MANCHESTER
SCHOOL DISTRICT

Hillside Middle School School

Educational and Facilities Master Plan

smma

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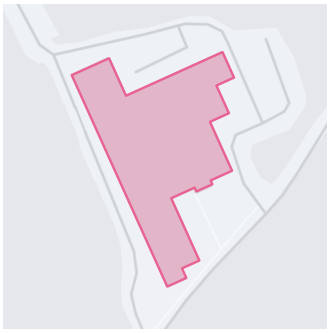
Summary

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.

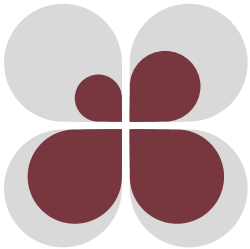
SCHOOL NAME
Hillside Middle School School

SITE VISIT
August 2023

At-a-Glance



FA: Building FA: Site



EFE: Learning EFE: Spaces

Excellent Deficient

Address
112 Reservoir Avenue, Manchester, NH 03104

Grades
6th Grade–8th Grade

Hours of Operation
7:25am–2:20pm

2022–2023 Enrollment
753

Gross Square Footage (GSF)
116,648 sf

Site Acreage
137

Date of Construction
1967

Date of Addition Construction
1995

SCHOOL NAME

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SITE VISIT

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Site Plans

SCHOOL NAME

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SITE VISIT

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SCHOOL NAME
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Facility Evaluation Criteria

Physical Analysis	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Roof Membrane (Architectural)			●		
	"All roofs are nearing the end of their useful lifespan and should be replaced. Areas of water ponding were observed."				
Existing Photovoltaics					○
	"N/A"				
Space for Solar on Roof					○
	"There appears to be space on flat roof areas for PVs (structural analysis will be required). Exact locations and SF size can be evaluated"				
Façade		●			
	"Masonry appears to be in good shape. Aluminum vertical fins are damaged in several areas at the base. Paint and finishes are chipping at exterior doors, columns and canopies in several areas."				
Windows				●	
	"Windows appear to be original and are single paned glazing. Existing exterior film on several windows appears to be delaminating. All windows are in need of replacement."				
Boilers (Mechanical)			●		
	"(3) Three new condensing gas-fired boilers were installed about 3 years ago. One existing boiler, original to the building, stayed as a stand-by. Boilers are in a good operational condition. New venting was provided with new boilers. Condensing boilers venting is in a good condition inside the mechanical room, but is damaged on the roof. Boiler venting above roof requires immediate replacement."				

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REPORT TYPE
Facility Evaluation

Physical Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Boilers (Plumbing)	●				
"Refer to mechanical report for HVAC boilers. Domestic water heating - the domestic water is heated indirectly through the HVAC boilers. The boiler water goes to a heat exchanger where the domestic water is heated and stored in a adjacent hot water storage tank. The tank was installed in 2018. The piping near the water heater looks like it was also installed in the same time period. However, there is visible indication of oxidation at the discharge pipe off the heat exchanger. Replacement of the pipe/fittings in this location should be considered."					
Heating Distribution Systems	●				
"Heating distribution system is in operational condition. Hot water pumps and appurtenances are operational. Hot water terminals are operational."					
Building Envelope Thermal Performance		●			
"Original building (1965) only has minimal building insulation at walls, roof and slab. Not all building entrances have vestibules."					
Interior Finishes		●			
"Interior finishes have been well maintained. Original tile in toilet rooms is worn and dated. 2x4 ceiling tiles are prone to warping and bowing. Gym wood flooring is in good shape."					
Rooftop HVAC Equipment	●				
"Roof top units are operational, but very noisy. Roof top units appear old. Exhaust fans are operational, appear original to the building."					
HVAC Controls			●		
"Building Management Systems are by Johnson Controls, Metasys. BMS is operational and part of the city-wide network (by Johnson Controls, Metasys). Thermostats appear old - may not be all operational."					
Technology Infrastructure				●	
"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."					
Technology Systems				●	
"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."					

