life definition.
Extended Facility Condition Index (EFCI)	Extended Facility Condition Index (EFCI) is calculated as the condition needs for the current year (Current Period) plus facility system renewal for user defined forward years divided by Current Replacement Value.
Facility	A facility refers to site(s), building(s), or building addition(s), or combinations thereof that provide a particular service or support of an educational purpose.
Facility Condition Index (FCI)	FCI is an industry-standard measurement of facility condition calculated as the ratio of the costs to correct a facility's deficiencies to the facility's Current Replacement Value. It ranges from 0% (new) to 100% (very poor).
Forecast Period	The Forecast Period refers to a user defined number of years forward of the Current Period.
Gross square feet (GSF)	The area of the enclosed floor space of a building or building addition in square feet measured to the outside face of the enclosing wall.
Install year	The year a system or element was built or the most recent major renovation date where a minimum of 70% of the system's Current Replacement Value (CRV) was replaced.

Term	Definition
Life cycle	Life cycle refers to the period of time that a building or element exists and can serve its intended function. The cycle includes warranty period, intrinsic period, and run to failure period. (See Useful Life)
Next Renewal	Next Renewal refers to a manually-adjusted expected useful life of a system or element based on on-site inspection either by reducing or extending the Calculated Next Renewal to reflect current conditions more accurately.
No Educational Program (NEP)	No Educational Program (NEP) refers to a Tier 1 facility that does not have a current educational program (elementary, middle or high school program) usually due to the facility being vacant, abandoned or used for other temporary function.
Order of Magnitude	Order of Magnitude refers to a rough approximation made with a degree of knowledge and confidence that the budgeted, projected or estimated cost falls within a reasonable range of cost values.
Priority	Priority refers to a deficiency's urgency for repair as determined by the assessment team and does not reflect the priority assigned to proposed project repairs as determined by APS or the school in their funding requests or facility planning. Five typical industry priority settings were used for the assessment: Priority Description 1 Critical / Immediate Need 2 Potentially Critical-12 months 3 Necessary- 2-5 Yrs. 4 Recommended-3-10 Yrs. 5 Does Not Meet Current Code and/or Guidelines
Remaining Service Life % (RSLI%)	Remaining Service Life % (RSLI%) is a calculated value such that RSL% = Remaining Service Life (RSL) divided by its system intrinsic Design Life (not displayed).
Remaining Service Life (RSL)	Remaining service life (RSL) is a measure of a system's or element's predicted remaining useful life calculated as RSL = Next Renewal or Calculated Next Renewal Year minus the Current Year.
Remaining Service Life Index (RSLI)	The Remaining Service Life Index (RSLI) also known as the Condition Index (CI) is calculated as the sum of a renewable system's Remaining Service Life (RSL) Value divided by the sum of a system's Replacement Value (both values exclude soft cost to simplify calculation updates) expressed as a percentage ranging from 100.00% (new) to 0.00% (expired - no remaining life).
Remaining Service Life Value	Remaining Service Life Value also known as the RSL Weight is a calculated value used to determine the RSLI that is equal to the system Value (Unit Cost * Qty) * RSL (not displayed).
Repair Evaluation (REMR)	Repair Evaluation Maintenance and Rehabilitation (REMR) is a scale used by federal users to objectively rank systems based on its condition: Minor / Excellent: No noticeable defects. Some aging or wear may be visible. Minor / Good: Only minor deterioration or defects are evident. Moderate / Fair: Some deterioration or defects are evident, but function is not significantly affected. Moderate / Marginal: Moderate deterioration. Function is still adequate. Major / Poor: Serious deterioration in at least some portions of the structure. Function is inadequate. Major / Very Poor: Serious deterioration in at least some portions of the structure. Function is inadequate. Major / Failed: No longer functions. General failure or complete failure of a major structural component. (Source: ERDC/CERL TR-REMR-OM-26)
Replacement Value	See Current Replacement Value.
Site	A facility's grounds and its utilities, roadways, landscaping, fencing and other typical land improvements needed to support a facility.
Soft Costs	Soft Costs are a construction industry term that refers to expense items that are not considered direct construction costs. Soft costs are user-defined and include architectural, engineering, management, testing, and mitigation fees, and other owner pre- and post-construction expenses.
Suitability	Also known as Adequacy. See Adequacy definition.
Suitability Budget	Also known as Adequacy Budget or Adequacy Needs. See Adequacy Budget definition.
Suitability Score	Also known as Adequacy Score. See Adequacy Score definition.
Sustainment Restoration and Modernization (S/RM)	S/RM is currently not used in the database. Sustainment Restoration and Modernization (S/RM) refers to the Department of Defense program to keep the Departments inventory of facilities in good working order (i.e. day to day maintenance requirements). In addition, it provides

