



MANCHESTER
SCHOOL DISTRICT

Highland-Goffe's Falls Elementary School

Educational and Facilities
Master Plan

smma



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Summary

Included in this report are assets that were collected during the long term facility planning process. Each school's report package contains an At-A-Glance summary report, Facility Evaluation Criteria sheets, and site plan(s). Site plans are included to illustrate the context of the building in relationship to the city, neighborhood, and other adjacent amenities and parcels. The At-A-Glance summary sheets include general information about each school building including school data, such as population and grade structure, etc., site and building data, tax assessor's information, community uses, State of NH Code of Administrative Rules, Operational Data, and Cost model information for repairs and renovations. The Facility Evaluation Criteria sheets are the facility assessment team's findings at each Tier 1 school building including building physical assets, sites, and educational facility effectiveness. On April 24, 2023, the assessment team visited all the Tier 1 school buildings.

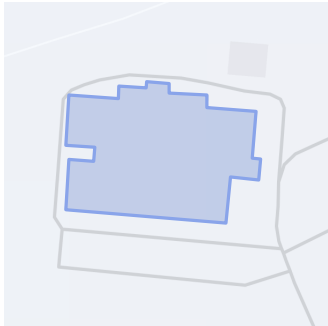
SCHOOL NAME

Highland-Goffe's Falls Elementary School

SITE VISIT

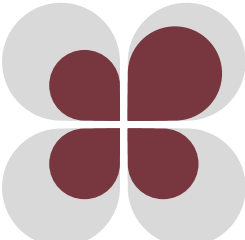
August 2023

At-a-Glance



FA: Building

FA: Site



EFE: Learning

EFE: Spaces



Excellent

Deficient



Address

1 Beatrice Lawrence Drive, Manchester, NH 03103



Gross Square Footage (GSF)

59,927 sf



Grades

Pre-K–5th Grade



Site Acreage

15.9



Hours of Operation

8:25am–2:50pm



Date of Construction

1970



2022–2023 Enrollment

333



Date of Addition Construction

2009

SCHOOL NAME

Highland-Goffe's Falls Elementary School

SITE VISIT

August 2023

Site Plans

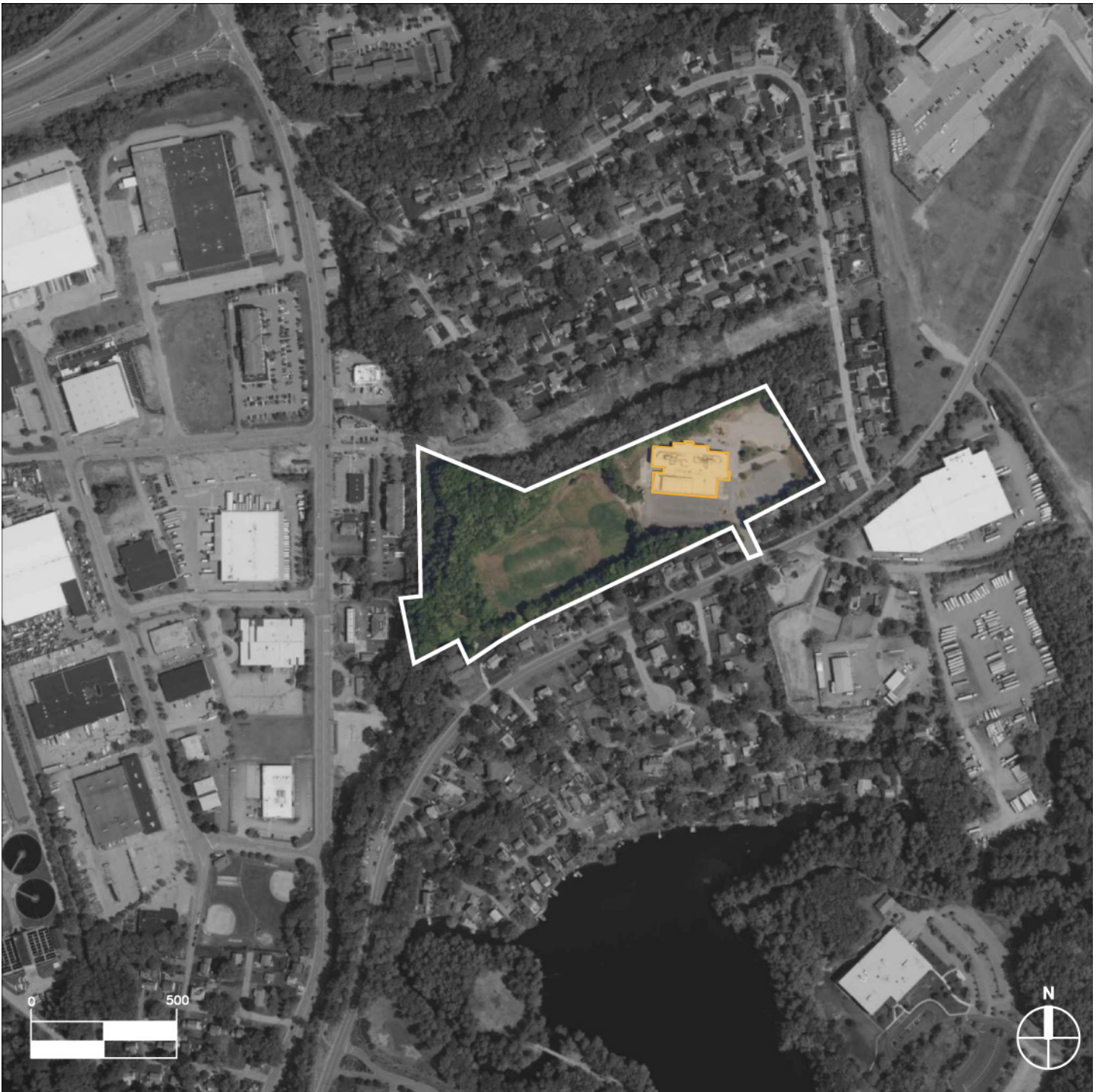


SCHOOL NAME

Highland-Goffe's Falls Elementary School

SITE VISIT

August 2023





Facility Evaluation Criteria

Physical Analysis	● NONE / MINOR	● MODERATE	● MAJOR	● REPLACE	○ N/A
Roof Membrane (Architectural)			●		
	"Original built-up roof system appears to have been replaced at some point with EPDM roof membrane. Several areas of ponding were noticed, and although no significant issues were visible all roofs are beyond their useful lifespan and typical warranty period, so replacement is recommended."				
Existing Photovoltaics					○
	"N/A"				
Space for Solar on Roof					○
	"There is some space, but the Air handling units and associated ductwork take up much of the space. Exact locations and SF size can be evaluated."				
Façade	●				
	"The masonry appears to be in good condition. Sealant joints at brick expansion joints and at window and door openings should be removed and resealed. Joints between concrete frame and brick infill at the main entrance were being resealed at the time of the site visit."				
Windows			●		
	"Windows are aluminum double-pane insulated glass units. Gasketing and window screens were observed to be in disrepair in several locations. UV degradation of the fiberglass sandwich panel systems at the Gymnasium was observed."				
Boilers (Mechanical)	●				
	"The building has two new Lochinvar boilers that are in good working condition."				