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REPORT TYPE
Facility Evaluation

Physical Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Security Systems		●			
"The City is working with a Security Systems Vendor to deploy 500 CCTV cameras throughout the District's Schools. Adequate bandwidth is a concernfor transmitting video. Notification and Lock Down systems are not present. Indoor cellular signal booster system is desired."					
Kitchen Equipment and Systems (Architectural)	●				
"Kitchen equipment appears to be adequate and in good working order."					
Kitchen Equipment and Systems (Electrical)	●				
"Kitchen electrical equipment was observed in good operational condition. Receptacles are GFCI type per Code."					
Kitchen Equipment and Systems (Plumbing)	●				
"The kitchen equipment is electric and gas fired equipment was not observed. The hood is protected by a wet chemical suppression system (with an agent tank mounted high adjacent to the hood). Equipment appears well kept and in good working order. There is exterior pipe discoloration on the metal piping below the pot sink. Recommend cleaning and chrome painting this piping to increase its longevity and cleanliness"					
Natural Gas Distribution System	●				
"The natural gas enters the building and feeds the gas fired boilers and science class room turrets. The gas system in the classrooms includes a manual gas shut off and emergency gas shut off valve for each room. Visual inspection of the gas lines was limited to areas with exposed piping. Above ceiling piping was not observed."					
Current Fuel Source	●				
"The building has a natural gas service fit with a meter and regulator assembly. Based on the arrangement, it appears to be an intermediate pressure line. The service is in good working order. The natural gas serves the boilers and gas turrets in the science classrooms."					
Generator					○
"N/A"					
Elevator		●			
"Due to age of elevator, controls replacement may be required and cab finishes need to be updated."					

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REPORT TYPE
Facility Evaluation

Physical Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Ventilation Distribution Systems	●				
	"Ventilation system is operational. All ventilation distribution ductwork serving school is installed exposed, on roofs. Some exterior ductwork corroded. Ductwork connections require seals. Air terminals are old, but in operational condition; many require cleaning."				
Electrical Services		●			
	"Exterior pad-mounted utility transformer by PSNH with utility meter at transformer's enclosure was recently replaced by utility company. Transformer's secondary feeder extends underground towards the school building and terminates in the Main Distribution Switchboard "MDS", located in the Main Electrical room G30. The MDS is rated 1,000 Amp 277/480v 3ph 4w, manufactured by Federal Pacific. It was installed in year 1965, and is known an being in unsafe condition, and therefore is already formally prepared for replacement with alike in upcoming summer of 2023. The switchboard will be manufactured by ABB. The MDS is currently feeding the "original" panels and stepdown transformers installed in the "original" 1965 building areas as well as the "newer" panels and stepdown transformers installed during building addition in year 2004. The 1965 panels and transformers are in fair-to-poor operational condition. At this point they are beyond their useful life expectancy (+/- 40 years) and shall be replaced with associated power feeders. Panels, stepdown transformers and associated power feeders installed in 2004 in "original" building areas and building additions are in good operational condition."				
Life Safety: Means of Egress (Architectural)		●			
	"Stair guardrails in original portions of the building do not meet code required heights. Egress stairs in original portions of the building do not have continuous handrails on the inner side. Quantity and locations of egress stairs and doors appear to be adequate."				
Life Safety: Means of Egress (Electrical)	●				
	"Self-contained internally-lighted LED exit signs and battery units are provided along egress pathways. Observed in adequate, operational condition. Some minor upgrading maybe needed."				

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REPORT TYPE
Facility Evaluation

Physical Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Life Safety: Fire Protection (sprinklers)	●				

"The building is currently provided with an automatic sprinkler system and standpipe system. An eight inch fire service enters the main mechanical room and is equipped with an 8-inch double check valve assembly. The system is supplemented by a 1000 gpm, 85 psi Patterson electric driven fire pump. The fire pump, jockey pump, controllers and related components are all installed within the mechanical room. Standpipes are located within the exit stairs. Fire department valves are provided at each floor. Based on the pressure gauge at the top of the standpipe (reading approximately 162 psi) the fire pump provides more than 100 psi at the most remote standpipe. Since the fire pump can meet the standpipe pressure requirements, the system is considered an automatic standpipe system as opposed to manual. The stage has a fire department valve on both sides (stage side) in accordance with current code requirements. Extended coverage sprinklers are utilized throughout many areas of the school (in particular, classrooms and corridors). The basement unfinished area (fall out shelter) is also protected with automatic sprinklers."