Term	Definition
	resources to restore facilities whose age is excessive or have been damaged by fire accident or natural disasters and alternations of facilities to implement new or higher standards to accommodate new functions or mission.
System	System refers to building and related site work elements as described by ASTM UNIFORMAT II Classification for Building Elements (E1557-97) a format for classifying major facility elements common to most buildings. Elements usually perform a given function regardless of the design specification construction method or materials used. See also Uniformat II.
System Condition Index (SCI)	System Condition Index (SCI) is the ratio of a system's current condition deficiency costs to its replacement value - also known as "percent used" ranging from 0 percent to 100 percent or greater due to the addition of the system's renewal premium the additional costs to prepare for the system renewal such as demolition costs.
Technology Budget	The Technology Budget, also known as Technology Readiness Needs, represents the budgeted trade installed cost plus owner's soft costs for the corrections required to bring a program's technology readiness item or characteristic into compliance with standards guidelines or best practices.
Technology Score	Technology Score, also known as Technology Readiness Score, is calculated as the Sum of scoring for technology readiness criteria issues * weighted value. See also APS School Score.
Uniformat	Uniformat, also known as UNIFORMAT II, is a publication of the Construction Specification Institute (CSI), is ASTM Uniformat II Classification for Building Elements (E1557-97). UNIFORMAT is a method of arranging construction information based on functional elements or parts of a facility characterized by their functions without regard to the materials and methods used to accomplish them. These elements are often referred to as systems or assemblies.
Useful Life	Also known as Expected Life, Useful Life refers to the intrinsic period of time a system or element is expected to perform as intended. Useful life is generally provided by manufacturers of materials, systems and elements through their literature, testing and experience. Useful Lives in the database are derived from the Building Owners and Managers (BOMA) organization's guidelines, RSMeans cost data, and from client- defined historical experience.
Utilization	Utilization, also known as School Utilization, refers to ratio of students to the school's capacity calculated by dividing the number enrolled at the school by its Program Capacity.
Vacant	Vacant refers to a facility that is not occupied but is a maintained facility by a district. See Abandoned.
Weight (Weighting Factor)	Weight, also known as Weighting Factor, is a user defined factor used to apply more or less emphasis to system or element attributes such as deficiency category, deficiency priority or functional suitability standard. For example, $100 of a Priority 1 issue by default has the same cost value (1x) as $100 of a Priority 5 item. Using weighting factors, the client can establish a priority factor so that for ranking or sorting purposes the facility (District, School, Building, Room, etc.) with a greater weighting (say 2x) thereby elevating it in rank order over the facility with Priority 1.
Year built	The year that a building or addition was originally built based on its date of substantial completion or occupancy.

APPENDIX B: EDUCATIONAL SUITABILITY UPDATE REFERENCE GUIDE



EDUCATIONAL SUITABILITY & TECHNOLOGY READINESS REFERENCE GUIDE

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ART CLASSROOMS – Required space at all levels. If there is no space, score all components unsatisfactory. If some art rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all rooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Art	Environment	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? Proper ventilation includes the kiln being vented to the outdoors and no noticeable chemical odors. Note if there is a fan unit, and if so, that it is an appropriate noise level to not disrupt learning. **Aesthetics:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards. **Elementary: 1,000 SF** **Middle: 1,800 SF** **High: 1,800 SF**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards or is a portable
	Location	The room should be appropriately located for the program.	Rooms should be located on an exterior wall with windows for natural lighting.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage**: Room(s) have 200-500 sf storage, adequate permanent casework, materials and project storage **for 3D and flat artworks.** **Fixed Equipment:** There should be at least 2 sinks, display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment. At all levels, attached kiln room w/appropriate ventilation, non-flammable shelving (space available for drying racks), and clay traps on sinks are required. Room(s) should have the capacity to be darkened to include appropriate operable window covering to display projected imagery.

Examples of Art Classrooms:

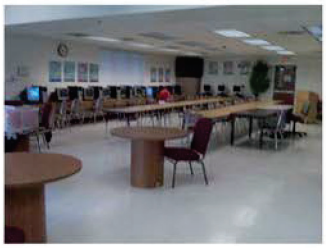


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CAREER, TECHNICAL, AND AGRICULTURAL EDUCATION - Scores are based on the programs available in each building. Space is provided for various job-related experiences and laboratory workstations. For educational suitability purposes, if some CTAE rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all rooms are in portables, all components are scored *Unsatisfactory*. Technology (audio visual) and business are the minimum programs to be present in the middle schools. High schools are not required to have a minimum number of CTAE classrooms.

System	Component	Description	What to Look For
Career Tech Ed	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? Are there indoor air quality systems for removal of dust and odors? Safety equipment to suppress combustible activities. **Aesthetics:** Is it an inviting learning environment?
	Size	**Elementary School:** Maker Space: 1,200 SF **Middle School (14 programs and 5 pathways):** Technology/AV Lab: 1,680 SF Business lab: 1,120 SF Healthcare: 1,120 SF **High School (59 programs and 25 pathways)** Construction: 2,990 SF Engineering, Drawing/Design: 1,870 SF Automotive Service: 2,990 SF Audio/Video Technology & Film: 2,240 SF Graphic Arts: 2,240 SF Engineering/Technology Multi-use (maker space): 2,800 SF Business/Computer Science Multi-use: 1,120 SF Information Technology: 1,120 SF Marketing Sales & Service: 1,120 SF Culinary Arts: 2,430 SF Healthcare Science Multi-use: 1,680 SF	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards NOTE: APS does not have some of these programs.
	Location	The room should be appropriately located for the program.	The classrooms(s) should be shielded from noise-producing activities and functions and there should be appropriate material delivery areas.
	Storage/Fixed Equip	The room should have adequate contiguous storage space and fixed equipment appropriate to the program.	**Storage:** There should be storage for student projects and supplies and secured storage areas for volatile, flammable and corrosive chemicals and cleaning agents, if needed for the program. In addition, there should be proper storage and removal access for hazardous waste materials in each laboratory using such materials. **Fixed Equipment:** As appropriate to the program, including any necessary safety equipment.

