MANCHESTER
SCHOOL DISTRICT

Webster 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.

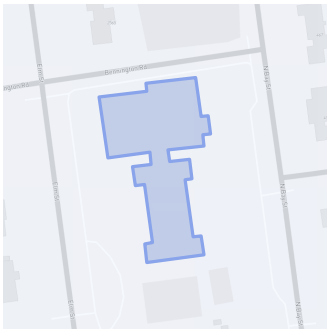
SCHOOL NAME

Webster Elementary School

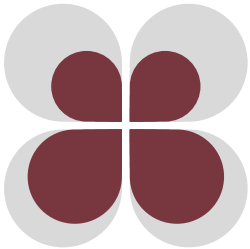
SITE VISIT

August 2023

At-a-Glance



FA: Building FA: Site



EFE: Learning EFE: Spaces

Excellent Deficient

Address
2519 Elm Street, Manchester, NH 03104

Gross Square Footage (GSF)
56,558 sf

Grades
Kindergarten–5th Grade

Site Acreage
3.77

Hours of Operation
8:25am–2:50pm

Date of Construction
1940

2022–2023 Enrollment
405

Date of Addition Construction
1971

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Site Plans

SCHOOL NAME

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SITE VISIT

August 2023

SCHOOL NAME
Webster Elementary School

SITE VISIT
August 2023

Facility Evaluation Criteria

Physical Analysis	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Roof Membrane (Architectural)			●		
	"The original building's roof was replaced in 2004. It is unknown if the roof membrane at the 1971 addition has been replaced. All roofs are beyond their useful lifespan and typical warranty period, so replacement is recommended."				
Existing Photovoltaics					○
	"N/A"				
Space for Solar on Roof					○
	"Space on roof is available, exact locations and SF size can be evaluated."				
Façade	●				
	"The masonry on both the original 1939 building and the 1971 addition appear to be in good condition. Window and door perimeters should be resealed."				
Windows				●	
	"Windows in the original 1939 building look to have been replaced with double pane insulated aluminum window systems. There are no window shades at the interior. Windows in the 1971 addition are original single pane aluminum window and curtainwall systems that are in need of replacement."				
Boilers (Mechanical)	●				
	"Boilers are new, dated 2023 in excellent condition. Primary secondary system pumps with VFDs or ECM motors."				
Boilers (Plumbing)	●				
	"Refer to mechanical report for HVAC boilers (2 gas fired units). The domestic hot water is fed from a residential electric heat pump water heater. State model HPX-66-DHPTNE (66 gallon storage). The unit was installed in 2020."				

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REPORT TYPE

Facility Evaluation

Physical Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Heating Distribution Systems	●				
"Piping and insulation appears in good condition, insulation in mech room is new. Classrooms and most spaces have fin tube radiation for perimeter heating."					
Building Envelope Thermal Performance			●		
"Original building and additions date from 1939 and 1971. Insulation and air/ vapor barriers˜in walls, roofs and slabs was most likely not provided. Several inches of insulation were added to the 1939 building roof when it was replaced in 2004. That does not meet crrrent energy codes."					
Interior Finishes		●			
"Most VCT corridor and classroom flooring looks to have been replaced and is in good condition. Corridor and toilet room wall tile and glazed block in the 1939 building is original and in good condition given age. Original floor tile in some toilet rooms in the original building have been patched in several locations. Exposed steel sair risers and steel columns in several locations need to be repainted. In 2014, the following upgrades were made: new casework, some toilet room ADA upgrades, acoustic wall panels in the Gym, and some new interior wood doors."					
Rooftop HVAC Equipment			●		
"Rtus seem to be from 2004, are well maintained and in working condition with heat recovery, no cooling. Efs and intakes are older showing signs of age. A few units are in the process of replacement."					
HVAC Controls			●		
"Building controls are JCI Metasys (district standard). Some thermostats appear new, others are older and missing buttons."					
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 (Electrical)	●				
"A few receptacles are non-GFCI type and shall be replaced."					
Kitchen Equipment and Systems (Plumbing)		●			
"The building has a small kitchen. The kitchen has a triple pot sink and handwashing sink. See photos. Fixtures and equipment appears to be in fair to good condition. Piping below sinks are PVC and exposed copper. 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. Chrome painting/coating is recommended in accordance with common practice. No gas fired equipment observed."					
Natural Gas Distribution System	●				
"Gas distribution observations was limited to areas of exposed piping. The gas distribution system appears to be in good working order."					
Current Fuel Source	●				
"The building has a natural gas service. A 4 inch line rises from underground and decreases to a 3-inch meter. The discharge of the meter increase to a 4-inch before running into the building. The service appears to be in good working order. Based on the existing drawings, the gas is a low pressure system."					
Generator					○
"N/A"					
Elevator			●		
"Due to age of elevators, controls replacement may be required and cab finishes need˜to be updated.˜At the time of the assessment, one of the elevators was out of order."					