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Life Safety: Fire Alarms	●				

"The Fire Alarm system was recently upgraded. The FACP was replaced with addressable, manufactured by Notifier. It was observed that some of the existing initiation and notification devices were replaced with alike type, manufactured by Notifier, while other existing initiation and notification devices remained the original, manufactured by Wheelock.Minor The current Fire Alarm system consists of the smoke and heat detectors, speaker/strobes and strobe only units, pull stations, and connections to fire protection system equipment. The FACP and radio master box are located in the Main Vestibule 165. All equipment was observed in good operational condition. As for the fire alarm system wiring - it's assumed that the existing wiring was reused (installed in 2005) where it was feasible and appropriate for reusing in all building areas."

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Security: Entry Sequence		●			

"Main entrance has controlled card access. Although office is adjacent to main entrance, there is no visual access to the exterior or into the main vestibule. Security film was being added to the glazing at entry doors at the time of the assessment."

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Lighting Quantity / Control		●			

"Corridors and a few classrooms were recently upgraded with 2'x4' and 2'x2' LED lights with "basket reflector" design. Lighting in the 2004 building addition area was observed in good operational condition. Lighting in remaining building areas was observed dated and not energy-efficient. At this point, the "original" lights are beyond their useful life expectancy (+/-35 years) and shall be replaced with associate branch wiring and switches. It was noticed that the recently replaced LED "basket" lights are equipped with the built-in sensors, and some appeared to be activated for occupancy function, but observed reacting inconsistently onto motion. Suggesting to review the potential sensor settings and programming to allow maximum energy savings. Self-contained internally-lighted LED exit signs and battery units are provided along egress pathways. Observed in adequate, operational condition. Some minor upgrading maybe needed."

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Facility Evaluation

Physical Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Toilets and Fixtures		●			

"The fixtures are dated and could use a refresh/replacement in many locations. Drinking fountains have been replaced with bottle filling stations in a few locations, but the old style remains in a few locations as well. The flow rates of the fixtures could not be confirmed, but it is assumed that the fixtures do not meet current low flow sustainability requirements. Replacement fixtures should be low flow type. Fixtures in the toilet rooms do not appear to meet ADA accessibility requirements."

Plumbing Distribution Systems	●				

"Observations of the plumbing distribution was limited to exposed piping within mechanical rooms, unfinished basement (shelter), and water service room. The domestic water service enters the building and goes through a meter and reduced pressure backflow preventer. A metered bypass (also with a reduced pressure backflow) is also installed parallel to the main meter. The age of the copper piping throughout the building varies. Piping greater than 20 years old should be evaluated (sample destructive testing, water quality testing) to determine the condition and help estimate the longevity left in the piping. The piping near the water heater was replaced when the hot water heater was installed. Oxidation has occurred at the fitting at the heat exchanger. The rest of the piping looks to be in good working order. Exposed sanitary and storm piping within the unfinished basement area (shelter) looks ok. There are signs of exterior pipe corrosion at the elbows/fittings. The condition of the interior of the piping is not known. The expected lifespan of cast iron piping is 50 years. Therefore, original cast iron piping should be scoped/tested to confirm the expectancy left in the piping."

Accessibility (Architectural)		●			

"Many entrance and egress locations are not accessible. Handrails do not meet accessibility codes. Toilet rooms in the original building are not accessible. Several interior doors do not meet the required door clearances. Classroom sinks in the original building are not accessible. Accessible sinks in the new addition are being blocked by storage boxes and are not readily usable. Toilet and wall mounted accessories and equipment encroach more than 4? into accessible routes and corridor widths."