Examples of Career and Technical Education Classrooms:


COMPUTER LABS – Computer labs should be scored if they exist. If a school has no computer lab, it should be scored "N/A", see Media Center to verify proper storage. If some computer labs are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all rooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Computer Labs	Environment	The room should provide an inviting and stimulating environment for learning and should also provide maximum security for the equipment. There should either be no windows or only windows with "hurricane shutters."	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Lighting should minimize screen glare and eye strain. **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards and should accommodate movement of students around learning stations. **1000 SF (ES)** **1200 SF (MS)** **1500 SF (HS)**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be in a secure location and on an interior wall, if possible.	A room that is close to classroom areas and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program. **Computer labs should have both hard connections and wireless availability.**	**Storage:** Is there adequate permanent casework and enough storage for teaching materials? **Fixed Equipment:** There should be sufficient outlets, power sources, and network links for the amount of equipment provided. Equipment should be properly secured – including motion-sensor lighting and security cameras

Examples of Computer Labs:





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EARLY CHILDHOOD EDUCATION – For educational suitability purposes, if some ECE rooms are in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all rooms are in portables, all components are scored *Unsatisfactory*. If the program for ECE is not present the score should be *N/A* .

System	Component	Description	What to Look For
ECE	Environment	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Minimum windows 5% of floor area for natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment? Safety: Are individual outlets child-proof and is there a telephone in the room?
	Size	The room should meet the square footage standards (including restrooms, changing area, storage, teacher preparation, and wet and dry areas). **750 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions and has access to a separated fenced, outdoor play area designated for early childhood. ECE is to be located on the ground floor (i.e., students should not have to climb stairs to access or exit).
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate, age-appropriate casework and storage, including individual "cubbies". **Fixed Equipment:** There should be a restroom in the classroom and access to a washer and dryer. Fixtures include sink with bubbler, wall of cabinets, age-appropriate fixtures, and technology equipment. Flooring that is conducive for a "wet area". There should be minimally a shared kitchenette that includes a sink with appropriate cabinetry to accommodate a microwave and refrigerator).

Examples of ECE Classrooms:



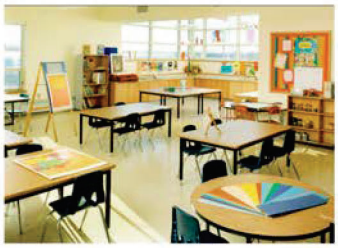


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GENERAL CLASSROOMS - For suitability purposes, if some general classrooms are in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all general classrooms are in portables, all four components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
General Classrooms	Environment	The rooms should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Classrooms should have flexible spaces for group learning to support the instructional program. **Lighting:** Appropriate natural light/lighting levels? Clerestory windows OK. **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The rooms should meet the square footage standards. **All Levels: 750 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The rooms should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The rooms should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Permanent casework and space for teaching and student materials. **Fixed Equipment:** Grades Pk-5: one wall of cabinets, counters at age-appropriate height, coat hook area, and sink with fountain. Grades 6-12: locked wardrobe cabinet for teacher. There should be technology equipment and secure storage appropriate to the program at all levels. Adequate number of outlets (minimum 2 outlets per wall and 1 at the center from floor or ceiling). In a MS/HS adequate charging stations could accompany outlet requirement.

Examples of General Classrooms:





INSTRUCTIONAL RESOURCE ROOMS - There should be space(s) designated for resource specialist such as, speech therapist, psychologists, itinerant teachers, bilingual specialists, migrant services and other services. For educational suitability purposes, if some instructional resource rooms are in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are in portable buildings. If all resource rooms are in portables, all components are scored *Unsatisfactory*. If the program exists and there are no designed spaces, score all components unsatisfactory.

System	Component	Description	What to Look For
Instructional Resource Rooms	Environment	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program and allow for collaborative learning opportunities? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards. The space can be shared by part-time/itinerant staff, but the standard is not met when multiple staff are sharing the space at one shared time. **750 SF large group spaces** **375 SF smaller rooms/offices for small group instruction and/or testing**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The room should be near other classrooms and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate lockable permanent storage/casework; teacher, and student storage. **Fixed Equipment:** Room(s) have program/technology equipment appropriate to the program.