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REPORT TYPE

Facility Evaluation

Physical Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Ventilation Distribution Systems	●				
	"Many spaces us ceiling supply and low wall return. Existing ductwork is generally uninsulated, even on the roof. Some newer ductwork is insulated and some ductwork is being installed. Diffusers appear in most spaces and look clean/in good condition. Building used to have openings for ventilation to unit ventilators, but appear to have been blocked off/are no longer in use. Some spaces use window AC units for cooling. Gym uses high supply and low return."				
Electrical Services	●				
	"Electrical service is provided by PSNH who currently is replacing the existing vault-mounted utility transformer with a new outdoor pad-mounted type. Existing transformer's primary wiring is intercepted and reconnected to the new utility transformer, while the old transformer's secondary feeder is removed, and the new transformer's secondary feeder is extended to existing Main Distribution panel MDP 277/480v 3ph section equipped with a 400Amp MCB. This work was observed in progress on the day of site visit. Distribution panel MDP 277/480v 3ph section feeds the existing distribution panel MDP 120/208v 3ph section equipped with a 600 Amp MCB via existing 150kVA stepdown transformer. All three pieces of equipment are located in the Main Electric room. The MDP 120/208v 3ph section also feeds another distribution panel DP-1 located in adjacent electric room. The DP-1 is rated 400 Amp 120/208v 3ph and it's equipped with a 400Amp MCB. Both MDP sections are manufactured by Square D, and they appear in good operational condition. Panel DP-1 is manufactured by Square D, and it appears in a good operational condition as well. Downstream panels at 120/208v and 277/480v were upgraded and were re-fed around year 2004, and appear in good operational condition."				
Life Safety: Means of Egress (Architectural)		●			
	"Size, location and quantity of egress components appear to be adequate. Handrails and guardrails do not meet code."				
Life Safety: Means of Egress (Electrical)	●				
	"Self-contained internally lighted LED exit signs and battery units are provided along egress pathways. Emergency lighting throughout is observed in adequate operational condition."				
Life Safety: Fire Protection (sprinklers)	●				
	"The building is currently provided with an automatic sprinkler system. The service is located in a sprinkler valve room located off the gymnasium. The service has a post indicator valve and an electric bell, storz fire department connection, and 2-inch main drain. On the downstream side of the backflow preventer, an alarm check valve is installed on the main riser to the building. Floor control valve assemblies are located off the stairs (inside the main entrance). These assemblies separate the sprinkler system into zones. The system appears to be in good working order."				

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Facility Evaluation

Physical Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Life Safety: Fire Alarms	●				
	"Fire Alarm (FA) system was modified/upgraded in year 2014. 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 the main entrance lobby. All classrooms and similar educational spaces, corridors, teacher areas, bathrooms, gym/cafeteria, library, etc. are equipped with signaling devices - ceiling- and wall-mounted types. All FA equipment was observed in good operational condition."				
Security: Entry Sequence	●				
	"The main entrance has card controlled access and an intercom. There is a secured vestibule at the main entrance with a transaction window through to the main office."				
Lighting Quantity / Control	●				
	"The Lighting system was upgraded about 5-7 years ago with LED lighting fixtures, dimming/ multi scene control switches and occupancy sensors. Classrooms with suspended ceilings, corridors, bathrooms, library, administration area spaces were provided with 2'x4' and 2'x2' LED recessed "basket reflector" design lights with integral occupancy sensors. Other areas were provided with pendant- and surface-mounted LED strips and ceiling-mounted occupancy sensors. Illumination levels throughout the building were observed to be adequate. Overall, interior lights appear in good operational condition."				
Toilets and Fixtures			●		
	"The fixtures are dated and recommended to be replaced in many locations. Fixtures and piping were replaced with the 1971 addition/modifications. Drinking fountains have been replaced with bottle filling stations. 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."				