Accessibility (Plumbing)		●			

"Refer to architectural report for additional accessibility information. Some fixtures are non ADA compliant fixtures."

Structural Systems: Signs of Deterioration Observed?

	YES	NO
Roof		✕

"Roof at addition is framed in bar joist and metal deck."

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REPORT TYPE
Facility Evaluation

Structural Systems: Signs of Deterioration Observed?

	YES	NO
Floor		✕
	"Concrete slab floors."	
Walls / Columns		✕
	No comment	
Foundations		✕
	"Concrete fun. Walls typ."	
Façade		✕
	"Masonry veneer appears in ok condition. Some repointing req. lintels ok."	
Is Lateral System Identifiable?	✓	
	"CMU shear and bearing walls typ. Throughout."	

Community

	YES	NO
Emergency Shelter	✓	
	"Main Shelter for North Campus."	
Are there Separate Community / Non-School Spaces on Site?	✓	
	The site is within Derryfield Park, which includes community play areas and athletic facilities. The abutting woods contain trails that are used by the community. The park area may share parking facilities during non-school hours.	

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Site Evaluation Criteria

Physical Analysis	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Parking Capacity	●				
	"Approx. 100 standard spaces (incl. 2 accessible spaces) and 10 bus spaces. 96 staff per district website. Some additional on-street parking along Reservoir Ave."				
Parking Quality	●				
	"Pavement in decent condition"				
Ground Cover	●				
	"Lawn and landscaped areas within access loop. Lawn/soccer field to west (lower elevation than building, grassed slope from access drive down to field). Lawn/park area across Reservoir Ave not owned by school, but available for school use. Park area accessible via crosswalk across Reservoir Ave. The remaining perimeter of the site is predominantly wooded. Trails through the woods accessible from Reservoir Ave and northern auxiliary lot."				
Fields	●				
	"Soccer field west of school. All other athletic facilities on adjacent parkland, not owned by the school but accessible/used by the school during the day."				
Neighborhood Streets	●				
	"The site abuts parkland to the east and south (and shares an access drive with the park). The site abuts residential areas to the west and north, but does not have direct vehicular access to or from the residential streets. There is an overgrown pedestrian trail from the northern auxiliary lot to Myrtle St."				
Drop-off / Pick-up Routes	●				
	"Two curb cuts off Reservoir Ave form a driveway/access loop all the way around school. There are drop off points at various egress doors. ADA accessible drop off/ pick up only from the eastern side."				
Walkways / Curbs / Sidewalks	●				
	"Mix of bituminous and concrete walkways, with some granite curb and some areas of no curb. Some sections of uneven/broken walkways, areas where sidewalk could be improved for ADA accessibility."				

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REPORT TYPE
Site Evaluation

Physical Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
ADA Accessibility		●			
"Accessible entrances only to upper level at front/ east side. Curb cut at HC spaces very broken up. Ramp to eastern door not located/ oriented conveniently from HC spaces. No accessible entrance from west/ lower side of building."					
Site Lighting (Civil)	●				
"Light poles in good condition, evenly dispersed around school."					
Site Lighting (Electrical)	●				
"Pole-mounted lights and exterior building-mounted are time-controlled. Pole-mounted lights are LED type, in good operational condition. Building-mounted lights appear dated and not energy-efficient type, and are recommended for replacement."					
Fencing	●				
"Guardrail-type fencing for safety at top of slopes (see Walls/Slopes section below), no security fencing."					
Drainage		●			
"Catch basin network discharges to west. Swale (possible stream) along rear/ north side of access loop at base of woods. Drainage overflow concerns onto site from steep adjacent slope. Staff mentioned some ponding in the lower field."					
Play Areas	●				
"No dedicated play area for school. Access to park play area across Reservoir Ave. Bituminous bus lot had a few picnic tables and basketball hoops. Soccer field west of school."					
Monuments and Memorials	●				
"None observed at this site."					
Walls / Slopes	●				
"Site slopes from main level at south and east sides of school down to lower level at west side of school. Woods to the east slope up significantly from the school. Small retaining wall on north side of school for access route from lower level egress door."					