Examples of Instructional Resource Rooms:





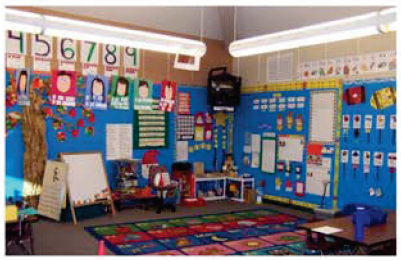
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KINDERGARTEN - If some kindergarten classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all kindergarten classrooms are in portables, all components are scored *Unsatisfactory*. If the program does not exist N/A.

System	Component	Description	What to Look For
Kindergarten	Environment	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? . **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher or noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards (including restrooms, storage, and teacher preparation, wet and dry areas). **Size: 750 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The room should be appropriately located, shielded from noise-producing activities or functions, and convenient to parent drop-off and bus loading areas. Kindergarten is to be located on the ground floor to eliminate need for young students to climb stairs.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Storage space for student and teaching materials; and for children's clothing and personal items (cubbies). Storage, casework, and learning stations are functionally designed for use in free play and structured activities; e.g., shelves are deep and open for frequent use of manipulative materials. **Fixed Equipment:** There should be a wet area with sink (hard surface floor). Room(s) has program/technology equipment appropriate to the program. A restroom should be located within or adjacent to kindergarten classrooms. Counters, furniture, etc. should be appropriate heights for kindergarten-aged students. (Step stools are not an acceptable accommodation for this requirement)

Examples of Kindergarten Classrooms:







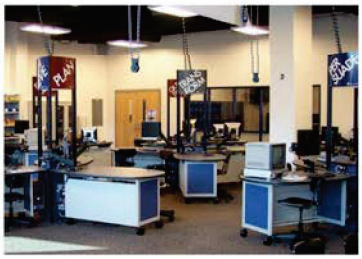
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LEARNING ENVIRONMENT- Provide an overall evaluation of the school's learning environment upon completion of assessments based on the following criteria.

System	Component	Description	What to Look For
Learning Environment	Learning Style Variety	The school should have flexible learning spaces.	Space is provided to allow for various group sizes, projects, individual workstations, as well as general classrooms. Spaces are flexible, allowing for differentiated instruction to accommodate multiple teaching and learning styles.
	Interior Environment	The school should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program or are there posts or other permanent structures that block movement and/or sightlines? Is the space awkward or have difficult angles? **Lighting:** Is there appropriate natural light (windows with views) and adequate artificial lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms or from traffic or play areas into the classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Exterior Environment	Schools should have a minimum of one secured and accessible outdoor area for learning opportunities.	Examples include: Outdoor science/nature learning labs, community garden, art patios, covered or open instructional areas, and social gathering spaces.

Examples of Learning Environments:







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MEDIA CENTER – All schools are-required to have a media center. For educational suitability purposes, if the media center is in a portable, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Media Center	Environment	The room should provide an inviting/stimulating environment for learning. **There should be space for instruction, research, collaboration and quiet reading.**	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are acoustic materials in place to allow different activities to occur at the same time without interference? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	**See Media Center Square Footage, next page.**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The media center should be centrally located to support access of all students and away from noisy parts of the building.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Adequate permanent casework and enough storage for materials and technology. **Fixed Equipment:** Space and capability for charging stations, flexible furniture for student use/collaboration, research and report writing. Bookcases, if present, are ideally located on the perimeter or are low enough to allow supervision. The space should include an office, work room with sink, high ceilings, flexible spaces, and window coverings. Equipment should be properly stored in either locked cabinets or secured rooms. If there is no computer lab present, verify there is adequate space that is secure and accommodates for charging and storage of portable computer equipment.

Examples of Media Centers:





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MEDIA CENTER SQUARE FOOTAGE					
FTE	Square Footage	FTE	Square Footage	FTE	Square Footage
0-263	1900	1051-1076	4425	1839-1864	6675
264-289	1995	1077-1103	4500	1865-1890	6750
290-315	2090	1104-1129	4575	1891-1916	6825
316-341	2185	1130-1155	4650	1917-1943	6900
342-368	2280	1156-1181	4725	1944-1969	6975
369-394	2375	1182-1208	4800	1970-1995	7050
395-420	2470	1209-1234	4875	1996-2021	7125*
421-446	2565	1235-1260	4950	2022-2048	7200
447-473	2660	1261-1286	5025	2049-2074	7275
474-499	2755	1287-1313	5100	2075-2100	7350
500-525	2850	1314-1339	5175	2101-2126	7425
526-551	2925	1340-1365	5250	2127-2153	7500
552-578	3000	1366-1391	5325	2154-2179	7575
579-604	3075	1392-1418	5400	2180-2205	7650
605-630	3150	1419-1444	5475	2206-2231	7725
631-656	3225	1445-1470	5550	2232-2258	7800
657-683	3300	1471-1496	5625	2259-2284	7875
684-709	3375	1497-1523	5700	2285-2310	7950
710-735	3450	1524-1549	5775	2311-2336	8025
736-761	3525	1550-1575	5850	2337-2363	8100
762-788	3600	1576-1601	5925	2364-2389	8175
789-814	3675	1602-1628	6000	2390-2415	8250
815-840	3750	1629-1654	6075	2416-2441	8325
841-866	3825	1655-1680	6150	2442-2468	8400
867-893	3900	1681-1706	6225	2469-2494	8475
894-919	3975	1707-1733	6300	2495-2520	8550
920-945	4050	1734-1759	6375	2521-2546	8625
946-971	4125	1760-1785	6450	2547-2573	8700
972-998	4200	1786-1811	6525	2574-2599	8775
999-1024	4275	1812-1838	6600	2600-2625	8850
1025-1050	4350				

*This should be the maximum for any existing APS media center.