Physical Analysis

 NONE / MINOR
 MODERATE
 MAJOR
 REPLACE
 N/A

Boilers (Plumbing)				
<i>"Refer to mechanical report for additional information regarding HVAC boilers. They are gas fired. Domestic water heaters - the domestic hot water demand is provided through a 100 gallon condensing natural gas fired water heater (State SUF-100-150-NE 300). Both the water heater and the boilers were installed in 2021 and the associated gas and water piping was replaced at the same time. The hot water is heated/stored at 130 degrees and runs to a master mixing valve set at 110 degrees for distribution to the plumbing fixtures."</i>				
Heating Distribution Systems				
<i>"The heating distribution system is a primary-secondary system. The primary pumps are new with ECM motors, secondary pumps are older but appear to be in good working condition. Piping and insulation appear to be in good working condition. The terminal heating equipment appears in working condition with cabinet unit heaters at entrances and fin tube radiation in classrooms and other spaces."</i>				
Building Envelope Thermal Performance				
<i>"Original building (1970) only has minimal building insulation at walls, roof and slab. Not all building entrances have vestibules."</i>				
Interior Finishes				
<i>"Interior finishes are generally in good condition. VCT flooring is generally in good condition, but there are some areas are in need of patching. Most acoustical ceiling systems were replaced in 2004. Painting, classroom casework and other minor finishes were replaced in 2006. Some original casework remains in various spaces and is in need of replacement. Most interior wood doors were replaced in 2006; however, there are still some doors that are in need of replacement. Most toilet room original glazed block and tile finishes are worn and dated."</i>				
Rooftop HVAC Equipment				
<i>"Unit are starting show some age, but seem to be functioning well and are well maintained. The design also contains a substantial amount of rooftop ductwork."</i>				
HVAC Controls				
<i>"JCI Metasys (District standard). Thermostats seemed to be newer and in good condition."</i>				
Technology Infrastructure				
<i>"Bandwidth of fiber optic and copper network cabling is inadequate for School Communications. Telecom Rooms are not adequately secured allowing staff to use them for storage."</i>				

Physical Analysis

● NONE / MINOR
 ● MODERATE
 ● MAJOR
 ● REPLACE
 ○ N/A

Technology Systems				●	
	<p><i>"Telephone and WiFi systems are at the end of useful life. Network switches have been recently replaced. Not all Telecom Rooms are air conditioned, leaving equipment vulnerable to overheating."</i></p>				
Security Systems		●			
	<p><i>"The City is working with a Security Systems Vendor to deploy 500 CCTV cameras throughout the District's Schools. Adequate bandwidth is a concern for transmitting video. Notification and Lock Down systems are not present. Indoor cellular signal booster system is desired."</i></p>				
Kitchen Equipment and Systems (Electrical)		●			
	<p><i>"Kitchen electrical equipment (panel, receptacles, lights) is aged, in fair operational condition, and suggested for upgrading. Non-GFCI receptacles shall be replaced to comply with Code."</i></p>				
Kitchen Equipment and Systems (Plumbing)		●			
	<p><i>"The building has a small kitchen. See photos for pot sink and double pot sink. The double pot sink waste flows through a floor mounted grease trap. Fixtures and equipment appear to be in fair condition. Waste piping below sinks is PVC. Although PVC is an acceptable material for waste piping per the NH plumbing code, it is not typically installed in commercial kitchens as there are durability and cleanliness concerns. There is no gas fired equipment within the kitchen."</i></p>				
Natural Gas Distribution System	●				
	<p><i>"Gas piping observation was limited to exposed piping within the mechanical room. The piping has megaplex (press) fittings which were new to the market approximately 10 years ago. The gas piping was most likely replaced during the 2021 boiler/water heater installation. Piping and fittings are in good working order."</i></p>				
Current Fuel Source		●			
	<p><i>"The building is provided with a natural gas service consisting of a meter and regulator. Based on the regulator arrangement the system appears to be intermediate pressure, however, the operating pressure could not be confirmed. The system splits after the meter into two separate services prior to entering the building. The exterior piping does show rusting."</i></p>				
Generator					○
	<p><i>"N/A"</i></p>				

Physical Analysis	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Elevator		●			
<i>"Due to age of elevator, controls replacement may be required and cab finishes need to be updated."</i>					
Ventilation Distribution Systems		●			
<i>"Roof ductwork is in adequate condition. The ductwork is not insulated and some is showing rust. Classrooms had ceiling supply and low return. Bathrooms have ceiling exhaust."</i>					
Electrical Services		●			
<i>"Electrical service is provided by PSNH via pad-mounted utility transformer located adjacent to the school building. Utility metering equipment is installed in the Main Electric room at the Main Switchboard MDP. It's manufactured by GE, rated 1,200 Amp 120.208v 3ph 4w. The switchboard appears in fair operational condition, however it's "old" and at this point it most likely reached the end of its useful life expectancy (+/- 40 years) and shall be replaced. The switchboard MDP feeds a number of panels installed throughout the building. The downstream panels also appear "old", beyond their expected useful life (except for a couple of "newer" panels that were added more recently), and shall be replaced with their associated power feeders. Observed a few "old" receptacles in poor condition and a few non-GFCI receptacles in the kitchen - they shall be replaced."</i>					
Life Safety: Means of Egress (Architectural)		●			
<i>"Two stair tower additions at each end of the existing classroom wing in 2006 when the open classroom layout was reconfigured. Doors to these stairs do not have required panic hardware. Continuous inner handrails are not provided. Handrails and guardrails at the original portions of the building do not meet current building codes. Not all egress doors are accessible as there are steps down to grade level without ramps. Size and quantity of egress elements appear to be adequate."</i>					
Life Safety: Means of Egress (Electrical)	●				
<i>"Self-contained internally lighted LED exit signs and battery units are provided along egress pathways. Additionally, dedicated "emergency" lights are equipped with integral emergency ballasts, Bodine or equal. Emergency lighting throughout is observed in adequate operational condition."</i>					

Physical Analysis

● NONE / MINOR
 ● MODERATE
 ● MAJOR
 ● REPLACE
 ○ N/A

	●	●	●	●	○
Life Safety: Fire Protection (sprinklers)	●				
	<p><i>"The building is currently protected by an automatic sprinkler system. The 4-inch service enters the building and flows through a 4-inch double check valve assembly. The system also includes a wall indicator post, storz fire department connection, and 2-inch main drain. Two floor control valves are located within the service room. One feeds the first floor, while the second serves the second floor. The system was installed during the 2009 renovations and appears to be in good working order."</i></p>				
Life Safety: Fire Alarms	●				
	<p><i>"A new Fire Alarm (FA) system was designed and installed in 2009, and shows some later upgrades. The FA system is addressable, manufactured by Notifier, consisting of addressable smoke and heat detectors, double action pull stations, speaker/strobes and strobe only unit, and connections to fire protection equipment. The Fire Alarm Control Panel (FACP) and radio master box are in General Office 142. The backlit graphic annunciator is in the main entrance vestibule G112. All classrooms and similar educational spaces, corridors, teacher areas, etc. are equipped with signaling devices. Outdoor knox box and FA alarm beacon are provided at the main entrance door. All FA equipment was observed in good operational condition."</i></p>				
Security: Entry Sequence		●			
	<p><i>"The main entrance along Elm Street has controlled card access and an intercom system. There is no direct visual access to the exterior from the main office. The main office is across the hall from the main entry vestibule."</i></p>				
Lighting Quantity / Control	●				
	<p><i>"Interior lighting consists of "newer" surface- and recessed-mounted 2'x4' step-dimmed "basket reflector" lighting fixtures with T5 lamps (classrooms and similar educational spaces, administration offices, corridors, stairways, etc.) and "older" surface-mounted linear wraparounds (bathrooms, kitchen, storage and utility spaces). The "newer" lights were installed along with new controls (occupancy sensors, dimmer switches, low voltage control system and wiring) during the year 2009 renovations - they appear in good operational condition. The wraparound fixtures appear aged and are recommended for upgrading. In general, illumination levels throughout are adequate."</i></p>				
Toilets and Fixtures		●			
	<p><i>"The plumbing fixtures appear to be original/outdated with the exception of the water fountains. Many of the water fountains have been replaced with the newer bottle filling type. Flow rates were not able to be confirmed, but based on the age of the fixtures, it is assumed that they are not low flow fixtures. (Would not meet current sustainability requirements.) Many fixtures met ADA. However, a few do not. In particular, in the group toilet rooms, the handicapped lavatory does not have the pre-molded insulation required for the trap."</i></p>				