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Site Evaluation

Physical Analysis

	YES	NO
Are there any Wetlands on Site?		✕
"No wetlands indicated via NH GIS; however Manchester GIS indicates the drainage swale may be a stream. Some ponding/ running water observed to support that possibility. May warrant examination for wetlands in adjacent wooded area."		
Are there any Easements on Site?		✕
"No easements per GIS. School is on Parkland, may share access easements to the park facilities. Parcel is also shared with tower hill reservoir."		
Are Play Structures Age-Appropriate?	✓	
"School has multi-purpose field suitable for middle school use, as well as access to play structure in adjacent park."		
Is there an Outdoor-Learning Area?		✕
"There are picnic tables and a cluster of benches outside, which could potentially be used for outdoor learning."		
Should there be a Question on Environmental Justice Populations / Vulnerable Populations?		✕
"The site is designated as a "Medium" Social Vulnerability Index Area per New Hampshire GIS. However, the site is adjacent to a "High" Social Vulnerability Index Area."		
Is the Building Expandable on the Current Site?	✓	
"Site presents many challenges for expansion; however, it may be possible to expand buildings into paved parking areas."		
Is the Site Expandable?	✓	
"Site presents many challenges for expansion. It may be possible to expand into the lower field West of the school."		

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REPORT TYPE

Site Evaluation

Community Analysis

	YES	NO
Historical Commission Status: Inventory of Archaeological Assets (Site Review)		✕
"The schoolÿis not listed on the National Register of Historic Places or the New Hampshire State Register of Historic Places, and itÿis also not listed as a locally-designated historic site. The school is on the same parcel as Weston Observatory, which is listed on the National Register of Historic Places. The observatory is over 1,200 LF from the school and is accessed via a separate driveway."		
Are there School Buses?	✓	
"6 MTA and 12 SPED buses, per bus counts received from the district,"		
Bikeable?		✕
"Bike racks at entrances, but no bike lanes on Reservoir Ave. Sidewalk from base of Reservoir Ave to school. Some evidence that kids may bike through the grass field/ park land across from the school."		
Walkable?	✓	
"Sidewalk all the way from base of Reservoir Ave to school entrance, connects school to adjacent residential areas. Topography/ slope of Reservoir Ave may present mobility/accessibility challenges."		

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REPORT TYPE

Site Evaluation

Traffic Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Bike Facilities **Main entrance**		●			
	"Bike rack right next to main entrance. Some bars bent, likely due to bars being too close to each other."				
Bus Stops **Bridge St and Belmont St**	●				
	"No indication of MTA Bus 1 stop that is shown on Google Maps."				
Bus Stops **Bridge St and Highland St**	●				
	"MTA Bus 1 stop/no parking sign only in westbound direction. No indication of MTA Bus 1 stop in eastbound direction that is shown on Google Maps."				
Bus Stops **Bridge St and Weston St**	●				
	"No indication of MTA Bus 1 stop that is shown on Google Maps."				
Parking **Al Lemire Field parking lot**	●				
	"Very faded striping that is barely visible."				
Parking **Derryfield Park parking lot**	●				
	"8 accessible parking spaces in main parking area with accessible parking signs but faded pavement markings. Space to the right, closest to the curb ramp, seems like it should be an accessible parking space but does not have an accessible sign or pavement marking. One accessible parking space to the south has faded pavement marking and does not have an accessible parking sign."				
Parking **Derryfield Park Tennis Court parking lot**	●				
	"Accessible parking space with access ramp leading to curb ramp but pavement marking faded and no accessible parking sign."				