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REPORT TYPE
Facility Evaluation

Physical Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Plumbing Distribution Systems		●			
"Distribution observations were limited to exposed piping within mechanical rooms, basement, and under kitchen equipment. The piping near the water heaters was not completely replaced when the water heater was installed. The piping is older, but appears to be in fair working order. The extent of original piping within walls is not known. Original piping is past its useful life expectancy and should be replaced. Water quality and destructive selective testing is recommended to confirm the remaining lifespan. The building has two domestic water services. One enters the building and goes through a meter and pair (parallel) reduced pressure backflow preventers. The second flows through a 2-inch meter, pressure reducer, and backflow preventer. The age of the copper piping throughout the building varies. Piping greater than 40 years old (40-50 year lifespan) 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."					
Accessibility (Architectural)			●		
"The main entrance is accessible, but most other entrances and exits are not. Not all toilet rooms have been upgraded to meet accessibility standards. Classroom sinks in the 1971 building are original and not accessible."					
Accessibility (Plumbing)		●			
"Some fixtures (specifically classroom sinks) do not meet ADA requirements."					

Structural Systems: Signs of Deterioration Observed?

	YES	NO
Roof		✕
"Gym roof framed with LH bar joist. Roof tech is teatime panels. Joists rest on steel girders framed on steel columns wrapped in caulk."		
Floor		✕
"Lower level slab on grade. Upper levels are concrete framed and steel framed with bar joists."		
Walls / Columns		✕
"Concrete and caulk walls at lower level. All walls in very good condition."		
Foundations		✕
"Some minor cracking in foundation walls. Not an issue."		

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REPORT TYPE
Facility Evaluation

Structural Systems: Signs of Deterioration Observed?

	YES	NO
Façade		✕
	"Relatively in good condition. There is some hairline cracking in the concrete spandrel beams and the columns."	
Is Lateral System Identifiable?	✓	
	"Lateral system primarily a concrete moment frame with CMU infill walls"	

Community

	YES	NO
Emergency Shelter	✓	
	"Short Term Shelter only."	
Are there Separate Community / Non-School Spaces on Site?		✕
	"N/A"	

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Site Evaluation Criteria

Physical Analysis	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Parking Capacity			●		
"8 parking spaces at rear building entrance, otherwise on street parking only."					
Parking Quality	●				
"Parking lot very small, but in decent condition. Pavement currently partially disturbed for site electrical work."					
Ground Cover	●				
"Nice trees and landscaping, particularly in front of building. Decent shading to front plazas and sidewalk along Elm Street. Some vegetative screening between play area and abutting residential lots."					
Fields	●				
"Grass lawn at front of building and in adjacent outdoor classroom/park space. Not flat enough or big enough for sports, but available for gathering and casual recreational use."					
Neighborhood Streets	●				
"Surrounded by residential streets on all sides. Crosswalks connecting to perpendicular streets. Some streets have sidewalks."					
Drop-off / Pick-up Routes		●			
"Pull off area along N Bay St at rear of building with curb cuts and stairs and sloped walkways down to the school. On street drop off/pick up only at front and side of building. Elm Street is not striped for parking or loading/unloading, but is very wide."					
Walkways / Curbs / Sidewalks	●				
"Bituminous walkways around the building, with vertical granite curb between sidewalk and adjacent road. Relatively good condition. No connection along southern side of the site (abutting residential lots) without cutting through playground and bituminous play lot."					

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Site Evaluation

Physical Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
ADA Accessibility		●			
"Stairs to all front entrances. ADA accessible entrance from side and rear of building only. 2 accessible parking spaces at rear entrance."					
Site Lighting (Civil)	●				
"Building mounted lights at entrances and light fixtures on utility poles around building perimeter (mostly pointed towards street, only a few to towards building). No dedicated lighting for play areas."					
Site Lighting (Electrical)	●				
"Exterior building-mounted wall packs are LED type. They appear to be in good operational condition."					
Fencing	●				
"Black chain link fencing around play areas in good condition. Gates in fence for access during loading and unloading times from rear of site."					
Drainage	●				
"3 drainage structures in bituminous play lot at rear of building. Front yard and walks pitched out to Elm St."					
Play Areas	●				
"Large bituminous play lot, play area with two play structures. Smaller, but in good condition."					
Monuments and Memorials	●				
"Memorial at front of building to be protected or relocated in the case of any site work."					
Walls / Slopes	●				
"Grassed slope at front of building with cheek walls at plazas. Block retaining wall at rear of site. All in good condition."					

