

# Public Schools of Brookline



## Facilities Master Plan

Final Report

Submitted: February 4, 2009

# **The Public Schools of Brookline Facilities Master Plan Final Report**

**Prepared by:  
MGT of America, Inc.**



**The Public Schools of Brookline  
Town of Brookline  
Brookline, Massachusetts**

**February 4, 2009**

## Acknowledgements

MGT of America, Inc. would like to thank the members of the Public Schools of Brookline School Committee, the superintendent, district administrators, staff, parents, and the community. Without their foresight, cooperation, and support, this endeavor would not have been successful.

This effort is dedicated to improving the educational process for all the students throughout the school district.

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## Executive Summary

The Public Schools of Brookline have contracted with MGT of America, Inc. to develop a ten-year facility master plan. This *Executive Summary* of the master plan is divided into the following sections:

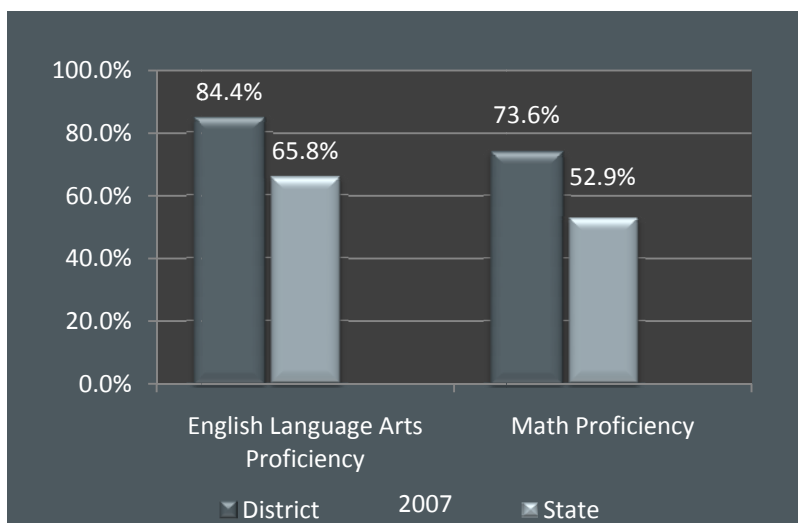
- ◆ District Background
- ◆ Perception Data
- ◆ Enrollment Projections
- ◆ Capacity and Utilization Analysis
- ◆ Facility Assessments
- ◆ Findings and Recommendations

### District Background

The Public Schools of Brookline provides education to preschool through twelfth grade students in eight elementary schools and one comprehensive high school. The schools are located in a community that enjoys a unique reputation as an urban/suburban community of 57,107 residents in a geographic area of just over six square miles and surrounded by Boston on three sides.

Students in the district consistently performed well, as measured by achievement tests and state standards shown below:

**The Public Schools of Brookline  
Massachusetts English Language Arts and Math Comparisons – 2007**



Source: SchoolDataDirect, 2008.

## CURRICULUM

The curriculum for Brookline schools provides students with the requisite knowledge and skills for success in school, preparation for post-secondary education, and vocational endeavors. The major areas of the curriculum are outlined in the “Teaching and Learning” section on the district’s website ([www.brookline.k12.ma.us](http://www.brookline.k12.ma.us)) and include program objectives for each of the eight curriculum areas. The district has established a rigorous program review process with the express purpose of “revising learning expectations, creating local assessments, and identifying new curriculum materials.”

## SPECIAL PROGRAMS

The special programs of the Public Schools of Brookline are like few other school districts in America. These programs are enthusiastically pursued by this community and place an additional burden on the district facilities. The citizens of Brookline are extremely proud of these special programs and feel strongly that they set Brookline apart from other school districts. These programs are essential to accomplishing the vision of the district and their facility needs must be incorporated into the facility master plan.

Student performance on tests continues to be most impressive and the district has been recognized for its accomplishments. In August 2008, *Boston Magazine* ranked Brookline as the number one high school in Massachusetts, based on academic achievement.

## DISTRICT GOALS

The Public Schools of Brookline have recently adopted vision, mission, and core values statements to guide the district towards world-class status.

### ***Ten-Year Vision Statement***

*Brookline provides an extraordinary education for every child. Each child’s unique path to achievement is supported in academically exciting and programmatically rich environments. A dynamic, diverse community of teaching professionals works collaboratively, innovating and inspiring each other and their students. Staff gets to know students intellectually, developmentally and culturally. Students are encouraged to question and challenge ideas and participate as active citizens. Schools use a variety of assessments to get the fullest picture of student learning and growth over time. This data is shared regularly with the community and it forms the basis of how we understand and improve student, teacher, and administrator performance. Parents are partners with the schools in supporting their children’s education, and schools communicate effectively so that parents are confident of the response to their child’s circumstances and needs. The community, well-informed and involved in the schools, supports these efforts that continue a*

*tradition of challenging ourselves to do better, efforts that ensure the enduring value of a Brookline education.*

**Mission Statement**

*Our mission is to ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, participate thoughtfully in a democracy, and succeed in a diverse and evolving global society.*

**Perception Data**

MGT’s process to solicit public input into the development of a facility master plan is both complex and thorough. The table below illustrates the multi-faceted approach that was employed for the Public Schools of Brookline.

**Public Schools of Brookline  
Public Input Process  
September 2008**

<b>Site Survey Forms</b>
The site administrators and key members of his/her staff completed these documents. This form allowed building staff to offer initial thoughts on the building’s condition, educational suitability, and technology readiness.
<b>Interviews and Focus Groups</b>
MGT conducted individual interviews with key personnel within the school district as well as community leaders. Focus groups sessions included employees, interest groups, students, and faculty.
<b>Public Charrette</b>
The town sponsored a public charrette with approximately 60 citizens to solicit input on key facility issues and determine a sense of priority for the facility needs of the district.

Source: MGT of America, Inc., 2009.

Based on input from these multiple sources, the following major themes emerged:

**The Public Schools of Brookline command tremendous respect from the Brookline community.** This reputation extends throughout the Commonwealth of Massachusetts and, likely, beyond. The school system is an integral part to the overall success of the town and the people all recognize this fact. Brookline is the place to live and the schools play a major role in creating this feeling.

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**The cooperation between the Town of Brookline and the Public Schools of Brookline is important.** Every effort has been made by the town to provide quality to the school district in order to maintain the stellar reputation the district enjoys. This is a model for other school districts and governance units to follow.

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**The creation of a facility master plan is important.** However, this plan must have the following characteristics if it is to be a success. The plan must:

- ◆ Engage the public in the creation and implementation of the plan.
  - ◆ Be a plan that encompasses the entire district and not just one school.
  - ◆ Master the demographics. The plan must be able to predict future enrollment in a more accurate manner.
  - ◆ Address the issues of capacity. Existing spaces must be utilized properly and new appropriate learning spaces created where necessary.
  - ◆ Be based on solid defensible data. A priority system must be created that is driven by good data.
  - ◆ Recognize the right timing for asking the public for additional financial support.
  - ◆ Address the lack of appropriate learning spaces - the greatest need for this district.
- 

**Equity among the various K-8 facilities is important.** Program opportunities must be equitable yet recognize the uniqueness of each school. Technology must be more equitable within all the schools.