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REPORT TYPE

Site Evaluation

Traffic Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Parking **Hillside Middle School east parking lot**	●				
"2 accessible parking spaces in poor location for access to school. For main entrance, people using accessible spaces must go around dumpsters and through long stretch of sidewalk, including making a sharp turn. For NE entrance, people using accessible spaces must go through entire parking lot with no pedestrian path. The curb ramp next to the parking spaces does not have a detectable warning panel and the access aisle does not have a curb ramp. The curb ramps and lack of access aisle curb ramp should be evaluated for ADA compliancy."					
Parking **Trinity High School Athletic Field parking lot**	●				
"Accessible parking space with accessible sign but no pavement marking. Space between two access aisles closest to curb ramp seems like it should be an accessible parking space but does have an accessible sign or pavement marking. Curb ramps on both ends of parking lot have no detectable warning panel and should be evaluated for ADA compliancy."					
Pedestrian Connections **Al Lemire Field parking lot**	●				
"8 accessible parking spaces with poor access to Al Lemire Field due to lack of sidewalk curb ramps or crosswalk to cross Circular Dr. Pavement cracks and potholes."					
Pedestrian Connections **David B. Varney Memorial path**	●				
"Narrow path between Bridge St and Circular Dr that ends just before connecting to Bridge St sidewalk."					
Pedestrian Connections **Myrtle St and Hillside Middle School connection**	●				
"Gravel path starts/ends between two parking spaces without striped out area. No signage to indicate where path leads."					
Roadway Characteristics **Reservoir Ave east of Circular Dr**	●				
"Narrow road with no striping despite providing direct access between Mammoth Rd and school, blood donation center, and Oak Hill trailhead."					
Sidewalks **Bridge St**	●				
"Curb near Beacon St intersection eroded. Cracks near tree in front of 419 Bridge St."					

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REPORT TYPE

Site Evaluation

Traffic Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Sidewalks **Reservoir Ave east of school**	●				
	"No sidewalks, which may be desired to connect to Derryfield Park."				
Sidewalks **Reservoir Ave west of school**		●			
	"Very short curb, vehicle could easily drive onto sidewalk."				
Standalone Crosswalks **Derryfield Park parking lot driveway (west of Circular Dr at Highland St)**		●			
	"No crosswalk or crossing signage at David B. Varney Memorial path. The curb ramp on the north side does not have a detectable warning panel, and path is pavement-level on south side. Pedestrian crossing should be evaluated for ADA compliancy."				
Standalone Crosswalks **Reservoir Ave near main school entrance**	●				
	"No path on south side of crosswalk. Crosswalk leads directly to grass that is likely muddy in wet weather conditions. There is no detectable warning panel on curb ramp and no crosswalk signage. Pedestrian crossing should be evaluated for ADA compliancy."				
Unsignalized Intersections **Belmont St at Myrtle St**	●				
	"No crosswalks. NE curb ramp has detectable warning panel, but SW curb ramp does not have a detectable warning panel. Sidewalk on Belmont St is only on east side south of intersection but only on west side north of intersection. Pedestrians must make diagonal crossing or cross two legs. Pedestrians going north on path from NW parking lot must cross here due to lack of sidewalk on east side. Pedestrian crossings should be evaluated for ADA compliancy."				
Unsignalized Intersections **Belmont St at Reservoir Ave**	●				
	"No detectable warning panels on the curb ramps and pedestrian crossings should be evaluated for ADA compliancy. Acute angle may make WBR turns difficult for heavy vehicles."				
Unsignalized Intersections **Bridge St at Beacon St**	●				
	"No crosswalks or detectable warning panels. Pedestrian crossing should be evaluated for ADA compliancy."				