MUSIC – Required space at all levels. If no music room exists, all four components should be scored *Unsatisfactory*. For educational suitability purposes, if some music rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all rooms are in portables, all components are scored *Unsatisfactory*. All schools should offer choir, band, and/or orchestra, but two programs could share one space.

System	Component	Description	What to Look For
Music	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Size and height of instrumental and choral rehearsal rooms should be minimum 12' height to allow for movement of students and instruments and various presentation arrangements **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for acoustic quality. (Sara to provide sound decibel level) Flooring should be hard surface. **HVAC/Temperature/climate control system (to prevent mold):** Is there ventilation with consistent, adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The rooms should meet the following sizes: **Elementary (Min. 2 rooms):** 1,000 SF each **Middle (Min. 2 rooms):** Band or Orchestra: 1,400 SF Choral: 1,200 SF Combined: 1,400 SF **High (Min 2 rooms):** Band or Orchestra: 1,800 SF Choral: 1,500 SF Combined: 1,800 SF	Spaces include office, music library, uniform and instrument storage. **EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	All music rooms shall be located remotely from other classrooms to minimize sound transmission, should have convenient access to the auditorium, and practice rooms should have easy supervision. Exterior door access for loading, with 42" horizontal clearance.
	Storage/Fixed Equip	The room should have adequate ***climate-controlled*** storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) has adequate casework (cabinets and bookshelves), and storage: **ES:** 200-500 SF. **MS/HS:** 200-500 SF per program (choir, band, etc.), **Fixed Equipment: All levels:** There should be a sink and drinking fountain in each room, high ceilings, acoustical wall coverings, door to be room must have 42" horizontal clearance, chairs, music stands, and/or risers for general music/chorus, and technology equipment appropriate to the program. **MS:** 2 practice rooms, and office. **HS:** 3-4 practice rooms, and offices for each program.

Examples of Music Classrooms:







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NON-INSTRUCTIONAL SPACES

<table>
<tr><th>System</th><th>Component</th><th>Description</th><th>What to Look For</th></tr>
<tr><td rowspan="3">Non-Instructional</td><td>Administration</td><td>Administrative spaces should be configured and equipped appropriately. There should be active control of the front door. Space includes reception, offices, secured storage for records and supplies, clinic, teachers' work rooms, collaboration space, and adult toilets.

The school should have adequate secure storage for student records, texts and other resources.</td><td>Administrative office/clerical space appropriate for the school size. with adequate reception space for parents and visitors. Storage area for consumable materials. Adult restrooms. Principal's office with space for meetings of four people. Small meeting space for meetings of up to 10 people. Faculty mailboxes should not be accessed through the public space. Administrative areas to include locked storage and a separate Testing Room for storage of state test materials.

Lockable space for student records should be located near the administrative or counseling suite. Textbook storage room(s) should be on each floor of the school and have adequate fixed casework with adjustable shelving to allow convenient access and use.</td></tr>
<tr><td>Cafeteria</td><td>A multi-use room or rooms.
Size is based on formula, use FTE number found on the floor plan:
ES: FTE x 3.174 SF = room size
MS, HS: FTE x 3.809 SF = room size</td><td>There is good circulation and routing. The cafeteria is acoustically isolated, has appropriate storage and seating. At the ES, there needs to be a space to store all the tables and chairs for multipurpose usage. The area for the cafeteria line is designed for the flow of traffic for each lunch period and should allow all students adequate eating time during each lunch period. Tables and benches or seats are designed to maximize space and allow flexibility in the use of the space.</td></tr>
<tr><td>Food Service and Prep</td><td>Food service and prep spaces (kitchen, freezer, cooler, office, restrooms, etc.) are sized and located appropriately. The kitchen area should have separate areas for pickup and delivery, have adequate storage, and fixed equipment. Size chart:

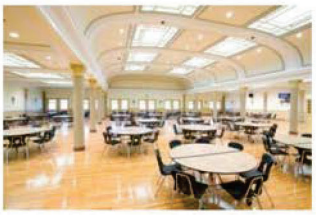
<u>FTE</u> <u>Sq. Ft.</u>
0-525 1,600
526-788 2,000
789-1,050 2,400
1,051-1,313 3,000