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**The K-8 grade configuration allows for neighborhood schools.** This is important to the parents. Students feel that the K-8 experience is too long and would entertain other grade alternatives.

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**Schools provide opportunities for extended learning opportunities.** Brookline schools have a rich tradition of extended programs that include, but are not limited to, Extended Day, Brookline Music School, BATV, and adult education. These are aggressive programs that reach many people beyond the normal school day. These programs also exacerbate the issues of space with buildings and make it more challenging to keep schools presentable to the public, given the long hours they are used.



## Enrollment Projections

MGT developed enrollment projections for the ten-year planning period, using several enrollment projection models to evaluate enrollment patterns for the district. Over the next ten years, enrollment is expected to increase across the district. Enrollment across the district is expected to increase 535 students, or 8.84 percent, over the next ten years beginning in 2009/2010.

### Public Schools of Brookline Projected Student Enrollment Percentage Change by Grade Band

Grade Band	Enrollment 2008 - 09	MGT Projection 2018-19	Percent Change
K-8	4,290	4,693	9.39%
9-12	1,772	1,898	7.11%
Total	6,062	6,587	8.66%

Source: MGT of America, Inc., 2008.

## Capacity and Utilization Analysis

The capacity of a facility is defined as the number of students the facility can accommodate. An instructional-use model is used to calculate the functional capacity. Utilization is calculated by dividing the number enrolled at the school by its capacity.

Using the instructional-use model, MGT has calculated the functional capacity for each of the district school buildings.

**Public Schools of Brookline  
Functional Capacity by Site**

Site Name	Functional Capacity
<b>Elementary Schools</b>	
Baker K-8	679
Devotion K-8	752
Driscoll K-8	470
Heath K-8	420
Lawrence K-8	572
Lincoln K-8	437
Pierce K-8	634
Runkle K-8 <sup>1</sup>	495
<b>Elementary Total</b>	<b>4,459</b>
<b>High Schools</b>	
Brookline HS	2,438
<b>High School Total</b>	<b>2,438</b>
<b>District Total</b>	<b>6,897</b>
<b>Alternative Schools</b>	
Baldwin Alternative School	113
Lynch Recreation Center	74
<b>Alternative School Total</b>	<b>187</b>

Source: MGT of America, Inc., 2008

\*Excludes PK and portable room capacities

Presented below are the utilization rates for each school over the master plan time period.

<sup>1</sup> This capacity calculation does not account for any potential increase in capacity due to Runkle's currently planned renovation. The District will need to consider the impact of any increase in capacity at Runkle.

**Public Schools of Brookline  
Utilization Rates by School**

School	Utilization			
	2008-09	Highest	Average	2018-19
Baker K-8	99%	103%	107%	107%
Devotion K-8	92%	93%	95%	95%
Driscoll K-8	86%	92%	97%	97%
Heath K-8	96%	100%	105%	105%
Lawrence K-8	97%	100%	105%	105%
Lincoln K-8	107%	112%	117%	117%
Pierce K-8	99%	105%	111%	111%
Runkle K-8	95%	105%	113%	113%
Brookline HS	73%	74%	78%	78%

Source: MGT of America, Inc., 2008

Utilization greater than 100%
Utilization between 70-80% and 90-100%
Utilization between 80% and 90%
Utilization less than 70%

## Facility Assessments

The condition of schools is measured through several assessments using *BASYS*<sup>®</sup>, MGT’s facility assessment tool. The building condition, educational suitability, technology readiness, and site assessment scores are combined into one score for each school to assist in the task of prioritizing projects. Since the building condition score is a measure of the maintenance needs (e.g. leaky roofs, etc.) and the educational suitability score is a measure of how well the building design and configuration supports the educational program, it is possible to have a high score for one assessment and a low score for the other assessment. It is the combined score that attempts to give a comprehensive picture of the conditions that exist at each school and how each school compares relative to the other schools in the district. The combined score is also one of the criteria used to formulate priorities and recommendations in Section 6.0 of this report.

**Public Schools of Brookline  
Combined Scores – By Site**

Site Name	Condition Score	Suitability Score	Technology Score	Site Score	Combined Score
<b>K-8 Schools</b>					
Baker K-8	81	61	87	68	73
Devotion K-8	60	51	50	63	56
Driscoll K-8	70	54	68	65	62
Heath K-8	80	59	88	68	71
Lawrence K-8	89	83	75	90	85
New Lincoln K-8	79	76	68	69	75
Pierce K-8	70	59	69	44	62
Runkle K-8	78	29	75	81	59
<b>K-8 Schools Average</b>	<b>76</b>	<b>59</b>	<b>72</b>	<b>69</b>	<b>68</b>
<b>High Schools</b>					
Brookline HS	82	75	95	62	79
Baldwin Alternative School	65	36	48	55	50
<b>High School Average</b>	<b>73</b>	<b>55</b>	<b>71</b>	<b>59</b>	<b>65</b>
<b>Ancillary Sites</b>					
Lynch Recreation Center	83	32	76	N/A	N/A
Old Lincoln School - Admin	58	N/A	N/A	45	N/A
<b>Ancillary Site Average</b>	<b>71</b>	<b>32</b>	<b>76</b>	<b>45</b>	<b>N/A</b>

Source: MGT of America, Inc., 2008

## Master Plan Recommendation

After reviewing multiple facility scenarios, the planning team recommends the following master plan. This plan constructs additions to existing schools to resolve the capacity issues, renovates most of the existing schools to resolve facility condition issues, and locates all PK programs at their respective neighborhood schools.

Master Plan Recommendations

Facility	Existing Capacity	New Capacity	2018 Utilization	Scope of Work	Timeline										Budget					
					September										Renovate	Addition	Total w/Inflation			
					2009	2010	2011	2012	2013	2014	2015	2016	2017	2018						
Lincoln K-8	437	437	96%	Incr. Capacity, Temporary	█	█	█												\$300,000	\$300,000
Runkle K-8	495	708	92%	Addn. & Renovate - Add 1 PK	█	█	█											\$8,759,000	\$14,526,000	\$23,285,000
				Redistrict 90 Students from Lincoln to Runkle				█												
Pierce K-8	634	800	94%	Addn. & Renovate - Add 1 PK				█	█	█								\$27,142,000	\$9,923,000	\$40,864,163
				Redistrict 50 students from Lawrence to Pierce						█										
Devotion K-8	752	752	95%	Renovate - Add 2 PK					█	█	█							\$23,338,000	\$1,741,000	\$30,483,681
Driscoll K-8	470	470	97%	Renovate							█	█	█					\$12,080,000		\$15,417,481
				Relocate Alt Program from Baldwin to Lynch										█						
Baker K-8	679	750	97%	Addn. & Renovate - Add 2 PK										█	█	█		\$8,571,000	\$5,625,000	\$19,975,198
Heath K-8	420	460	95%	Addn. & Renovate - Add 2 PK		█	█	█	█	█	█	█	█	█	█	█	█	\$5,856,000	\$4,217,000	\$14,754,172
Lawrence K-8	572	572	96%	No projects																
Brookline HS	2438	2438	78%	No projects																
<b>Total</b>	<b>6,897</b>	<b>7,387</b>																<b>\$85,746,000</b>	<b>\$36,332,000</b>	<b>\$145,079,695</b>

Source: MGT of America, Inc., 2009

## Section 1.0: Background

The Public Schools of Brookline provide education to pre-school through twelfth grade students in eight elementary schools and one comprehensive high school. In addition to traditional academic programs, the school district offers continuing education courses, summer school, enrichment programs, and numerous athletic opportunities.