Physical Analysis

● NONE / MINOR
 ● MODERATE
 ● MAJOR
 ● REPLACE
 ○ N/A

Plumbing Distribution Systems		●		
<p><i>"Observations of domestic water, natural gas, sanitary/vent, and storm water piping was limited to exposed areas. Above ceiling observations were not performed. The domestic water piping near the water heater has been replaced (2021). Piping to and from the mixing valve could be original, however new ball valves have been installed and the piping has new insulation. The hot water is heated/stored at 130 degrees and runs to a master mixing valve set at 110 degrees for distribution to the plumbing fixtures. The age of the domestic water piping throughout the building varies. Original piping is approximately 53 years old. Piping greater than 40 years old (lifespan 40-50 years) should be evaluated (sample destructive testing, water quality testing) to determine the condition and help estimate the longevity left in the piping. Original valves and pipe solder pre-date current lead free regulations and requirements. Storm/San/Vent - The expected lifespan of cast iron piping is 50 years. Future renovations should consider scoping/testing to confirm the expectancy left in the piping."</i></p>				
Accessibility (Architectural)			●	
<p><i>"Several egress points are not accessible as they do not exit at grade without ramps. Most toilet rooms are original and do not meet accessibility codes related to fixtures and space requirements. Many existing interior doors do not meet accessibility codes related to door clearances. Original sink casework is not accessible. Stage in the Gymnasium is not accessible."</i></p>				
Accessibility (Plumbing)			●	
<p><i>"Many fixtures do not meet ADA requirements."</i></p>				

**Structural Systems:
Signs of Deterioration Observed?**

	YES	NO		
Roof		✗		
<p><i>"All roofs appear to be in sound condition."</i></p>				
Floor		✗		
<p><i>"Ground floor slab on grade. Upper floor bar joists on steel frame and CMU Bearing walls."</i></p>				
Walls / Columns		✗		
<p><i>"All walls CMU. Some bearing some not. All in very good shape."</i></p>				
Foundations		✗		
<p><i>"Foundation walls appear to be in good condition."</i></p>				

SCHOOL NAME

Highland-Goffe's Falls Elementary School

SITE VISIT

August 2023

REPORT TYPE

Facility Evaluation

**Structural Systems:
Signs of Deterioration Observed?**

	YES	NO
Façade		X
<i>"Some exterior lintels at the entries are showing signs of corrosion and need to be cleaned and painted."</i>		
Is Lateral System Identifiable?	✓	
<i>"Lateral system comprised of CMU shear walls throughout the building."</i>		

Community

	YES	NO
Emergency Shelter	✓	
<i>"Short Term Shelter only."</i>		
Are there Separate Community / Non-School Spaces on Site?	✓	
<i>The site is shared with a football/ multipurpose field that is used by community rec leagues. The field shares parking facilities with the school.</i>		



Site Evaluation Criteria

Physical Analysis	● NONE / MINOR	● MODERATE	● MAJOR	● REPLACE	○ N/A
Parking Capacity	●				
	<i>"Approx. 50 spaces in staff lot, 62 spaces in primary lot. Currently 52 staff, per school district website."</i>				
Parking Quality	●				
	<i>"One staff parking lot and one primary parking lot. pavement in good condition. Granite curbing adjacent to sidewalks and main access drive, otherwise no curbs. Both lots in need of restriping."</i>				
Ground Cover	●				
	<i>"Mix of landscaping and lawn areas, with woods around site perimeter. Site connects to walking trail in already wooded area via gate in the fence. Trail connects to abutting residential area."</i>				
Fields	●				
	<i>"Multi-purpose fields with football goalposts adjacent to school."</i>				
Neighborhood Streets	●				
	<i>"One vehicular entrance in and out of site off of Goffs Falls Rd. Pedestrian connection to adjacent neighborhoods via wooded trail."</i>				
Drop-off / Pick-up Routes	●				
	<i>"Primary car circulation and drop off via one-way loop in front parking area. Bus circulation and drop off in separate loop adjacent to staff lot. Vehicle traffic/ circulation via fire lane around back of school blocked by movable barriers."</i>				
Walkways / Curbs / Sidewalks		●			
	<i>"Concrete walkways with vertical granite curbing at front of building, in good condition. No dedicated walkway around rear of building. shared use of bituminous fire access lane. Fire lane somewhat blocked to cars by movable barriers, but may still pose safety risk as fire lane contains blind spots around building corners. Some sections of sloped granite curb around parking areas need to be reset."</i>				

SCHOOL NAME

Highland-Goffe's Falls Elementary School

SITE VISIT

August 2023

REPORT TYPE

Site Evaluation

Physical Analysis

● NONE / MINOR
 ● MODERATE
 ● MAJOR
 ● REPLACE
 ○ N/A

ADA Accessibility	●				
<i>"3 ADA spaces at main entrance. Curb ramp at drop off location, but not in front of ADA spaces. Multiple accessible entrances with curb ramps along primary parking lot."</i>					
Site Lighting (Civil)	●				
<i>"Light fixtures on wooden utility poles around parking lot."</i>					
Site Lighting (Electrical)		●			
<i>"Exterior lights consists of pole-mounted "street" lights along the parking lot (assumed to be rented from utility company), building-mounted wall packs along the exterior perimeter walls, and under canopy lights. Building- and under canopy lights appear in good condition, but not energy efficient (HPS and fluorescent), and recommended to be upgraded to LED."</i>					
Fencing	●				
<i>"Black perimeter fence with gate to wooded trail."</i>					
Drainage	●				
<i>"Catch basins in good condition. Some erosion/sediment buildup around catch basin inlets. No curbing around site perimeter to allow for overflow runoff directly to woods. One damaged utility structure in parking lot (may or may not be drainage)."</i>					
Play Areas	●				
<i>"Large play structure with wood chips and adjacent bituminous play lot with basketball hoops. Toddler-age play structures in fenced in yard area."</i>					
Monuments and Memorials	●				
<i>"None observed at this site."</i>					
Walls / Slopes	●				
<i>"No significant walls/slopes on site. Relatively flat."</i>					

Physical Analysis

YES NO

Are there any Wetlands on Site?		X		
<i>"No wetlands per GIS."</i>				
Are there any Easements on Site?		X		
<i>"No easements per GIS."</i>				

Physical Analysis

	YES	NO
Are Play Structures Age-Appropriate?	✓	
<i>"Site contains play structure, bituminous play lot, and multi-purpose field, appropriate for elementary school."</i>		
Is there an Outdoor-Learning Area?	✓	
<i>"Picnic tables dispersed around building and in fenced in yard area."</i>		
Should there be a Question on Environmental Justice Populations / Vulnerable Populations?		✗
<i>"NH GIS designates site as "Medium Low" Social Vulnerability Index, based on census analysis."</i>		
Is the Building Expandable on the Current Site?	✓	
<i>"Building could be expanded or modulars could be added at expense of parking or play areas. Modulars could be placed in area of side yard currently containing picnic tables and toddler play structures."</i>		
Is the Site Expandable?	✓	
<i>"Some buffer between edge of parking lot and woods to minimally expand parking or site amenities."</i>		

Community Analysis

	YES	NO
Historical Commission Status: Inventory of Archaeological Assets (Site Review)		✗
<i>"The site is not listed on the National Register of Historic Places (per the National Park Service website) or the New Hampshire State Register of Historic Places (per the New Hampshire Division of Historical Resources website). The site is also not within the Manchester Historic District or listed as a locally-designated historic site, per Manchester GIS."</i>		
Are there School Buses?	✓	
<i>"Dedicated bus drop off loop. 2 MTA and 6 SPED buses, per bus counts provided by the district."</i>		
Bikeable?		✗
<i>"No dedicated bike lanes along Goffs Falls Road."</i>		