<u>Cont.</u>
1,314-1,575 3,500
1,576-2,100 4,000
2,101 + 4,200</td><td>Design of kitchen reflects its planned function; e.g., whether for food preparation or warming only. Space is available for refrigeration and preparation of foods to accommodate maximum number of students planned for the school. Office, changing, and restroom area for food preparation staff is available and shall comply with local department of health requirements. Safety equipment is available. The delivery area is separate from other traffic and does not provide an unsecured access point into the school.</td></tr>
</table>

NON-INSTRUCTIONAL SPACES (CONTINUED)

System	Component	Description	What to Look For
Non-Instructional	**Clinic**	Each school should have a health clinic.	There should be a health service area with space for nurse desk, patient beds (2 required), filing cabinets, and both dry (locked) and refrigerated medication storage. There should also be an ADA accessible restroom and a work sink separate from the restroom. **Cot area should be supervised by office/nurse.**
	Counseling	Counseling spaces should be in all schools. There should be office area for the psychologist/counseling program which provides for confidentiality and may be shared among other support service programs but not for simultaneous use.	Where there is a counseling suite, there may be reception/waiting in middle and high schools. Any type of counseling space could be located adjacent to the fireproof records storage. The space (except for records) should be easily accessed by students, but not in the administrative suite. **Component requirements** Guidance Office = 150 SF Reception = 150 SF
	Custodial and Maintenance	There should be a custodial receiving area (250 SF) and custodial closets with floor mop sink in each major building area.	The receiving area should be on the ground floor with direct access from delivery truck loading/unloading area and should have shelving for bulk storage of equipment and supplies.
	Student Restrooms	Restroom # of fixtures shall be sufficient to accommodate the maximum planned enrollment. Separate toilet fixtures and facilities shall be provided for each sex. ADA accessible restrooms must be made available. There must always be adequate privacy provided with urinal separation and doors to stalls. They must be located where students are housed.	Restrooms are appropriately located and adequate in number, well-ventilated, and not generating a noise concern (e.g., fans, hand dryers, etc.) and the fixtures are appropriate. Floor and wall surfaces are washable. Toilet partitions and urinal privacy partitions are in place.
	Faculty Work Space and Toilets	The faculty should have a work area.	The faculty workroom should be sized appropriately for the school, equipped with cabinets, sink, and space for copying and other instructional materials preparation. *Restrooms should be nearby and/or conveniently* located in various parts of the school.

Examples of Non-Instructional Spaces:



OUTSIDE SPACES

System	Component	Description	What to Look For
Outside	**Vehicular Traffic**	Traffic routing should be safe with good separation.	Bus, parent, and service lanes are "off-street" and do not conflict with each other, playground, or parking areas. There is adequate bus parking near entrances to the building.
	Pedestrian Traffic	Pedestrian traffic routing is safe with good separation from vehicular traffic.	There should be safe walk routes (sidewalks and marked crosswalks) that direct students and the public to appropriate entrances.
	Parking	Parking should be adequate in size and marked.	There is adequate off-street paved, marked, and lighted parking for staff and visitors for daily operations (not events). Parking lots have reasonable access to school entrances. Minimum adequate parking spaces defined as one space per staff member and six visitor spaces.
	Play Areas/Fields	Play areas should be adjacent to the school, adequate in size, and allow for free and organized play time.	There should be an area for covered play, a hard-surfaced area, and playground equipment. **ES:** minimum of 1,000 SF grassed. If there is a playground, look for ADA access: walkway and equipment. **MS:** minimum 1,000 SF grassed area, football field, track, softball field. **HS only:** track and field, football field, soccer field, softball field, and (2) tennis courts.

Examples of Outside Spaces:





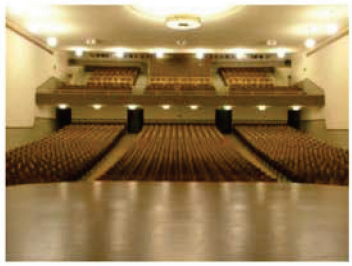


PERFORMING ARTS – All schools are required to have a performing arts space with an ADA-accessible stage.

System	Component	Description	What to Look For
Performing Arts	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate lighting levels? **Acoustics:** Are there impediments to hearing? Is there noise transfer between spaces? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	**ES:** Can be with the gym/multipurpose space but should have a permanent stage with stage, sound, curtains and lights (rigging). Combination gym and performing arts space is the standard for elementary gym/cafeteria. **MS/HS:** Auditorium, stage, fixed seating, dressing room, sound/lighting room, lobby for concession/ticket, adequate restrooms. The fixed seating for the auditorium should accommodate one grade level. **HS:** one space minimum – auditorium the optional is a dance room or black box. Minimum size is 1,200 SF	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program with classroom adjacencies.	The performing arts space should be located on the ground floor and acoustically isolated from the quiet spaces. There should be convenient public & after-school access with the means to restrict access to other spaces and easy access to restrooms and water fountains.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**All: ADA-accessible stage is required, but spaces that have both front and backstage ADA ramps could be scored *Excellent* if all other required elements are in place. All:** The performing arts space should have adequate and appropriate storage, curtain, lighting, sound system, and technology equipment appropriate to the program. **All:** sport court or similar floor and mirrored wall.