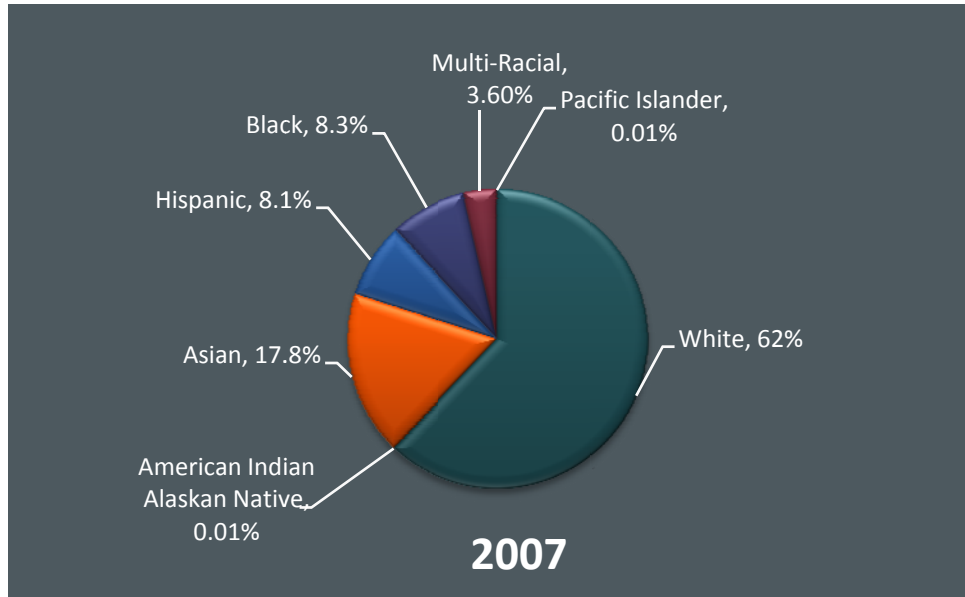
The schools are located in a community that enjoys a unique reputation as an urban/suburban community of 57,107 residents in a geographic area of just over six square miles surrounded by Boston on three sides. The proximity to the city, in conjunction with a history of educational excellence, attracts an extremely diverse population.

### 1.1 District Profile

#### STUDENT DEMOGRAPHICS

As *Exhibit 1-1* illustrates, the school district's ethnic make-up is 62 percent white, 17.8 percent Asian, 8.3 percent black, and 8.1 percent Hispanic. American Indian/Alaskan Natives, Pacific Islanders, and multi-racial comprise the remainder.

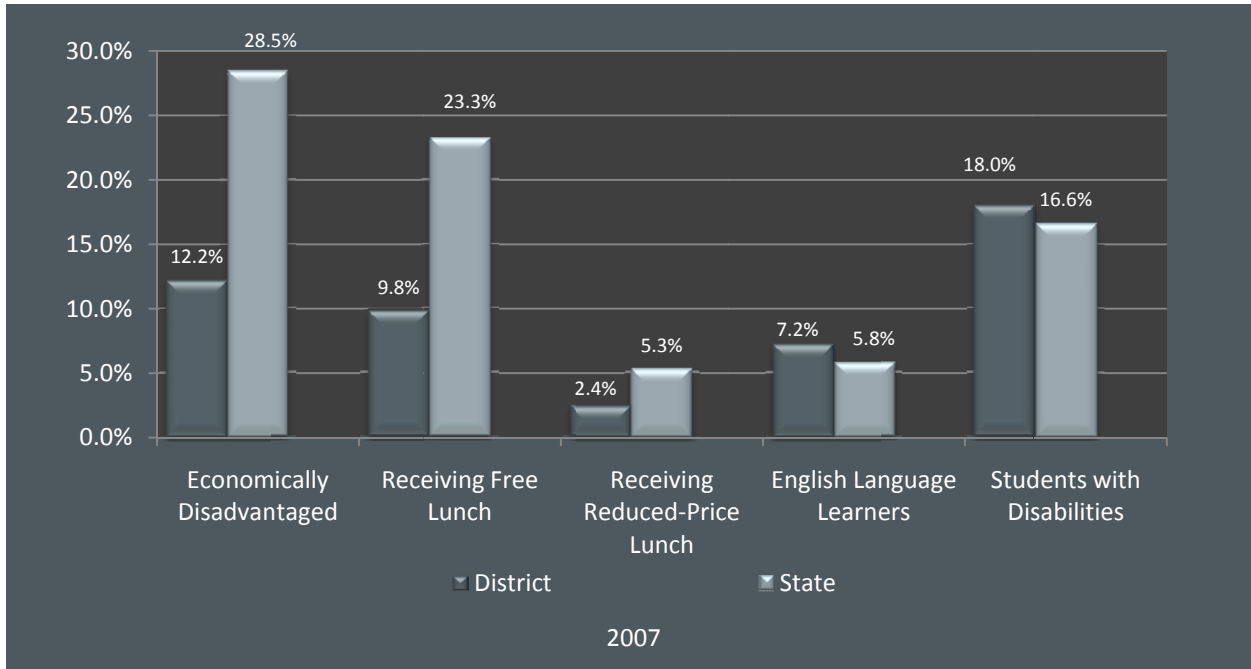
**Exhibit 1-1**  
Public Schools of Brookline  
**Student Population Distribution by Ethnicity**  
**2007**



Source: SchoolDataDirect, 2008.

The percentages of students classified as *Special Populations* includes low income students who qualify for free or reduced price meals, students for whom English is a second language, and students with an identified disability that makes them eligible for special education. For the past three years, the percentage of students with special education needs has been approximately 18 percent, higher than the state. The size of this population means that special education is a subgroup that the district will be held accountable for under the provisions of the federal No Child Left Behind Act (NCLB) of 2001. The group will need to meet Adequate Yearly Progress (AYP) standards. (See *Exhibit 2-3* for more details on AYP and student achievement.) *Exhibit 2-2* displays the number of students with special needs by category and expressed as a percentage of the total district and state population.