SCHOOL NAME

Highland-Goffe's Falls Elementary School

SITE VISIT

August 2023











REPORT TYPE

Site Evaluation

Community Analysis

	YES	NO
Walkable?	✓	
<i>"Wooded walking trail at back of site connects to neighborhoods, sidewalk connection out to and along Goff's Falls Road."</i>		

Traffic Analysis	● NONE / MINOR	● MODERATE	● MAJOR	● REPLACE	○ N/A
Bike Facilities Goffs Falls Rd	●				
<i>“No markings for bikes on street. Consideration may be given to striping bike lanes on Goffs Falls Road as it has 30+ mph observed speeds in study area.”</i>					
Parking Parking Lot				●	
<i>“Pavement markings very faded - very hard to see any parking lines, including access aisles for accessible spaces. Accessible parking does not have ramps at end of access aisles. Also must drive through faculty lot to get to accessible parking due to barricades. “Do not enter, buses only” sign across from front entrance twisted facing school building instead of traffic entering from Beatrice Lawrence Drive.”</i>					
Pedestrian Connections Parking Lot	●				
<i>“Crosswalk to entrance on south side of school very faded and has no signage.”</i>					
Pedestrian Connections Parking Lot		●			
<i>“No crosswalk connecting to ramp at main entrance on east side of school.”</i>					
Pedestrian Connections Parking Lot	●				
<i>“No marked path from Beatrice Lawrence Drive sidewalks to school entrance.”</i>					
Pedestrian Connections Sidewalk around school		●			
<i>“Ramps do not have detectable warning panels and some are cracked, specifically south side entrance at crosswalk and southeast corner of school. Ramps and crossings should be evaluated for ADA compliance.”</i>					
Sidewalks Beatrice Lawrence Dr	●				
<i>“Some vegetation encroachment on sidewalks on both sides. Both sidewalks also end without ramps connecting to school. East sidewalk also has pinch points at residential driveway due to curb extending into sidewalk and “do not block driveway” sign.”</i>					

Traffic Analysis	 NONE / MINOR	 MODERATE	 MAJOR	 REPLACE	 N/A
Sidewalks Goffs Falls Rd					
<p><i>“North sidewalk slopes toward roadway and has some poor condition pavement at driveways. Unclear why there is a curb cut west of Westwood Road. South sidewalk is pinched by mailbox west of Sargent Road and ends abruptly at Sargent Road without ramp.”</i></p>					
Signalized Intersections Goffs Falls Rd at Beatrice Lawrence Rd					
<p><i>“Crosswalks striped across north and east legs of intersection with ramps that appear ADA-compliant with yellow warning panels. Pedestrian push buttons and indications are working, but should be evaluated for ADA compliance. Pedestrian push buttons also have inconsistent signage.”</i></p>					
Unsignalized Intersections Goffs Falls Rd at Gosselin Rd					
<p><i>“No crosswalk across Goffs Falls Road, although no sidewalk on south side of street to connect to. No STOP line or STOP sign provided on Gosselin Road approach.”</i></p>					
Unsignalized Intersections Goffs Falls Rd at Sargent Rd					
<p><i>“No crosswalks even though south sidewalk ends at intersection. South sidewalk does not ramp down. Sargent Road approach has STOP sign but is lacking STOP line. Bad pavement on Sargent Road.”</i></p>					
Unsignalized Intersections Goffs Falls Rd at Westwood Dr					
<p><i>“No crosswalk or detectable warning panels provided across Westwood Drive. Pedestrian crossing should be evaluated for ADA compliancy. Uneven road surface where people would cross across Westwood. Westwood Drive approach has STOP sign but lacking STOP line. Poor pavement on Westwood Drive near intersection.”</i></p>					



Educational Facility Effectiveness: Learning Environments (EFE: LE)

Grade Levels

Building Originally Designed as:	1st Grade–5th Grade
Which Educational Program are you Assessing?	Pre-K–4th Grade
The Grade Configuration this School is Best Suited to:	1st Grade–4th Grade

Educational Building Analysis

● GOOD
 ● FAIR
 ● POOR
 ● DEFICIENT
 ● FAILING

	GOOD	FAIR	POOR	DEFICIENT	FAILING
Acoustical	●				
<i>“New ACT”</i>					
Adjacencies of Learning Environments	●				
Environment (Inviting / Stimulating / Comfortable)		●			
<i>“Windows are small - not much natural light into classrooms.”</i>					
Finishes	●				
Furniture		●			
Lighting Quality	●				
<i>“Newer LED fixtures.”</i>					
Natural Daylighting			●		
<i>“Typical classroom has only one small window.”</i>					

Educational Building Analysis

GOOD FAIR POOR DEFICIENT FAILING

Outdoor Classrooms		●			
Technology: Power		●			
<i>“Not enough or located in convenient area.”</i>					
Technology: Wireless		●			
Ventilation			●		
<i>“Has not received HVAC upgrades yet.”</i>					

This Site Includes:

YES NO

Accessible		×	
Play Fields	✓		
Playgrounds / Areas	✓		

Building Assessment

YES NO

Can the Building Change Typology Easily?		×	
Can the Building be Transformed Educationally to Serve 21st Century Needs?	✓		
<i>“With some renovations.”</i>			
Can the Building Serve as Swing Space?	✓		
Is the Building between 85%–115% Utilization Rate?	✓		



Educational Facility Effectiveness: Spaces (EFE)

Space Assessment	QUANTITY	ACTUAL AREA (SF)	MORE INFO
Administration and Guidance (Quantity Varies)	Varies	1465	
Art Classroom (Min Area 900 sf or 36 sf / Student)	1	840	
Cafeteria (Min Area 12-15 sf / Student for Max Number of Diners per Lunch Period)	1	3985	LUNCH PERIODS: 3
<i>"Shared with Gymnasium."</i>			
Classroom: General Education (Min Area 900 sf or 36 sf / Student)	12	880, 885, 900, 910	
Faculty Lounge	1	385	
Gymnasium (Min Area 6000 sf)	1	(see Cafeteria)	STAGE: Yes
<i>"Shared with Cafeteria."</i>			
Kindergarten (Min Area 1000 sf or 50 sf / Student)	3	830, 870, 885	TOILET ROOM: No
Media Center (Min Area 1800 sf or 4 sf / Student x Design Capacity)	1	1665	
Music Classroom (Area 1200 sf)	1	910	
Pre-K0/K1 (Min Area 1000 sf or 50 sf / Student)	3	900, 1070, 1200	
Special Education: Resource of Small Group (Area 500 sf)	3	865, 900, 910	
Special Education: Self Contained (Area 950 sf)	4	855, 900, 1070, 1200	TOILET ROOM: Yes
Stage (Area 1000 sf)	1	830	

SCHOOL NAME

Highland-Goffe’s Falls Elementary School

SITE VISIT

August 2023




















REPORT TYPE

EFE: Space Evaluation

Space Assessment

	QUANTITY	ACTUAL AREA (SF)	MORE INFO
Teacher Planning	1	295	

Adequacy of Rooms

	 GOOD	 FAIR	 POOR	 DEFICIENT	 FAILING
Administration and Guidance					
	<i>"Poor adjacency to main entrance."</i>				
Art Classroom					
Cafeteria					
Classroom: General Education					
Faculty Lounge					
Gymnasium					
	<i>"Shared with Cafeteria. Small. VCT floors are slippery to play basketball on."</i>				
Kindergarten (K2)					
	<i>"Too small."</i>				
Media Center					
Medical					
Music Classroom					
Pre-K0/K1					
	<i>"Too small."</i>				
Special Education: Resource of Small Group					
Special Education: Self Contained					
	<i>"Classrooms have only one small window."</i>				
Stage					
	<i>"Not wheelchair accessible from audience."</i>				
Teacher Planning					
	<i>"Small"</i>				