Physical Analysis

	YES	NO
Are there any Wetlands on Site?		✕
"No wetlands per GIS, and no potential natural resource areas observed on-site."		
Are there any Easements on Site?		✕
"No easements per GIS."		

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Site Evaluation

Physical Analysis

	YES	NO
Are Play Structures Age-Appropriate?	✓	
"Play structures are smaller than some of the other elementary schools, but still appropriate for the younger grades."		
Is there an Outdoor-Learning Area?	✓	
"One picnic table near play area. Multiple picnic tables intended as outdoor classroom in grassy/wooded area (on city park land) across Bennington Rd from building side entrance."		
Should there be a Question on Environmental Justice Populations / Vulnerable Populations?		✕
"NH GIS designates the site as "Medium Low" Social Vulnerability Index, based on census data."		
Is the Building Expandable on the Current Site?	✓	
"May be possible to expand into bituminous play lot at rear of site."		
Is the Site Expandable?		✕
"Site bound by roads on three sides and houses to the south. Rear of site could be reworked to more efficient layout, but not significantly expanded."		

Community Analysis

	YES	NO
Historical Commission Status: Inventory of Archaeological Assets (Site Review)		✕
"The site is not listed on the National Register of Historic Places (per the National Park Service website)ÿor 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."		
Are there School Buses?	✓	
"3 MTA and 5 SPED buses, per bus counts provided by the district."		

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Site Evaluation

Community Analysis

	YES	NO
Bikeable?		✕
	"Relatively calm traffic area, but no specific infrastructure to support bikes. Elm St is wide enough to accommodate bikes, but does not have pavement markings to distinguish bike lanes."	
Walkable?	✓	
	"School located in residential area with sidewalks/ walkable neighborhood streets."	

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REPORT TYPE

Site Evaluation

Traffic Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Bike Facilities **Elm St**	●				
	"Sharrows toward right side of travel lane. Cyclists would likely have to travel between parked cars and passing vehicles, which could be stressful to schoolchildren. Buffered bike lanes should be considered as there may be enough room."				
Parking **NE parking lot**	●				
	"Striping very faded."				
Pedestrian Connections **Between northernmost Elm St entrances**	●				
	"Cracks near large tree in between staircases."				
Pedestrian Connections **SW of school near Rowell St**	●				
	"Path doesn't align with crosswalk across Elm St to Rowell St. Pedestrians may be inclined to walk across grass or cross outside of crosswalk."				
Roadway Characteristics **Elm St**	●				
	"Very wide lanes which may promote speeding, although chalk markings suggest that they are adding angled parking."				
Sidewalks **Elm St**		●			
	"Sidewalk on west side ends at 2528 Elm St and has vegetation and tree encroachment near 2528 Elm St."				
Standalone Crosswalks **N Bay St near 433 N Bay St**		●			
	"Signs ending parking near crosswalk may be too close to crosswalk as vehicles parked at the signs may limit visibility of crossing pedestrians. Crosswalk leads to grass on west side, curb ramp is just north of crosswalk. No detectable warning panels. Pedestrian crossings should be evaluated for ADA compliancy. Mismatched crossing signs, with school crossing sign on NB approach and typical pedestrian crossing sign on SB approach."				

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REPORT TYPE

Site Evaluation

Traffic Analysis

	NONE / MINOR	MODERATE	MAJOR	REPLACE	N/A
Unsignalized Intersections **Elm St at Bennington Rd**	●				
"Crosswalks on all four sides. Curb ramps on NE and NW corners have detectable warning panels. Curb ramps on SE and SW corners not flush with sidewalk and do not have detectable warning panels. Pedestrian crossings should be evaluated for ADA compliancy. Crosswalk on north side is offset from intersection."					
Unsignalized Intersections **Elm St at Rowell St**		●			
"Consider placing crosswalk across Elm St on south side instead to align with school pedestrian path and connect to the continuous west sidewalk to the south of the intersection (the west sidewalk has a gap to the north of the intersection)."					
Unsignalized Intersections **N Bay St at Bennington Rd**		●			
"Crosswalk on east side, but no detectable warning panels on the curb ramps. Curb ramp on NW corner in poor condition. Pedestrian crossing should be evaluated for ADA compliancy."					
Unsignalized Intersections **N Bay St at Theodore Rd**		●			
"Crosswalk on south side, but no crossing signage. No detectable warning panels on the curb ramps and pedestrian crossing should be evaluated for ADA compliancy. Crosswalk leads to grass on east side, as there is no sidewalk to connect to."					