**Exhibit 1-2**  
**Public Schools of Brookline**  
**Enrollment of Students with Special Populations – Percentage of Total Student Population**  
**2007**



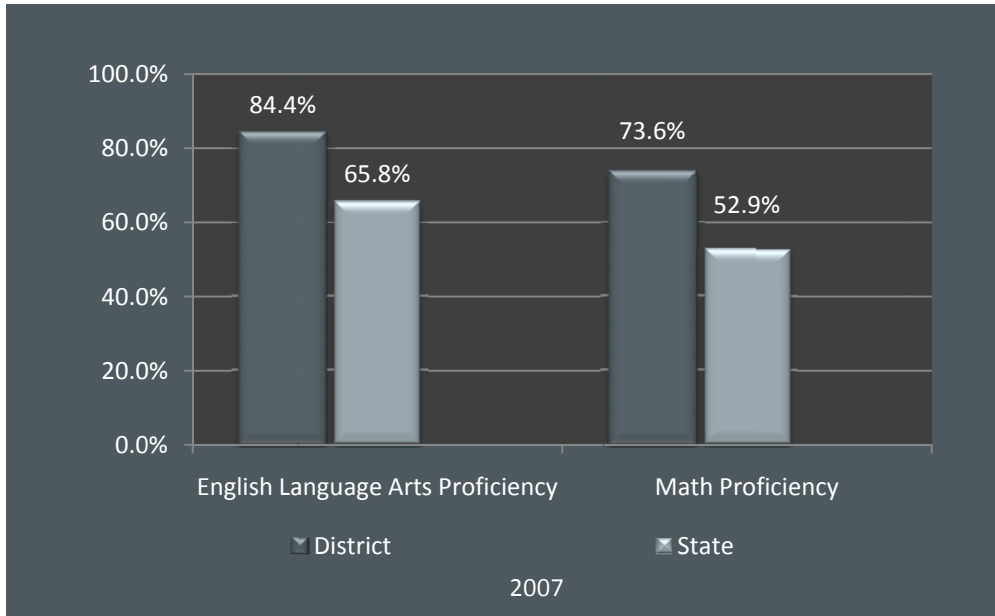
Source: SchoolDataDirect, 2008.

**STUDENT ACHIEVEMENT**

*Exhibit 1-3* indicates how the students of Brookline performed on reading and math achievement tests compared to the Commonwealth of Massachusetts. In English Language Arts, 84.4 percent of the district students met or exceeded the commonwealth standard, which was significantly higher than the commonwealth average of 65.8 percent. Math scores were also higher than the state. 73.6 percent of Brookline students met or exceeded the state standard in math. The state average for math was 52.9 percent.



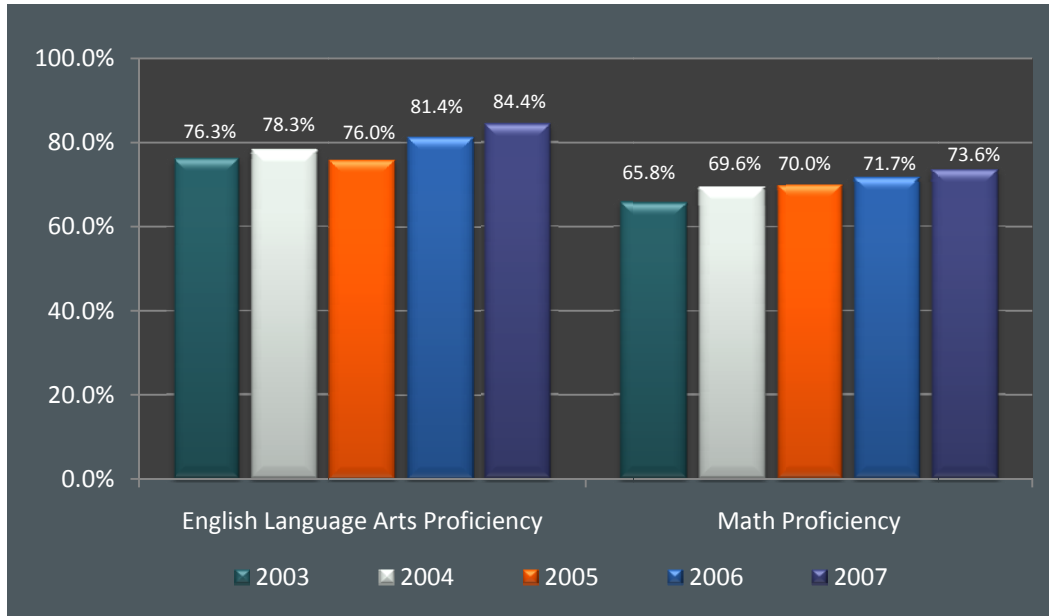
**Exhibit 1-3**  
**Public Schools of Brookline**  
**Massachusetts English Language Arts and Math Comparisons**  
**2007**



Source: SchoolDataDirect, 2008.

*Exhibit 1-4* examines the performance of students from the Public Schools of Brookline in reading and math over a period of five years (2002-2007). Within this time period, both English Language Arts and Math show a positive trend line. The highest performance in English Language Arts was in 2007 (84.4 percent); the lowest performance was in 2005 (76 percent). Math achievement shows solid and steady gains over the five years. In 2003 the math performance was 65.8 percent and increased to 73.6 percent by 2007, an 8-percent improvement.

**Exhibit 1-4  
Public Schools of Brookline  
State English Language Arts & Math Trends  
2007**



Source: SchoolDataDirect, 2008.

All school districts in the United States must meet or exceed specific performance standards in English Language Arts and Math under NCLB. If a district or individual schools fail to show satisfactory scores for two consecutive years, the district or schools must create an improvement plan adjust their course of action to show improvement the following year. As shown in *Exhibit 1-5*, for the “all students” category in the district as a whole, the Public Schools of Brookline has far exceeded AYP and requires no status change.

**Exhibit 1-5  
Public Schools of Brookline  
AYP Data Summary  
2008**

Subject	NCLB Accountability Status	Performance Rating	Improvement Rating
English Language Arts	No Status	Very High	No Change
Mathematics	No Status	High	No Change

Source: Massachusetts Department of Elementary and Secondary Education (ESE), 2008.

Exhibits 1-6 and 1-7 illustrate the district’s 2008 AYP progress by aggregate (“all students”) and subgroups for both English Language Arts (ELA) and Mathematics. As shown earlier, *Exhibit 1-2* reflected the increase of special needs students in the overall student population. The size of this subgroup as well as several ethnic groups means that the Public Schools of Brookline must also report achievement and meet AYP standards for each subgroup. In 2008, the district had subgroups that did not make AYP in both ELA and Math. On the English Language Arts assessment at the elementary level, nearly all subgroups failed to meet AYP standards. Unlike many districts across the country, all subgroups met the standard in middle grades. However, three subgroups, Asian, special Education and low Income, did not meet the AYP standards established by the Commonwealth at the high school level.

**Exhibit 1-6  
Public Schools of Brookline  
English Language Arts AYP Targets  
2008**

English Language Arts				
Grade Spans		2007	2008	2008 Subgroups not Making AYP
3-5	Aggregate	Yes	Yes	African American/Black, Special Education, Low Income, Hispanic/Latino, Limited English Proficiency
	All Subgroups	Yes	No	
6-8	Aggregate	Yes	Yes	
	All Subgroups	No	Yes	
9-12	Aggregate	Yes	Yes	Asian/Pacific Islander, Special Education, Low Income
	All Subgroups	No	No	

Source: Massachusetts Department of Elementary and Secondary Education (ESE), 2008.