SCHOOL NAME

Highland-Goffe's Falls Elementary School

SITE VISIT

August 2023

REPORT TYPE

EFE: Space Evaluation

Special Education Assessment

	YES	NO	
18+		X	
Autism Spectrum	✓		
	<i>"Self-Contained"</i>		
Cognitively Impaired		X	
Deaf and Hard of Hearing		X	
Emotional Disturbance	✓		
	<i>"Self-Contained"</i>		
English Learners	✓		
	<i>"Push-In"</i>		
Intellectual Disability		X	
Life Skills		X	
Medically Fragile		X	
PT/OT/Speech	✓		
Reset Program		X	
Social Emotional		X	
Title 1	✓		

Assessment Team Scoring Rubric

Educational and Facilities Assessment Approach

Assessment Criteria

Educational and Facilities Assessment (E+FA) Approach - Led by architects, engineers, and educational planners from SMMA and its consultants, and in partnership with each school principal, the team conducted both a facility assessment (to take inventory of the building layout and condition) and an educational assessment (to determine the adequacy of spaces for the educational programs offered) in each building. The following report outlines the team organization, methodology and approach taken to assess the Manchester Public School portfolio over the Spring and Summer of 2023.

Overall Assessment

Categories and criteria were strategically selected for assessment based on stated objectives, past experience, and nature of the Manchester School District portfolio of buildings. Ultimately, the E+FA team created a customized “Manchester School District methodology” which encompassed approximately 75 areas of criteria, organized either facility or site categories that examined physical components, as well as community components.

Facility Assessment Criteria

Facility Assessment: Building Evaluation

Facilities varying in terms of age, design, construction methods, and materials were reviewed to determine the condition of the district's portfolio. Building assessments were performed to determine existing components and/or systems' conditions at a specific point in time. The resulting information was then used to guide recommendations regarding maintenance, renovation, and/or replacement. The assessment team conducted visual inspections to observe signs of deterioration. No exploratory demolition, removing finishes, or viewing above ceilings was conducted. Areas that were hard to reach, off limits, or obscured by other systems that prohibited view of the some building components were not assessed. Systems and categories that were assessed included:

- » Building Envelope
 - › Roof Membrane
 - › Facade
 - › Windows
 - › Thermal Performance
- » Boilers
- » Heating Distribution
- » Interior Finishes
- » Rooftop HVAC Equipment
- » HVAC Controls
- » Kitchen Equipment and Systems
- » Natural Gas Distribution
- » Generator
- » Elevator
- » Ventilation Distribution Systems
- » Electrical Service
- » Life Safety:
 - › Means of Egress
 - › Fire Alarm
 - › Fire Protection: Sprinklers
- » Security: Entry Sequence
- » Lighting Quantity/ Control
- » Toilets and Fixtures
- » Plumbing Distribution Systems
- » ADA/Accessibility
- » Structural Systems (consisting of the following components):
 - › Roof framing: This is the horizontal framing consisting of decking, slabs, joists, beams, trusses, etc.
 - › Floor framing: This is the horizontal framing consisting of decking, slabs, joists, beams, trusses, etc.
 - › Walls and columns: These are the vertical elements that hold up the floors and roof structures.
 - › Foundations: Foundations occur at the base of the building and transfer the weight of the building onto the underlying soils.
 - › Facades: These are the outside walls of the building including many non-structural elements (doors, windows, insulation, vapor barriers, etc.) that are part of the weather enclosure for the building.
- » Lateral System: The lateral system in a building is the structural system that keeps the building from falling over when it is subjected to horizontal loads such as wind and earthquake forces.

Building Evaluation: Criteria Rating Hierarchy

The facility assessment building evaluations used a quintile classification hierarchy as defined below:

- None / Minor: System or element functioning reliably; routine maintenance and repair is needed.
- Moderate: System or element functioning minimally. Repair or replacement of some components is needed.
- Major: System or element is barely functioning. Repair or replacement of most components is needed.
- Replace: System or element is non-functioning, not functioning as designed, or is unreliable. Total replacement all components is needed.
- Not Present: System or element is non-existent, non-functioning, not functioning as designed, or is unreliable. Replacement is needed.

Building Evaluation: Physical Analysis Definitions

Roof

Roof Membrane: Apparent condition status noted for the roofing material and flashings. Note any obvious deterioration.

Existing Photovoltaics

Yes / No: Criteria noted. However, presence or absence of photovoltaic did not impact overall building condition.

Space for Solar

Yes / No: Comments, if applicable. Evaluation of whether roof space exists for solar (if there are relatively flat areas for possible future solar panels). Note that the roof structure was not evaluated for structural capacity of future PV panels. Criteria noted; however, presence or absence of photovoltaic panels did not impact overall building condition.

Façade

Description of apparent condition and materials of the exterior walls. Observations of any spalling or disintegration of brick or concrete masonry unit (CMU) walls and the condition of the mortar. Notes if there is any obvious movement or structural cracking, and if there is failure, the percentage of failure. With prefabricated panel system facades, notes the types and apparent conditions of attachment systems, panel material, and whether there is deterioration of the surface or caulking or movement in the panels.

Windows

Description of types and apparent conditions of exterior windows. Considers whether most windows appear to be in good working condition, if windows are transparent or translucent, and if they are single or double-paned.

Boilers (Mechanical)

Review of fuel sources and apparent conditions of boilers.

Boilers (Plumbing)

Observation of heating media (e.g. water or steam) of boilers.

Heating Distribution Systems

Evaluation of type and apparent conditions of piping, type, and apparent corrosion.

Building Envelope Thermal Performance

Review of the existing drawings of envelope elements (exterior walls, roof, foundations and slabs). Notes presence of vestibules at building entrances for temperature control.

Interior Finishes

Evaluation of types and conditions of interior wall, flooring, and ceiling finishes.

Rooftop HVAC Equipment

Review of type and apparent condition of roof top units (RTUs), exhaust fans, and air conditioning equipment, if present.

HVAC Controls

Review of types of thermostats and type and apparent condition of Building Management System (BMS) if present.

Kitchen Equipment and Systems (Architectural)

Evaluation of adequacy and apparent condition of kitchen equipment.

Kitchen Equipment and Systems (Electrical)

Observation of electrical kitchen appliances.

Kitchen Equipment and Systems (Plumbing)

Observation of gas kitchen appliances. Observation of apparent condition of kitchen plumbing fixtures, and whether there are separate sinks for handwashing and dishwashing, per health and plumbing codes. Notes if proper fire suppression system exists where required.

Natural Gas Distribution System

Review of apparent condition of the natural gas system, how it enters the building and is distributed, and of shut-off valves.

Generator

Review of type of generator, type of fuel source, and apparent condition if one is present.

Elevator

Evaluation of apparent condition of elevator if present.

Ventilation Distribution Systems

Review of locations and apparent condition of fans, ductwork, duct grilles, and other ventilation components.

Electrical Services

Apparent condition status noted. Review of available capacity, location and appearance of electrical service and meter age.

Life Safety

- » Means of Egress:
 - › (Architectural): Evaluation of apparent existence of proper smoke and/or fire doors, and if mechanical hold-open devices appear in good working condition. Notes if egress paths are direct and unencumbered, and whether there are enough exits relative to the facility population.
 - › (Electrical): Review of illuminated exit signs and whether they are in the proper locations and appear to be in good condition.
- » Fire Protection (Sprinklers): Observation of type and age of system and components. Review of maintenance records and certifications, if available.
- » Fire Alarms: Observation of type, age, and appearance of systems. Review of available testing records.