Examples of Performing Arts Spaces:



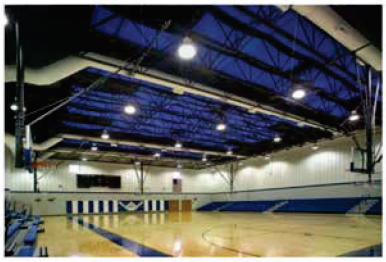


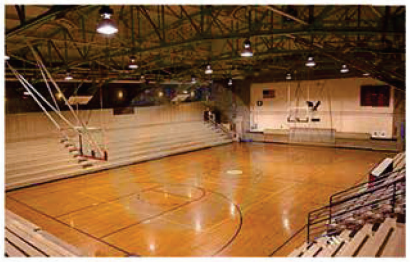
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PHYSICAL EDUCATION – All schools are required to have a P.E. space, with one gym at the ES and MS, and 2 for HS. If no space exists, all four components should be scored *Unsatisfactory*. If an elementary gym space is shared with a cafeteria, score all 4 components unsat with a comment.

System	Component	Description		What to Look For
P.E.	Environment	The room should provide an inviting/stimulating environment for learning. ES can be a multi-purpose space, combined with performing arts (not cafeteria). MS/HS is a dedicated gym.		**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/with adequate lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between programs? There needs to be acoustical devices present such as acoustic panels. **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	**ES: 5,000 – 8,000 SF with rubber flooring and no fixed seating.**	**ES: 5000-8000SF (aux 5,000 per instructor)** **MS: 16,000 SF (auxiliary gym 1,000 sf per instructor)** **HS: 22,000 SF (3,000 sf per instructor)**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
		MS: 16,000 SF with wood floors Competition court, with seating for half of ASB.	**HS: 22,000 SF with wood floors** Competition court, seating for entire ASB. 2000 SF strength/conditioning room.	
	Location	The room should be appropriately located for the program.		The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes. Access to public restrooms.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.		**Storage**: There should be adequate and appropriate storage for both PE and athletics. **Fixed Equipment – (Health classroom secure storage for** Smart Boards, PA equipment) water fountains and fixed equipment (backboards, safety padding).

Examples of Physical Education Spaces:

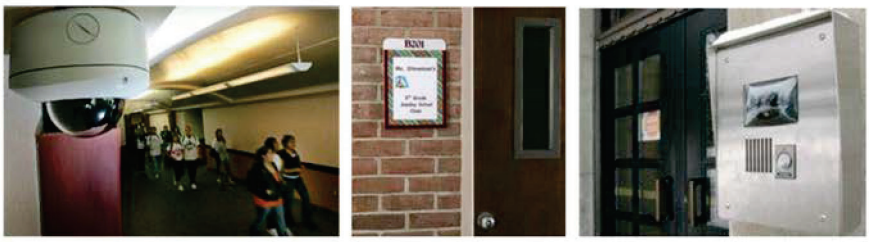




SAFETY & SECURITY – The district is committed to safety but does not want security to overrule the educational needs of each site. Security issues will be site-specific, with discussions to include fencing to reduce outside pedestrian and vehicular traffic, electronic and/or mechanical locks on interior and exterior doors, lighting to wash the facades vegetation that enhances "curb appeal" but does not provide inappropriate coverage. In addition, signage to assist in wayfinding, and communicating expectations of behavior on campus, and access control/supervision to allow district staff to monitor campus activities.

System	Component	Description	What to Look For
Safety and Security	**Fencing**	The school site should be appropriately fenced for each site.	The school site is appropriately fenced. Entrances and egresses are limited, where appropriate. Play areas should be fenced to provide safety.
	Signage & Way Finding	Interior and exterior signage should be adequate for the needs of the school.	Adequate signage or graphics direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school and grounds. Traffic and parking signs are adequate to direct visitors. All rooms are identified with numbers/signs. There should be prominent/multiple/all entrance announcement signs with the following elements at all school campuses: (1) Drug Free, (2) Weapons Free, (3) Under Surveillance, and (4) Subject to Search. **You should look for all 4 elements.** Describe missing elements.
	Ease of Supervision	The building layout and environment should enhance building supervision.	Supervision is enhanced through proper sightlines, few or no "hiding areas," and safe vegetation/landscaping is in place, along with appropriate interior/exterior lighting, good direct visibility or via security cameras both inside and outside the building. There should be camera surveillance of all parking areas and areas with HVAC equipment. There should be adequate lighting to all public areas. (Ask principal regarding these issues.)
	Controlled Entrances	Points of entry should be controlled for student and staff safety. There should be a single point of entry for all visitors through the reception/administration area.	School design or configuration allows for control of entrances to the school. Public entrances are easily supervised and controlled with a security vestibule. All main, public entrances have ADA access. Comment required and down-grade if not in place.

Examples of Safety & Security:



SCIENCE – Required space in middle and High school levels, score all four components *Unsatisfactory* if none exists. Score elem. N/A if none exist. For educational suitability purposes, if some science rooms are in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all rooms are in portables, all components are scored *Unsatisfactory*. The secondary schools should include both classrooms and lab spaces.