In mathematics, elementary and middle levels had subgroups that failed to meet AYP standards, including some ethnic groups, low income students, and students with an Individual Educational Program and qualify for Special Education. Unlike many districts across the country, all subgroups met or exceeded the AYP standards at the high school level.

**Exhibit 1-7  
Public Schools of Brookline  
Math AYP Targets  
2008**

Mathematics				
Grade Spans		2007	2008	2008 Subgroups Not Making AYP
3-5	Aggregate	Yes	Yes	African American/Black, Special Education, Low Income
	All Subgroups	No	No	
6-8	Aggregate	Yes	Yes	Special Education, Low Income, Hispanic/Latino
	All Subgroups	Yes	No	
9-12	Aggregate	Yes	Yes	
	All Subgroups	No	Yes	

Source: Massachusetts Department of Elementary and Secondary Education (ESE), 2008.

**CURRICULUM**

A successful facility master plan is driven by the educational programs of the district. The programs at Brookline require appropriate learning spaces to ensure that quality programs are consistently offered to align with the high standards established in the vision, mission, and core values of the district. A thorough understanding of the curricular offerings is an essential part of the facility master plan.

The curriculum for Brookline schools provides students with the requisite knowledge and skills for success in school, preparation for post-secondary education, and vocational endeavors. The major areas of the curriculum are outlined in the “Teaching and Learning” section on the district’s website ([www.brookline.k12.ma.us](http://www.brookline.k12.ma.us)) and include program objectives for each of the eight curriculum areas

The district has established a rigorous program review process with the express purpose of “revising learning expectations, creating local assessments, and identifying new curriculum materials.” An eleven-member committee called the Strategic Plan Committee has been charged with the responsibility of “orchestrating the strategic planning process, soliciting and analyzing input from stakeholders across the community, and making final recommendations to the School Committee.”

The K-8 Learning Expectations and high school course syllabi describe what Brookline expects students to know and be able to do. The various assessments used in Brookline fall into three categories – teachers’ individual class assessments, the Massachusetts Comprehensive Assessment System (MCAS), and Brookline’s common assessments. The data from the district’s common assessments is used to evaluate existing programs and make necessary changes.

## **SPECIAL PROGRAMS**

The special programs of the Public Schools of Brookline are like few other school districts in America. These programs are enthusiastically pursued by this community and place an additional burden on the district facilities. Many of these programs are offered after the normal school day. It is not at all uncommon for a facility to be utilized for an additional six to eight hours. The citizens of Brookline are extremely proud of these special programs and feel strongly that they set Brookline apart from other school districts. In the opinion of the MGT site review team, they are correct. These programs are essential to accomplishing the vision of the district and their facility needs must be incorporated into the facility master plan.

The following program descriptions are included to illustrate the comprehensive approach this district takes towards special programs.

### **Exhibit 1-8 Public Schools of Brookline Special Programs**

#### ***Brookline Access T.V. (BATV):***

*Founded in 1984, BATV is a private non-profit organization governed by a nine member board. The mission of BATV is to generate an appreciation of, and involvement in the Town of Brookline. Plans are underway to house this program at Brookline High School.*

#### ***African-American Scholars Program:***

*Offered at Brookline High School, this program is designed to enhance the culture of high achievement among students of color. Its aim is to increase the number of students inducted into the National Honor Society, improve standardized test scores, and gain admission to the most selective colleges and universities in the nation.*

#### ***Early Education Program:***

*The Brookline Early Education Project (BEEP) offers a total of 19 inclusive Pre-School and Pre-Kindergarten programs located in each elementary school, the Lynch Center, and Brookline High School. A specialized program for preschoolers with autism disorders is located at the Lynch facility.*

**Exhibit 1-8**  
**Public Schools of Brookline**  
**Special Programs (continued)**

**English Language Learners (ELL):**

*This K-12 program provides services to students whose primary language is not English and who are not yet proficient in English. Each school provides support with services focused on language acquisition, literacy development, and academic achievement.*

**Enrichment and Challenge Support Program (ECS):**

*This is a gifted/talented program for K-8 that supports classroom teachers in providing challenging curriculum and extension opportunities for students who show capacity for high achievement.*

**Metropolitan Council for Educational Opportunity (METCO):**

*This is a voluntary integration program founded in 1966 which provides K-12 education for over 300 Boston students.*

**Opportunity for Change (OFC):**

*This program is limited to 48 students in grades 10-12 and offers the opportunity to experience high school in a compact nurturing environment outside of the normal schedule. OFC engages families to ensure the success of their child.*

**School Within a School (SWS):**

*This is a democratic program that engages 115 sophomores, juniors, and seniors. Governance is by a Town Meeting made up of students and the SWS staff.*

**Steps to Success (STS):**

*This program is a comprehensive educational achievement program providing academic, social development and family support for low-income students and families for grades 4-12. Currently there are approximately 250 students engaged in this program.*

**Brookline Adult and Community Education (BA&CE):**

*This after school hours program is one of the most aggressive programs offered through Brookline schools. The program was founded in 1832 and is now the largest public program in the state with close to 1800 courses and 20,000 enrollments yearly. The programs are offered within Brookline schools and represent a significant use of school facilities.*

**The Brookline Music School:**

*This school is a private, nonprofit community school for the arts. Founded in 1924 by the Brookline Public Schools, it became private in the 1940s. Music lessons are provided to the children of Brookline after school hours on school premises. These spaces are donated to the Music School without any charges attached.*

Source: Public Schools of Brookline, 2008.

## ACCOMPLISHMENTS

The Public Schools of Brookline enjoy many successes. It has a reputation as a quality district. . Most importantly, the district enjoys tremendous public support. Recently, the Town of Brookline initiated a tax override election, asking the public for an additional \$6.2 million for operating expenses. The override passed with an impressive percentage of the voters lending their support.

Consequently, the district has increased the length of the school day for students and re-instituted an elementary world language program in the schools. The override also allowed the town and school district to avoid reductions in other existing positions. It was a major success story and a contrast to the typical environment where taxpayers have demonstrated an increasing reluctance in granting additional revenue to school districts.

Student performance on tests continues to be most impressive and the district has been recognized for its accomplishments. In August 2008, *Boston Magazine* ranked Brookline as the number one high school in Massachusetts, based on academic achievement. Numerous faculty members have been recognized for his/her accomplishments by prestigious organizations, adding to the reputation of the school district.

## 1.2 District Goals

The Public Schools of Brookline have recently adopted vision, mission, and core values statements to guide the district towards world-class status. These statements reflect a strong commitment to the students of Brookline and it is clear that the Public Schools of Brookline act as a magnet for the Town of Brookline, attracting more people to the area. People are proud of this fact and are quick to state that the schools are the reason so many people consider the Town of Brookline a “destination place.” The vision, mission, and core values reflect the level of commitment the School Committee, superintendent, and staff have to ensuring a quality education for every student.