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Educational Facility Effectiveness: Learning Environments (EFE: LE)

Grade Levels

Building Originally Designed as:	1st Grade–6th Grade
Which Educational Program are you Assessing?	Pre-K–5th Grade
The Grade Configuration this School is Best Suited to:	1st Grade–4th Grade

Educational Building Analysis

	GOOD	FAIR	POOR	DEFICIENT	FAILING
Acoustical	●				
Adjacencies of Learning Environments			●		
Environment (Inviting / Stimulating / Comfortable)		●			
Finishes		●			
Furniture		●			
Lighting Quality	●				
Natural Daylighting		●			
	"Except small windows in basement rooms."				
Outdoor Classrooms					●
	"None observed."				

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REPORT TYPE
EFE: LE Evaluation

Educational Building Analysis	GOOD	FAIR	POOR	DEFICIENT	FAILING
Technology: Power			●		
Technology: Wireless		●			
Ventilation		●			

This Site Includes:	YES	NO
Accessible	✓	
Play Fields		✕
Playgrounds / Areas	✓	
	"All groundcovering is asphalt."	

Building Assessment	YES	NO
Can the Building Change Typology Easily?		✕
Can the Building be Transformed Educationally to Serve 21st Century Needs?		✕
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	2270	
Art Classroom (Min Area 900 sf or 36 sf / Student)	1	945	
Cafeteria (Min Area 12-15 sf / Student for Max Number of Diners per Lunch Period)	1	3785	LUNCH PERIODS: 3
	"Shared with Gymnasium."		
Classroom: General Education (Min Area 900 sf or 36 sf / Student)	15	840, 850, 870, 950	
Faculty Lounge	0	0	
	"None observed."		
Gymnasium (Min Area 6000 sf)	1	3785	STAGE: Yes
	"Shared with Cafeteria."		
Kindergarten (Min Area 1000 sf or 50 sf / Student)	2	850	TOILET ROOM: No
Media Center (Min Area 1800 sf or 4 sf / Student x Design Capacity)	1	1475	
Music Classroom (Area 1200 sf)	1	690	
Pre-K0/K1 (Min Area 1000 sf or 50 sf / Student)	3	560, 840	
Special Education: Resource of Small Group (Area 500 sf)	1	660	
Special Education: Self Contained (Area 950 sf)	2	885, 950	TOILET ROOM: No

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REPORT TYPE
EFE: Space Evaluation

Space Assessment

	QUANTITY	ACTUAL AREA (SF)	MORE INFO
Stage (Area 1000 sf)	1	660	
Teacher Planning	0	0	
	"None observed."		
Technology Lab	1	1120	
	"STEM"		

Adequacy of Rooms

	GOOD	FAIR	POOR	DEFICIENT	FAILING
Administration and Guidance		●			
Art Classroom		●			
Cafeteria	●				
Classroom: General Education		●			
Faculty Lounge					●
	"None observed."				
Gymnasium			●		
	"Shared with Cafeteria and undersized."				
Kindergarten (K2)			●		
	"Undersized"				
Media Center	●				
Medical			●		
Music Classroom			●		
Pre-K0/K1			●		
	"Undersized"				
Special Education: Resource of Small Group			●		
Special Education: Self Contained			●		
	"Undersized"				

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EFE: Space Evaluation

Adequacy of Rooms	GOOD	FAIR	POOR	DEFICIENT	FAILING
Teacher Planning					●
	"None observed."				

Special Education Assessment	YES	NO
18+		✕
Autism Spectrum		✕
Cognitively Impaired		✕
Deaf and Hard of Hearing		✕
Emotional Disturbance	✓	
	"Grades 3-5. Self-Contained."	
English Learners	✓	
	"Pull-Out and Push-In"	
Intellectual Disability		✕
Life Skills		✕
Medically Fragile		✕
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.