System	Component	Description	What to Look For
Science	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas (secondary only). **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards. **Elementary and Middle: 1,000 SF** **High: 1,000 SF lab/classroom combination** **900 SF lab only.**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The science classroom should be shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Space for teaching materials and adequate permanent casework. There should be separate secured storage areas area provided for volatile, flammable, and corrosive chemicals and cleaning agents. **Fixed Equipment –** There should be a science classroom with wet flooring, appropriate science storage and extra sinks as well as safety equipment (**All:** FE, eyewash; **HS**: shower w/drain) and supplies. **MS/HS only:** A separate 100 SF room for storage and prep area. Water and gas in all HS spaces, chemical storage, prep room. Shared labs meet the standard.

Examples of Science Classrooms & Labs





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SELF-CONTAINED SPECIAL EDUCATION – Required space where program exists, score *N/A* if program does not exist. For educational suitability purposes, if some self-contained rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all self-contained rooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Self-Contained Special Ed	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards. **750 SF with restroom and changing area all levels** **Family Living Center: 1,200 SF with washer/dryer, shower**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The classroom(s) should be shielded from noise-producing activities and located centrally. Rooms should not require steps for either access or egress. Doors should open into auxiliary halls or have windows for viewing traffic.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate permanent casework and teacher and student storage. **Fixed Equipment:** The classrooms should have special needs equipment and technology equipment appropriate to the program. Hearing-Impaired classroom should have appropriate sound reduction measures. Each room should have a restroom with water, shower, and changing area, washer/dryer, and teaching kitchenette (as determined by program). **HS only:** Transition room/life skills for 18-22-year olds (as determined by program).

Examples of Self-Contained Special Education Classrooms:







APPENDIX C: ASTM UNIFORMAT II BUILDING CLASSIFICTIONS

Level 1 Major Group Elements	Level 2 Group Elements	Level 3 Individual Elements	
A Substructure	A10 Foundations	A1010	Standard Foundations
		A1020	Special Foundations
		A1030	Slab on Grade
	A20 Basement Construction	A2010	Basement Excavation
		A2020	Basement Walls
B Shell	B10 Superstructure	B1010	Floor Construction
		B1020	Roof Construction
	B20 Exterior Enclosure	B2010	Exterior Walls
		B2020	Exterior Windows
		B2030	Exterior Doors
	B30 Roofing	B3010	Roof Coverings
		B3020	Roof Openings
C Interiors	C10 Interior Construction	C1010	Partitions
		C1020	Interior Doors
		C1030	Fittings
	C20 Stairs	C2010	Stair Construction
		C2020	Stair Finishes
	C30 Interior Finishes	C3010	Wall Finishes
		C3020	Floor Finishes
		C3030	Ceiling Finishes
D Services	D10 Conveying	D1010	Elevators and Lifts
		D1020	Escalators and Moving Walks
		D1090	Other Conveying Systems
	D20 Plumbing	D2010	Plumbing Fixtures
		D2020	Domestic Water Distribution
		D2030	Sanitary Waste

		D2040	Rain Water Drainage
		D2090	Other Plumbing Systems
	D30 HVAC	D3010	Energy Supply
		D3020	Heat Generating Systems
		D3030	Cooling Generating Systems
		D3040	Distribution System
		D3050	Terminal & Package Units
		D3060	Controls & Instrumentation
		D3070	System Testing & Balancing
		D3090	Other HVAC Systems & Equipment
	D40 Fire Protection	D4010	Sprinklers
		D4020	Standpipes
		D4030	Fire Protection Specialties
		D4090	Other Fire Protection Systems
	D50 Electrical	D5010	Electrical Service/Distribution
		D5020	Lighting and Branch Wiring
		D5030	Communications and Security
		D5090	Other Electrical Systems
E Equipment & Furnishings	E10 Equipment	E1010	Commercial Equipment
		E1020	Institutional Equipment
		E1030	Vehicular Equipment
		E1090	Other Equipment
	E20 Furnishings	E2010	Fixed Furnishings
		E2020	Moveable Furnishings
F Special Construction	F10 Special Construction	F1010	Special Structures
		F1020	Integrated Construction
		F1030	Special Construction Systems
		F1040	Special Facilities
		F1050	Special Controls & Instrumentation
	F20 Selective Building Demolition	F2010	Building elements Demolition
		F2020	Hazardous Components Abatement

G Building Sitework	G10 Site Preparation	G1010	Site Clearing
		G1020	Site Demolition and Relocations
		G1030	Site Earthwork
	G20 Site Improvements	G2010	Roadways
		G2020	Parking Lots
		G2030	Pedestrian Paving
		G2040	Site Development
		G2050	Landscaping
	G30 Site Mechanical Utilities	G3010	Water Supply
		G3020	Sanitary Sewer
		G3030	Storm Sewer
		G3060	Fuel Distribution
	G40 Site Electrical Utilities	G4020	Site Lighting