### TEN-YEAR VISION STATEMENT

*Brookline provides an extraordinary education for every child. Each child’s unique path to achievement is supported in academically exciting and programmatically rich environments. A dynamic, diverse community of teaching professionals works collaboratively, innovating and inspiring each other and their students. Staff gets to know students intellectually, developmentally and culturally. Students are encouraged to question and challenge ideas and participate as active citizens. Schools use a variety of*

assessments to get the fullest picture of student learning and growth over time. This data is shared regularly with the community and it forms the basis of how we understand and improve student, teacher, and administrator performance. Parents are partners with the schools in supporting their children's education, and schools communicate effectively so that parents are confident of the response to their child's circumstances and needs. The community, well-informed and involved in the schools, supports these efforts that continue a tradition of challenging ourselves to do better, efforts that ensure the enduring value of a Brookline education.

## **MISSION STATEMENT**

*Our mission is to ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, participate thoughtfully in a democracy, and succeed in a diverse and evolving global society.*

## **CORE VALUES**

### **High Achievement for All:**

*Our schools are dedicated to teaching students to be involved, active learners who work hard, think critically and creatively, and communicate effectively. We emphasize high expectations for all students, and support them to reach their full potential in all aspects of achievement, especially in academics, arts, sports, social skills and civic participation, all of which prepare students for success in their lives after high school.*

### **Excellence in Teaching:**

*Passionate, knowledgeable, skillful teachers are the core strength of our school system. We expect our faculty and staff to provide a dynamic and rewarding learning experience for students. Excellent teaching begins with strong relationships between faculty and students and is nurtured by collaboration among colleagues. We are committed to supporting a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction, and personal growth.*

### **Collaboration:**

*Through collaboration we find new sources of learning and strength. The Public Schools of Brookline actively promote collaborative relationships. We seek out partnerships with community organizations that add value to our school system. We urge and support collaboration and exchange within and across our school community.*

### **Respect for Human Differences:**

*We are committed to acknowledging and celebrating the diversity within our community while affirming the importance of our common humanity. By promoting a safe environment for questioning and challenge, we foster the growth and values that comes from different perspectives, cultures, and experiences. Our commitment is to create an atmosphere of safety in which to acknowledge and express differences while advancing true acceptance and respect for all.*



***Educational Equity:***

*The Public Schools of Brookline are committed to identifying and eliminating barriers to educational achievement in our schools. To this end, we create policies and practices that are fair and just and provide educational opportunities to ensure that every student, regardless of race, color, religion, gender, sexual orientation, marital status, age, national origin, disability, or economic status meets our standards for achievement, participation, and growth.*

## 1.3 Facility Implications

MGT of America, Inc. has conducted hundreds of facility planning studies throughout the country in school districts of varying demographics and sizes. Based on those experiences, MGT has identified facility issues and implications that are the result of program decisions. These issues may be useful for consideration as the Public Schools of Brookline develop plans for facility improvements. Facilities should be designed to assist in accommodating the educational programs that the community wishes to offer its children. The following ideas and implications are presented to serve as background considerations for the development of this facility master plan.

**A “school” includes the environment, the community, staff, students, and parents and should include the following functions:**

- ◆ Support the educational mission, goals, and aims.
- ◆ Provide for a safe and secure environment.
- ◆ Engage students in a rich and varied school program.
- ◆ Provide flexibility in accommodating a variety of teaching and learning styles.
- ◆ Allow multiple student opportunities for initiative, responsibility, and leadership.
- ◆ Encourage creativity and innovation.
- ◆ Allow students to excel at a high level.
- ◆ Allow students to thoughtfully engage in a differentiated yet challenging curriculum, and master a rigorous core curriculum.
- ◆ Provide for awareness and acceptance of cultural diversity.
- ◆ Allow for community group interaction.
- ◆ Foster communication between and among students, teachers, administrators, counselors, support staff, and parents.

**An “educational facility” includes the physical structure that delivers the educational program and should include the following functions:**

- ◆ Create a setting that is conducive to optimal learning. The materials, textures, colors, lighting, climate, and fixtures should be considered vital to the learning process and should be scaled throughout to the social-emotional needs and developmental level of the student.
- ◆ Allow for changing program needs with spaces that are conducive to restructuring without major impact on building systems or requiring major renovation.
- ◆ Accommodate emerging new technologies.
- ◆ Operate in such a way as to minimize energy usage.
- ◆ Provide maximum assignable space/utilization.
- ◆ Be easily maintained/operated.
- ◆ Provide maximum life-cycle value.
- ◆ Address issues of equity.

In examining the facility implications of the educational program, it is important to emphasize that teaching and learning are cooperative communicative activities that can be affected by the classroom environment. A variety of classroom organizations, i.e., large groups, small groups, and independent study, are necessary to accommodate various kinds of learning styles and activities. These include physical movement, long-term projects, work with manipulatives, learning centers, and process learning. The educational program should provide the child with essential facts, experiences, skills, and sources of information. Because of these important and varied learning activities and critical curriculum programs, space for specific materials and equipment to support these programs must be appropriately designed.

## Section 2.0: Findings – Perception Data

### 2.1 Process

This section provides a summary of the findings from the site surveys, interviews, focus groups, and the community charrette. The purpose of these activities was to gather background information and help staff and community members become informed regarding the Public Schools of Brookline in terms of its programs, facilities and key facility-related issues. This information was used to prepare a framework for issues to be used in guiding discussions at the community charrettes. (Note: A charrette is a structured opportunity for public engagement and input. The results from the charrettes will be addressed in Section 2.5.)