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REPORT TYPE
Site Evaluation

Traffic Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Unsignalized Intersections **Bridge St at Belmont St**	●				
"Crosswalks on north, east, and south sides. No detectable warning panels on the curb ramps and pedestrian crossings should be evaluated for ADA compliancy."					
Unsignalized Intersections **Bridge St at Highland St**	●				
"Crosswalk on east and south sides and RRFB on east side across Bridge St. No crosswalk striped on north side despite continuous sidewalk along north side of Bridge Street. No detectable warning panels on the curb ramps and pedestrian crossings should be evaluated for ADA compliancy."					
Unsignalized Intersections **Bridge St at Weston St**	●				
"Crosswalks on south and west sides and school crossing signs on west side across Bridge St, but no detectable warning panels on the curb ramps. Pedestrian crossing should be evaluated for ADA compliancy."					
Unsignalized Intersections **Bridge St at Weston St**	●				
"Poor visibility of crosswalk across Bridge St from west due to street parking ending close to intersection."					
Unsignalized Intersections **Circular Dr at Circular Rd**	●				
"Poor sight distance looking right from Circular Rd."					
Unsignalized Intersections **Circular Dr at Highland St**	●				
"No crosswalks and no detectable warning panels on the curb ramps across west leg of intersection. Pedestrian crossings should be evaluated for ADA compliancy."					
Unsignalized Intersections **Circular Dr at Reservoir Ave**	●				
"No pedestrian facilities directly at intersection. Poor sight distance looking right from Reservoir Ave but few cars usually use Circular Rd to turn left instead."					
Unsignalized Intersections **Reservoir Ave at East school driveway**	●				
"No crosswalks or curb ramps as sidewalk wraps around SW corner. No STOP sign on driveway approach."					

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REPORT TYPE

Site Evaluation

Traffic Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Unsignalized Intersections **Reservoir Ave at West school driveway**	●				

"No crosswalk or detectable warning panels across driveway. Pedestrian crossing should be evaluated for ADA compliancy. No STOP sign on driveway approach."

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Educational Facility Effectiveness: Learning Environments (EFE: LE)

Grade Levels

Building Originally Designed as:	7th Grade–8th Grade
	"School was originally designed as a Junior High School."
Which Educational Program are you Assessing?	6th Grade–8th Grade
	"Grades are separated by wing, stacked on 3 floors."
The Grade Configuration this School is Best Suited to:	Best suited for a non middle school teaming model
	"Needs significant renovations to provide cohesive teaming areas and components."

Educational Building Analysis

	GOOD	FAIR	POOR	DEFICIENT	FAILING
Acoustical		●			
	"ACT is in rough shape."				
Adjacencies of Learning Environments			●		
	"Teams arranged vertically. And in many cases, sciences are split off from teams."				
Environment (Inviting / Stimulating / Comfortable)				●	
	"Entrance lobby is large but sits directly across a wall and closed doors. Most corridors are long and underserved by daylight, particularly the corridors on the bottom level. No dedicated area for students to gather informally in their team areas."				

SCHOOL NAME
Hillside Middle School

SITE VISIT
August 2023

REPORT TYPE
EFE: LE Evaluation

Educational Building Analysis

	GOOD	FAIR	POOR	DEFICIENT	FAILING
Finishes			●		
	"Finishes are old and in poor condition. ACT, ceramic tile and VCT floors, ceramic wall tile in bathrooms, painted CMU walls."				
Furniture			●		
	"Old plastic hard furniture. Not conducive to learning."				
Lighting Quality		●			
	"Some lights are dimmable LED while remaining are old fluorescent."				
Natural Daylighting		●			
	"Many rooms are fine but there are no windows some rooms adjacent to the Bomb shelter."				
Outdoor Classrooms					●
	"None observed."				
Technology: Power		●			
	"Appears adequate for current use."				
Technology: Wireless	●				
Ventilation		●			
	"Second floor can get hot. Want AC in library. AC in some areas. Some classrooms are windowless."				

This Site Includes:

	YES	NO
Accessible	✓	
Play Fields	✓	
Playgrounds / Areas	✓	

SCHOOL NAME
Hillside Middle School

SITE VISIT
August 2023

REPORT TYPE
EFE: LE Evaluation

Building Assessment

	YES	NO
Can the Building Change Typology Easily?	✓	
"School was originally designed as a Junior High School."		
Can the Building be Transformed Educationally to Serve 21st Century Needs?	✓	
"Yes, with significant renovations."		
Can the Building Serve as Swing Space?	✓	
Is the Building between 85%—115% Utilization Rate?		✕
"Currently, building is not at 85% utilization. However, it will be over capacity with the addition of 5th grade."		