Security

Entry Sequence: Observes if schools have only a camera/buzzer system at their main entrance or whether the main building entrance is adjacent or near the main office. (Adjacency/proximity of main office to main entrance allows for direct observation of the entire person, as well as control of their movements)

Lighting Quality/Control

Observed (not measured) light levels at the working surface, type of light fixtures and whether they provide an even dispersion and control of light for general academic tasks as well as for use of technology. Apparent condition, locations, and lighting uniformity are noted.

Toilets and Fixtures

Review of locations and apparent conditions of fixtures. Notes the maintenance and cleanliness of fixtures and flow of fixtures.

Plumbing Distribution Systems

Review of piping type, apparent corrosion, and equipment, including presence or absence of water heater & back-flow preventer.

ADA / Accessibility

- » (Architecture): Observes whether the facility is compliant with the Americans with Disabilities Act (ADA) of 1990 standards. Evaluates adequacy and conditions of ramps, lifts, and elevators and whether every occupiable space in the facility can be accessed by anyone with a disability. Other considerations include compliancy of building elements such as clearances and door hardware.
- » (Plumbing): Evaluation of whether toilet facilities and plumbing fixtures are ADA-compliant.

Structural Systems

The assessment team conducted visual inspections to observe signs of deterioration. No exploratory demolition, removing finishes, or viewing above ceilings was conducted. Areas that were hard to reach, off limits, or obscured by other systems that prohibited view of the structure were not assessed. Each of the criteria listed below is considered as it relates to the structural elements of the building.

A “Yes” comment in the assessment indicates that we observed signs of deterioration. A “Not Observed” comment in the assessment indicates that we either did not observe any distress in the structural element or were not able to observe the element due to the aforementioned limitations, and this does preclude an unobserved area from distress.

- » Roof structural framing: As the framing is covered by roofing, observations are usually made from below. Water leaks are a common cause of damage to roof framing and part of the visual assessment is to look for signs of water damage. In wood framed structures, visual signs include mold or rotting wood. In structures with metal deck, visual signs include rusting of the deck and in concrete structures it can be cracks with rust stains or spalled concrete, indicated where a section of concrete has broken off (typically caused by water penetrating concrete through small cracks causing the steel reinforcing to rust and expand putting outward pressure on the concrete and causing it to break off).
- » Floor structural framing: Common signs of deterioration in floors can be cracks in floors finishes (such as terrazzo), cracks in the bottom of concrete slabs or beams, water damage like that in roofs and longitudinal cracks (or checks) in wood framing. Cracks in floor finishes while cosmetically objectionable is not necessarily an indication of a structural failure. There are several causes for cracks in wood framing members (joists or beams) which does not necessarily mean the member is structurally inadequate.
- » Walls/columns: Walls are typically framed with masonry, concrete, or wood or light gage metal studs with varying finishes. Columns typically consist of steel, concrete, or wood posts and can also be masonry piers. Common signs of deterioration in concrete and masonry walls are cracks in the walls. Cracks typically run vertically (bottom to top), although in masonry walls the cracks often follow the mortar joints. Cracks in walls can be caused by many factors: shrinkage in the wall due to changes moisture or temperature, movement of the supporting structure, or stresses in the wall caused by other loads. Concrete columns can have spalled concrete, wood posts can have longitudinal cracks (similar to floor members), and masonry piers can have cracks similar to walls.
- » Foundations: Notes the type of foundation. Some types include shallow spread footings (concrete pads) and deep foundations such as caissons and piles that extend deep into the ground. Foundations generally include concrete components and are located below ground – making the system difficult to observe without performing some excavation. Some common signs of deterioration are cracks in foundation walls and areas where there has been vertical movement, indicating some settlement of the structure over time, which can be common. The causes of the cracks are like those described for walls.
- » Facades: The structural components of the façade are typically the wall structure (see “Walls” above) but can also include the structural framing for overhangs or other horizontal elements that are part of the walls. Like in roof framing, moisture is a common cause for distress in facades. Common signs of distress are spalled concrete, cracks in concrete or masonry walls, and rusting steel members such as angle lintels over window and door openings in masonry walls. Note that some of these signs of deterioration do not necessarily indicate a structural deficiency and may only require maintenance.
- » Identifiable Lateral System: Notes the presence and type of lateral load-resisting system, such as steel braced frames or shear walls consisting of concrete or masonry walls. Often, steel braced frames are imbedded within walls, making them difficult to identify. With masonry walls, it can be difficult to determine if a wall is a shear wall or just a partition wall. It is not possible to determine the structural adequacy of shear walls or braced frames without an in-depth investigation and it should be noted that many masonry walls in older buildings have little or no reinforcing. Common signs of distress in concrete and masonry shear walls are like those described for walls above.

Community Assessment: Building Evaluation

The Community – Building assessment included several categories including historical value, emergency shelter status, and use of community and school within/without the buildings. Historical value reviewed the historic inventory and register status of the building. Because schools are often the largest structure in a neighborhood, the City has designated certain facilities as emergency shelters. Additionally, several schools are directly connected to community centers or utilize adjacent neighborhood facilities for athletics and enrichment. Whether the community utilized the building after hours or on weekends was also considered.

New Hampshire Division of Historical Resources (DHR) Status

Yes/No; Comment, if applicable. Criteria will inform opportunities and constraints for modifying the existing building to meet changing physical demands for a 21st century learning environment.

Inventory of Historic Assets

Yes/No; Comment, if applicable. Notes whether the building is listed on any inventory of historic assets. Criteria will inform opportunities and constraints for modifying the existing building to meet changing physical demands for a 21st century learning environment.

State Register of Historic Places

Yes/No; Comment, if applicable. Notes whether the building is listed on a state Register of Historic Places. Criteria will inform opportunities and constraints for modifying the existing building to meet changing physical demands for a 21st century learning environment.

Locally Designated Historic District

Yes/No; Comment, if applicable. Notes whether the building is within a local historic district. Criteria will inform opportunities and constraints for modifying the existing building to meet changing physical demands for a 21st century learning environment.

Emergency Shelter

Yes/No; Comment, if applicable. Criteria noted and considered as part of the overall community building score. A designation by the city does not certify compliance for all state and federal requirements for the designation.

Community-Use Spaces

Yes/No; Comment, if applicable. These were determined after speaking with school administration during site visits. Community spaces attached to schools were also considered. Criteria noted and considered as part of the overall community building score.

Building Suitability for School Use

Yes/No; Comment, if applicable. Considered any major life-safety concerns for suitability. Criteria will inform opportunities and constraints for modifying the existing building.

Overall Community Building Rating

This is a judgment on the part of the reviewer(s) that considers all aforementioned factors, as well as amenities located in proximity to school sites and access to public transportation.

Facility Assessment: Site Evaluation

The site assessment team performed evaluations at each school facility in the district’s portfolio. These evaluations considered the quality, condition, and capacity of the various exterior spaces of the facility. These spaces included: landscaped, educational, recreational, vehicular and pedestrian areas. This field effort was complimented by a study and research of the sites from web-based resources. The resulting information was then used to guide recommendations regarding maintenance, renovation, and/or replacement.

The diverse scope of site elements for schools varies in their relative impact to education and school operations. Priorities include elements that have large impacts to education and/or incur substantial impact to improve or repair.

- » ADA Accessibility
- » Walkways/Curbs/Sidewalks
- » Play Areas
- » Drainage
- » Parking Quality
- » Drop-Off/Pick-Up Routes
- » Walls & Slopes
- » Site Lighting
- » Fencing
- » Neighborhood Streets
- » Evaluation Criteria

Site Evaluation: Criteria Rating Hierarchy

The site evaluations were judged on a scale as defined below:

- None / Minor: Element is functioning reliably and requires a little repair and routine maintenance.
- Moderate: Element is functioning minimally and requires some repair by a specialist.
- Major: Element is barely functioning and requires substantial repair by a specialist.
- Replace: Element is not functioning correctly and requires total replacement.
- Not Present: Element does not exist or completely failed. This element should be replaced and/or provided. In some instances (parking, walls/slopes and fencing) this element is not required.