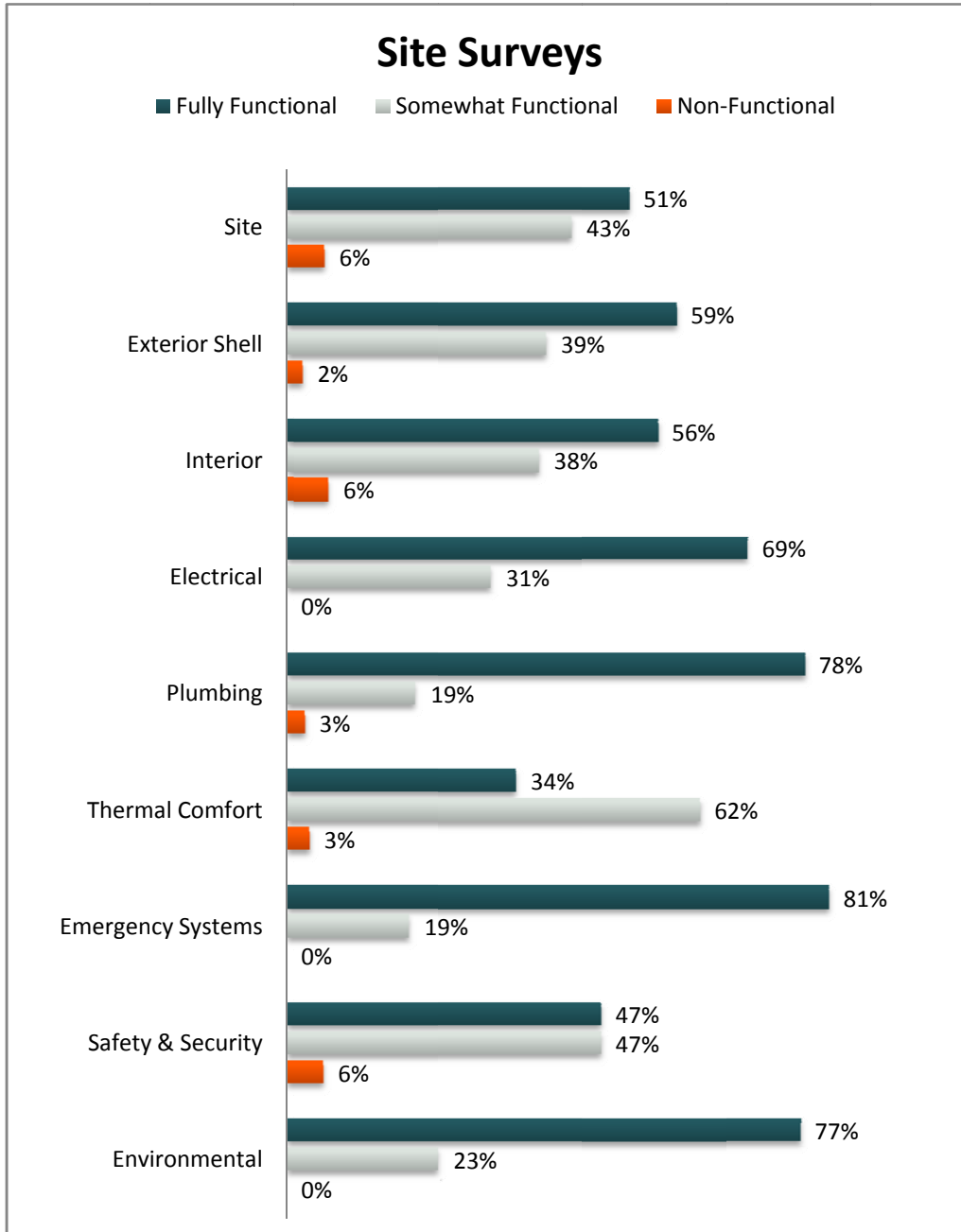
The following methodology was employed to gather information necessary in the development of the ten-year master facility plan. Interviews, focus groups, and site forms were used with key stakeholders, both internal and external, to the Public Schools of Brookline.

### 2.2 Site Survey

Site interview forms were provided to every building principal within the district. The purpose of these forms was to provide important information to the MGT site visitation team prior to the facility assessments. Principals were encouraged to involve other key people within his/her school in the completion of the survey instrument. In all, there were nine respondents, but not everyone responded to every category. In those cases, it was because the category was not applicable to their specific building. Consequently, not all the results will total nine respondents.

*Exhibit 2-1* presents the results of the site survey data by category. The components for the nine categories will be examined following this chart. According to the survey, the category that poses the least problems for building administrators are *Emergency Systems, Plumbing, Environmental, and Electrical*. The area that was found the least functional was *Thermal Comfort*. *Safety and Security* was another category that had a lower rating for functionality.

**Exhibit 2-1  
Public Schools of Brookline  
Site Survey Summary Results  
2008**



Source: MGT of America, Inc., 2008.

The following sections explore the components assigned for each building category displayed in *Exhibit 2-1*.

*Exhibit 2-2* presents the survey results for the *Site* category. As the table indicates, *Parking* and *Drop-Off* received the least satisfactory ratings. According to the comments that accompanied the surveys, parking is limited and sometimes requires on-the-street parking. Also there is congestion in the drop-off areas due to a lack of space and parents dropping off children. Keeping students safe is a high priority for administrators, so they are justifiably concerned when there is not a good separation between pedestrian, parent drop-off areas, bus drop-off areas, and staff and visitor parking lots. The urban setting for Brookline schools exacerbates these challenges, given the limited amount of land available around schools

In addition to parking and drop-off area concerns, a couple of respondents commented about the poor condition of the playground area and its appropriateness to pre-schoolers.

**Exhibit 2-2**  
**Public Schools of Brookline**  
**Site Survey Summary Results- 2008**  
**Site**

	Questions	Fully Functional	Somewhat Functional	Non-Functional
Site	Utilities	7	2	-
	Parking	2	6	1
	Drop-off	3	4	1
	Playgrounds	6	3	-

Source: MGT of America, Inc., 2008.

*Exhibit 2-3* examines the results pertaining to components of the *Exterior Shell*. Only a third of those surveyed rated windows *Fully Functional*, mainly because some felt that the windows were too heavy and difficult to operate or broke too easily. Some also commented that there were windows that did not close all the way, thus allowing water and cold air into the building. Comments regarding roofing and exterior walls mainly had to do with water leakage.

**Exhibit 2-3**  
**Public Schools of Brookline**  
**Site Survey Summary Results – 2008**  
**Exterior Shell**

	Questions	Fully Functional	Somewhat Functional	Non-Functional
<b>Exterior Shell</b>	Roofing	4	4	1
	Exterior Walls	5	4	-
	Exterior Doors	8	1	-
	Windows	3	6	-
	Fire Escape	4	1	-

Source: MGT of America, Inc., 2008.

Exhibit 2-4 displays the results for interior components. Of the eight who provided a rating for space adequacy, only one found that component to be fully functional. For the rest of those who responded, space was lacking for music programs and small groups and there were concerns that current building capacities would not be able to accommodate future growth. This area is critical when judging the educational suitability of a school. More often than not, building principals are required to fit educational programs into spaces that were never designed to accommodate these programs. School buildings have not changed, but educational programs have changed dramatically.

Of the other components that scored low, those who commented felt that the chalkboards were old and in disrepair, more white boards were needed, and walls and casements were in disrepair and in need of a makeover.

**Exhibit 2-4**  
**Public Schools of Brookline**  
**Site Survey Summary Results – 2008**  
**Interior**

	Questions	Fully Functional	Somewhat Functional	Non-Functional
<b>Interior</b>	Floor Finishes	8	1	-
	Wall Finishes	4	5	-
	Ceilings	6	3	-
	Lockers	5	3	1
	Space Adequacy	1	4	3
	Casework (Cabinets)	3	5	1
	Chalk/Marker Boards	2	6	-
	Toilet Partitions	8	1	-
	Interior Doors	7	2	-

Source: MGT of America, Inc., 2008.

Comments regarding electrical components are presented in *Exhibit 2-5*. While most considered these components to be *Fully Functional*, there were recurring comments regarding the lack and functionality of electrical outlets. This is an issue for schools attempting to meet current technology standards.

**Exhibit 2-5**  
**Public Schools of Brookline**  
**Site Survey Summary Results – 2008**  
**Electrical**

	Questions	Fully Functional	Somewhat Functional	Non-Functional
Electrical	Lighting	6	2	-
	Electrical Distribution System	6	3	-
	Electrical Outlets	6	3	-

Source: MGT of America, Inc., 2008.

*Exhibit 2-6* displays the survey results for *Plumbing*. While there were generally high marks for this category, there were comments regarding the age of fixtures, the hot-water distribution, and the need for sinks in some rooms.

**Exhibit 2-6**  
**Public Schools of Brookline**  
**Site Survey Summary Results – 2008**  
**Plumbing**

	Questions	Fully Functional	Somewhat Functional	Non-Functional
Plumbing	Water Systems	6	3	-
	Waste Systems	8	1	-
	Water Heater	7	2	-
	Fixtures	7	1	1

Source: MGT of America, Inc., 2008.