Educational Facility Effectiveness: Spaces (EFE)

Space Assessment	QUANTITY	ACTUAL AREA (SF)	MORE INFO
Administration and Guidance (Quantity Varies)	Varies	2900	
Art Classroom (Min Area 900 sf or 36 sf / Student)	2	1245	
	"Kiln in art room."		
Cafeteria (Min Area 12-15 sf / Student for Max Number of Diners per Lunch Period)	1	5710	LUNCH PERIODS: 3
	"Food is cooked on-site."		
Classroom: General Education (Min Area 900 sf or 36 sf / Student)	34	850, 900, 950, 1310	
FACS	1	1035	
Faculty Lounge	1	550	
Gymnasium (Min Area 6000 sf)	1	7200	STAGE: Yes
Gymnasium / Fitness	1	965	
	"Weight Room"		
Media Center (Min Area 1800 sf or 4 sf / Student x Design Capacity)	1	4214	
Music Classroom (Area 1200 sf)	3	1000, 1035, 1100	
Science Classroom / Lab (Area 1200 sf or 60 sf / Student)	5	1200, 1250, 1330	

SCHOOL NAME
Hillside Middle School

SITE VISIT
August 2023

REPORT TYPE
EFE: Space Evaluation

Space Assessment

	QUANTITY	ACTUAL AREA (SF)	MORE INFO
Small Group	0	0	
	"None observed."		
Special Education: Resource of Small Group **(Area 500 sf)**	6	770, 870, 900	
Special Education: Self Contained **(Area 950 sf)**	11	410, 550, 600, 880, 1000, 1290	TOILET ROOM: No
Stage **(Area 1000 sf)**	1	920	
Teacher Planning	3	550	
Technology Lab	2	905, 1340	
	"Computer Labs"		
Woodshop	1	1445	
	"All grade levels take wood shop. 1/2 year class."		

Adequacy of Rooms

	GOOD	FAIR	POOR	DEFICIENT	FAILING
Administration and Guidance	●				
Art Classroom		●			
	"Kiln is not in a separate room."				
Cafeteria	●				
	"Olympic Village is located at one end of the cafeteria. Cafeteria is spacious but does not have differentiated seating."				
Classroom: General Education		●			
	"Aside from windowless classrooms, general classrooms are in food condition.. some still have old lighting fixtures."				

SCHOOL NAME

Hillside Middle School

SITE VISIT

August 2023

REPORT TYPE

EFE: Space Evaluation

Adequacy of Rooms	GOOD	FAIR	POOR	DEFICIENT	FAILING
FACS		●			
Faculty Lounge		●			
Gymnasium	●				
Media Center	●				
Medical		●			
Music Classroom		●			
	"Music classrooms do not have adequate acoustical paneling and ceilings."				
Science			●		
	"Science classrooms do not have mobile lab benches and 6th grade science rooms are undersized without benches."				
Small Group					●
	"None observed."				
Special Education: Self Contained		●			
	"Self-contained special ed classrooms for students with medical needs do not have Adjacent bathrooms."				
Stage		●			
Teacher Planning					●
	"None observed."				
Technology Lab		●			
Woodshop		●			

SCHOOL NAME
Hillside Middle School

SITE VISIT
August 2023

REPORT TYPE
EFE: Space Evaluation

Special Education Assessment	YES	NO	
18+		✕	
Autism Spectrum		✕	
Cognitively Impaired	✓		
Deaf and Hard of Hearing		✕	
Emotional Disturbance	✓		
	"1 EBD Resource, Self-Contained."		
English Learners	✓		
	"Pull-Out. School also has Newcomer program."		
Intellectual Disability	✓		
Life Skills		✕	
Medically Fragile	✓		
	"Self-Contained. No dedicated toilet room."		
PT/OT/Speech	✓		
Reset Program		✕	
Social Emotional		✕	
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 Evalutation: 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 utilizations 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.