Site Evaluation: Physical Analysis Definitions

Parking & Vehicular Circulation

Quality of vehicular area paving and quantity of parking spaces considered. This element may not be required if “Not Present”.

Ground Cover

Presence and condition of landscaping, lawn areas, and any other non-hardscape areas. Ground cover evaluated for aesthetic value, shading, and functionality for outdoor gathering

Fields

Presence and apparent condition of athletic or play fields on the property.

Neighborhood Streets

Connectivity to residential areas surrounding the site. Condition of adjacent/ off-site roadways, sidewalks, and accessible elements considered.

Drop-Off/Pick-Up Routes

Segregation of buses, private vehicles, parking, and neighborhood traffic considered. Both on-site and off-site routes considered. This element may not be required if “Not Present”.

On-Site Walkways/Curbs/Sidewalks

Quality of all pedestrian spaces considered.

ADA Accessibility

Availability, location, and condition of accessible routes considered. The accessible routes connect building entrances, handicap parking, public streets, and site facilities. Accessibility is considered “Not Present” if there is no accessible building entrance.

Site Lighting

Condition, location, and quantity of lighting considered.

Fencing

Condition of fencing and gates of various types considered. This element may not be required if “Not Present”.

Drainage

Surface ponding, water quality structures, and condition of visible infrastructure considered.

Play Structures

Evaluation of apparent condition of play structures and if they are appropriate for range of ages of students at a school, if present.

Walls and slopes

Condition of retaining walls and stabilized slopes considered. This element may not be required if “Not Present”.

Wetlands on site

Yes/no; proximity of wetlands or natural resources to the site, which – if present – may add restrictions or regulatory challenges to site renovations or expansion.

Play Areas

Presence, suitability, and physical condition of casual recreation and play for students. Play structures, surfacing, and courts considered. This element may not be required if “Not Present”.

Outdoor Classrooms

Evaluation of apparent condition of outdoor classrooms or learning areas if present.

Environmental Justice Populations

Review of designation of site and adjacent neighborhoods on the Social Vulnerability Index, per state GIS.

Feasibility of Building Expansion on the Current Site

Evaluation of whether building is capable of appropriately expanding on its current site. Expansion can be horizontal, vertical, or infill, depending on the building's configuration. Feasibility of expansion based on size of property, existing coverage, regulatory restrictions, and physical constraints such as topography and proximity to natural resources.

Feasibility of Site Expansion

Evaluation of whether site expansion is possible, based on adjacent properties, and physical constraints, such as roads, proximity to protected lands, and easements.

Community Assessment: Site Evaluation

The Community – Site assessment included the broad categories of transportation access and neighborhood elements. Transportation access considered the condition of the adjacent streets, the ability of students and adults to bicycle and walk to the school, and the accessibility of public transportation. Neighborhood elements considered the school's proximity to community, civic, educational, commercial, and athletic facilities.

New Hampshire Division of Historical Resources (DHR) Status Inventory of Archeological Assets (Site Review)

Comment, if applicable. Criteria will inform opportunities and constraints for modifying the existing building. In some cases, data may not be available.

School Buses

Review of types and numbers of school buses and bus queuing.

Accessible to Transit

Building is located within 2 blocks (1000 feet) of at least 2 stops on bus lines of regular frequency (at least every 10 minutes, during rush hour and mid-afternoon). Criteria noted and considered as part of the overall community building score.

Bikeable

Facility is considered bikeable if within 2 miles of multiple residential neighborhoods, without riding on busy streets that lack dedicated bike areas. Criteria noted and considered as part of the overall community building score.

- » Wide sidewalks and/or low-traffic streets
- » Adjacent to or within a residential neighborhood, without crossing busy & wide (4+ lanes) streets
- » Not located on a steep street
- » Bike racks are present at the school and are safely accessed from site entry points

Walkable

Facility is considered walkable if within 1.4 miles of residential neighborhoods, with consistent sidewalks, and walking route does not require students to cross busy or dangerous streets (per district eligibility criteria).

- » Consistent, accessible sidewalks with crosswalks
- » Adjacent to or within a residential neighborhood, without crossing wide (4+ lanes) streets

Site suitability for school use?

Yes/No, Comment if applicable. Considers overall site conditions, overall community rating, and size of site.

Overall Building – Community Condition:

This is the professional judgment on the part of the reviewer(s), considering all aforementioned factors and with consideration of nearby neighborhood, community, educational, and athletic facilities. Criteria noted and considered as part of the overall community building score.

Educational Assessment Criteria

Educational Facility Effectiveness Evaluation

Educational Facility Effectiveness of Learning Environments (EFE-LE)

The quality of physical environments has direct impacts on educational outcomes. The EFE analysis considers both inherent building characteristics of physical appearance and condition, and introduced equipment (e.g., furniture and technology). These qualitative factors have a large impact on overall student performance, as they influence students' comfort and ability to concentrate on tasks; teacher and student health and wellness; as well as absenteeism and retention.

Building environments also affect the overall educational effectiveness rating. Fixed elements, such as walls and windows, are components that are not easily remedied and may require extensive or invasive renovation. Other elements, such as furniture or finishes, can be more easily updated, replaced, or supplemented.

Fixed Building Elements include:

- » Ventilation
- » Natural Daylighting
- » Lighting Quality
- » Acoustical
- » Environment (Inviting/Stimulating/Comfortable)
- » Power and Technology Infrastructure
- » Access to water for student projects
- » Access to toilet facilities

Repairing these fixed elements may require buildings to be unencumbered of students (i.e., vacant) for the duration of the work, depending on the upgrades required.

- » Adaptable elements
- » Technology: ubiquitous wireless access for teachers and students and classroom technology
- » Furniture: light weight, ergonomic and supportive of collaboration
- » Finishes
- » Adjacencies of Learning Environments
- » Access to outdoor learning (classrooms or other)

These considerations often consist of singular systems and can be repaired or replaced independent of other systems. They may change frequently with the evolving landscape of educational pedagogy and should support a building that can adapt flexibly at relatively low costs. These upgrades can be executed internally, by facilities personnel or with arranged contracts.

Educational Facility Effectiveness Evaluation: Criteria Rating Hierarchy

The EFE-LE uses the following classification system:

- Excellent: Elements meet needs for 21st century (Next Generation) teaching and learning
- Good: Elements contribute to teaching and learning
- Fair: Elements somewhat interfere with teaching and learning
- Poor: Elements detract from or interfere with teaching and learning
- Deficient: Non-existent or inoperable systems or elements

Educational Facility Effectiveness Evaluation: Analysis Definitions

Evaluation Criteria

Building Originally Designed As: Over time, a school building may have modified the range of grades served. Knowing their original use quickly provides some insight into space types and building appointments.

Best Grade Configuration for this School Building

A school building may be best suited for a different range of grades or use depending on the types, quantities, and sizes of spaces, as well as the existing site attributes, including:

- » Heights of casework, markerboards and other elements the students use
- » Configuration and heights of toilet room fixtures

Ventilation

Fresh air is a critical component for health, wellness, and overall student performance. An even distribution of ventilated air is also important. Different ventilation systems (unit ventilators, central air ventilation, no mechanical ventilation) provide varying levels of outdoor air percentages and filtration. Observe whether mechanical ventilation is provided and what the apparent quality of the ventilation system is. Qualitative measurements are not taken, however visual, olfactory, and thermal observations are made.

Natural Daylighting

Considered to be a better quality of light than artificial lighting. Evaluates the general quantity/quality of the natural light and note if most spaces have access to daylight.

Artificial Lighting Quality

Observed (not measured) light level at the working surface. Type of light fixture and whether it provides an even dispersion of light for general academic tasks, and whether the fixture is dimmable, to accommodate use of technology.

Acoustical

The proper balance between voice reinforcement and sound absorption impacts “speech intelligibility.” This includes both sound performance within the space, as well as sound coming from outside the space. Observe whether the space appears to have appropriate acoustical properties for teaching and learning.

Technology (Power):

There are enough electrical outlets to support a future technology-rich classroom/school and they are properly distributed throughout the space.

Technology (Wireless):

There are sufficient access points throughout the school to support a 1:1 technology environment and fiber optic wiring exists within the building. The main distribution room (server room) is air-conditioned, to ensure system reliability.

Technology (Interactive):

Classrooms and other teaching spaces have working interactive technology, such as interactive marker boards and document cameras.

Furniture

Different educational-delivery models can be reinforced by furniture type and flexibility. Ideal furniture is light and mobile enough to be easily re-arranged in multiple configurations. Furniture is ergonomic, comfortable, in good condition and promotes student collaboration.

Finishes

Materials and conditions of the walls, floors and ceilings. Both physical and aesthetic conditions are considered.

Environment (Inviting/Stimulating/Comfortable)

Evaluates whether building is aesthetically pleasing and if it is a place where students and teachers feel comfortable and want to spend time in each day.

Adjacencies of Learning Environments

Classrooms and other learning environments have a relationship to each other which promotes collaboration, communication, and other aspects of 21st century teaching and learning. Spaces promote interdisciplinary learning.

Outdoor Classrooms

Students have access to outdoor classrooms or other outdoor learning opportunities to learn in different ways, sometimes involving nature and hands-on activities.

Site Components

Playgrounds/Play Areas

Description of play surface materials (hard or soft). Evaluates condition of on-site play structures and whether structures are age-appropriate to the school's student population.

Accessibility

Evaluates conditions of play areas, including the ground surface/material, and whether areas are accessible to children of various disabilities.

Play Fields

Describes conditions of play fields, if present, and whether fields natural grass or synthetic turf.

Flexibility in Building Typology

Evaluates whether the building can serve alternative grade levels or support a special needs-focused curriculum.

Educational Transformation to Support 21st Century Needs

Evaluates if the building's construction easily allows for renovations that may change room sizes, replace or upgrade mechanical and electrical systems, and accommodate alternative educational-delivery methods (e.g., project-based learning [PBL]). This can often be the largest difference between a modern steel-frame building and interior masonry-bearing wall construction.

Building as Swing Space

Assuming the building is otherwise unoccupied, the ability to use the building for educational purposes for the temporary relocation of a school population during a period of renovation or construction.

Utilization Rate

Description of the utilization rate and if it is 85% or higher. For high schools, classroom utilization of 85% are considered at capacity. Rates higher than 85% show levels of overcapacity and overcrowding. Middle schools generally work to a utilization of 90% and elementary schools at near 100%.

Educational Facility Spaces Effectiveness Evaluation

The Educational Facility Effectiveness – Spaces (EFE-S) metric compares the sizes of educational spaces to the New Hampshire Code of Administrative Rules, Section Ed. 321 guidelines for 21st century teaching and learning in new capital projects. This quantitative analysis is important for establishing the level of adequacy of the existing spaces for educational delivery. It also indicates whether a facility is deficient/missing dedicated educational spaces normally found in buildings of its grade level and typology.

Primary considerations often affect core curriculum and include:

- » Classrooms (Depending on typology, these may include Pre-K and Kindergarten)
- » Teacher Planning
- » Small Group
- » Science
- » Art
- » Music
- » Vocations and Technology
- » Media Center
- » Cafeteria

Secondary considerations may allow for district flexibility in programming and community resources outside the traditional building environment, and include:

- » Gymnasium (This program space is sometimes served by local community spaces)
- » Gymnasium Options
- » Auditorium
- » Stage
- » Medical
- » Administration & Guidance
- » Air Conditioned Technology Network Room
- » Other considerations
- » Special Education: Self-Contained
- » Special Education: Resource or Small Group

Note: If a school has a special education program, its quantity of spaces will vary. Also, some substantially separate programs do not require full-size classrooms to be effective. For this reason, special education was considered differently than typical classroom spaces.

Educational Facility Spaces Effectiveness Evaluation: Criteria Rating Hierarchy

The educational facility effectiveness assessment for spaces used a quintile classification hierarchy as defined below:

- Excellent: Exceeds New Hampshire Code of Administrative Rules, Section Ed. 321 guidelines (+10% or greater)
- Good: School facilities are appropriate to house current enrollment and educational program. NSF meets New Hampshire Code of Administrative Rules, Section Ed. 321 guidelines (-10% to +10%)
- Fair: School facilities appear to be adequately sized for current enrollment and educational program. NSF somewhat less than New Hampshire Code of Administrative Rules, Section Ed. 321 (-10% to -20%)
- Poor: School facilities may not be adequately sized for current enrollment and educational program. Net square footage (NSF) at least 20% less than New Hampshire Code of Administrative Rules, Section Ed. 321 guidelines
- Deficient: Dedicated space does not exist.

Educational Facility Spaces Effectiveness Evaluation: Analysis Definitions

Narratives

The team considered the long-term goals relative to each building's capability of supporting Manchester School District's educational vision for 21st century (next generation) learning and teaching.

Engaged Learning

Engaging with the curriculum, applying it to an authentic context. Making connections between content areas and values/curiosity and interest. Finding connections to the community and making a difference. Public and tangible products. There is selective and intentional engagement, and agency in how one keeps focused and takes breaks.

- » The following were criteria used for evaluating the levels of Engaged Learning at each school:
- » The building (is/is not) comfortable to learn in.
- » The building (has/lacks) appropriate temperature control and ventilation.
- » The building (has/lacks) a space that can be used as a flexible learning commons for collaborative learning and presentations.
- » The building (makes use/does not make use) of public space for teaching and learning.
- » The building (provides/lacks) display space for student work to reinforce student accomplishments.
- » The building (provides/lacks) space for teacher collaboration and planning.

Differentiated Learning

Acknowledging different learning styles. Encouraging how to understand one's self (self-knowledge). Flexibility that occurs within instruction, which also promotes flexibility in how students demonstrate learning. The following were criteria used for evaluating the levels of Differentiated Learning at each school:

- » Classrooms (are/are not) large enough to support Universal Design for Learning (UDL), including the ability to create learning zones.
- » The building (has/lacks) breakout spaces for differentiated/personalized learning and special education.
- » The furniture in the building (can be/has difficulty being) flexibly arranged.

Cognitively Demanding Tasks/Programs

- » The classroom environment (is/is not) sufficiently flexible to allow for different teaching and learning styles.
- » Building (supports/lacks) learning environments that support music.
- » Building (supports/lacks) learning environments that support art.
- » Building (supports/lacks) learning environments that support physical activity/education.
- » The building environment (supports/does not support) STEM adequately.
- » The building (provides/lacks) space to experiment, create and collaborate.
- » The building (has/lacks) performance/presentation space.
- » Based on location and proximity to community resources and public transportation, teachers and students (can/have difficulty) access(ing) the City as a learning tool.

Overall EFE Rating

NH Code of Administrative Rules, Section Ed. 321 areas are based on current enrollment within school. Actual areas were determined by measuring CADD plans provided by Manchester School District. SMMA did not field-measure the buildings but verified general conformity with existing conditions by measuring spot values to determine the rough accuracy of CADD drawings. The design team reviewed the 2018 CMK Long-Range Facilities Plan, which informed some of the educational effectiveness ratings.

The following outlines the rating system used for evaluating the Overall Educational Facility Effectiveness:

- Excellent: Elements meet needs for current AND future teaching and learning.
- Good: Elements contribute to teaching and learning.
- Fair: Elements somewhat interfere with teaching and learning.
- Poor: Elements detract from or interfere with teaching and learning.
- Deficient: Non-existent or inoperable systems or elements.