Exhibit 3-7 presents the survey results for *Thermal Comfort*. The majority of components in this category received marks in the *Somewhat Functional* range. Most comments were concerned with temperature control: there is a lack of air conditioning in the warmer months and there tends to be a problem with rooms being overheated or under heated in the colder months. Other comments pertained to the need for better ventilation/air flow.

Thermal comfort is a function of the temperature and relative humidity in a room. Hot, stuffy rooms and cold, drafty ones reduce attention spans and limit productivity. They also waste energy, adding unnecessary costs to the district budget.

**Exhibit2-7**  
**Public Schools of Brookline**  
**Site Survey Summary Results – 2008**  
**Thermal Comfort**

	Questions	Fully Functional	Somewhat Functional	Non-Functional
<b>Thermal Comfort</b>	Boiler	6	3	-
	Chiller	2	2	1
	Humidity	1	8	-
	Ventilation	2	7	-
	Control System	3	6	-
	Heating Systems	3	6	-
	Air Conditioning Systems	3	4	1

Source: MGT of America, Inc., 2008.

Exhibit 2-8 provides information about *Emergency Systems*. Most found the components pertaining to these Systems to be fully functional. Of the comments received, the biggest concern was regarding the lack of emergency lighting. There was also a concern about the lack of sprinkler systems at one building and a faulty fire alarm at another.

**Exhibit 2-8**  
**Public Schools of Brookline**  
**Site Survey Summary Results – 2008**  
**Emergency Systems**

	Questions	Fully Functional	Somewhat Functional	Non-Functional
Emergency Systems	Fire Alarm Systems	7	2	-
	Fire Sprinkler Systems	8	1	-
	Emergency Lighting	7	2	-

Source: MGT of America, Inc., 2008.

*Exhibit 2-9* presents the survey results for *Safety & Security*. As the table indicates, both exterior and interior areas of concern ranked mainly in the *Somewhat Functional* column. Most of the comments pertaining to these categories had to do with the difficulty in monitoring some entranceways. Two respondents considered their building’s entrance layout to be *Non-Functional* and commented that visitors were not required to sign in upon entering the building. Other concerns had to do with the narrowness of the hallways, the need for an additional door in the administration area, inaccessibility for the handicapped, and an inability to secure all rooms due to the type of locks that have been installed.

**Exhibit 2-9  
Public Schools of Brookline  
Site Survey Summary Results – 2008  
Safety & Security**

	Questions	Fully Functional	Somewhat Functional	Non-Functional
<b>Safety &amp; Security</b>	Entrance Layout	5	2	2
	Interior Areas of Concern	2	7	-
	Exterior Areas of Concern	3	6	-
	Fencing Areas of Concern	7	2	-

Source: MGT of America, Inc., 2008.

*Exhibit 2-10* examines the results for the *Environmental Issues*. All components in this category had at least a 50 percent *Fully Functional* rating. Comments mainly focused on the lack of cleanliness in some buildings and a request for better acoustics in some areas.

**Exhibit 2-10  
Public Schools of Brookline  
Site Survey Summary Results – 2008  
Environmental**

	Questions	Fully Functional	Somewhat Functional	Non-Functional
<b>Environmental</b>	General Appearances	7	2	-
	Cleanliness	6	3	-
	Acoustics	6	2	-
	Lighting Quality	8	1	-

Source: MGT of America, Inc., 2008.

**FINAL THOUGHTS – SITE SURVEY FORMS**

Reflection on the site survey results suggests that building principals are concerned with the challenges faced daily with getting children into and out of schools in a safe manner. Limited parking in

this urban district is always a challenge for faculty, staff, students, and parents. Within the building, safety concerns are most often expressed with the size of halls, the number of doors into the building, line of sight from the office to the main entrance, and accessibility for the handicapped. These particular issues lend to a general feeling of crowdedness, congestion, and lack of accessibility, which in turn affects administrators' ability to create a safe and secure environment for their students and teachers.

The most significant issue mentioned by the principals involves the lack of appropriate learning spaces. Increasing enrollment and maintaining a large number of programs, both during school hours as well as after hours, puts a strain on existing facilities. There simply is not enough room to do all that is being asked.

## 2.3 Interviews

### COMMON THEMES

MGT conducted individual interviews with key personnel within the school district as well as community leaders. Those interviewed were first asked to identify the greatest challenges facing the Public Schools of Brookline. Responses were varied, but several common themes emerged. The following are the key points from those interviews:

- ◆ **Maintain high ranking** - Brookline schools enjoy a reputation as one of the very best school districts in the nation. With one voice, participants felt strongly that this belief was the one most commonly held by constituents. Respondents recognized that being in this lofty position places extreme demands on local leadership. The citizens of Brookline expect, even demand, that the public education system remain number one. The public is willing to do their part to maintain this high status; they expect the leadership of the town and school to do the same.
- ◆ **People are willing to make sacrifices to send their children to this school district** – This is a community where the average cost of a condominium is now \$460,000 and most homes will sell for around one million dollars. This has the side effect of increasing the expectations for performance to even greater heights. Education is not an expenditure, it is an investment. Parents and the community expect a return on that investment.

## COMMON THEMES (CONTINUED)

- ◆ **Maintain quality programs** - Funding is always a challenge. With the high expectations and the multitude of excellent programs that are offered by the district, finding the resources to fund these programs remains a challenge. Brookline's socio-economic status is such that the commonwealth considers this district a "minimum aid district"--which means they receive minimal financial support from the commonwealth.
- ◆ **Support and honor diversity** – The diversity of the district is a blessing. People of many nationalities have always been part of the cultural make-up of Brookline. The district should continue to be sensitive to the differing cultural values.

## FACILITY ISSUES

Respondents were then asked to focus on the building issues with this question, "What are the greatest facility challenges that Brookline faces?" These are the predominant issues:.

- ◆ **Space inside the schools** – Respondents felt that the growth in student population and the number of programs being offered within Brookline schools puts a heavy stress on appropriate teaching spaces. Numerous examples were provided where programs were required to work in a space that was never designed to accommodate this program, including limited gym spaces; lack of performance areas; missing science rooms; small cafeterias; special education spaces; music rooms placed in regular classrooms; etc.
- ◆ **Predicting Growth** - It was often mentioned that it has been very difficult to predict the future growth of the school district. This poses a problem at the beginning of the school year to find adequate space and enough teachers to accommodate the unexpected increase in enrollment.
- ◆ **Space for new schools or expanding existing ones** - Space is at a premium within the 6.1 square miles that comprise this district. With 58,000 people living in this small area, opportunities for additional housing are limited. Finding space in which to expand existing school sites is a creative challenge.
- ◆ **Runkle and Devotion Elementary Schools** - These schools were most often mentioned as school facilities that have the greatest needs.
- ◆ **Safety and security of students** - There was no clear message on this point. Respondents felt conflicted on the issue of safety and security of buildings. The fact that the buildings are easily accessible to the public receives praise; however, administrators feel that the safety of the buildings is compromised due to that access. This is especially true with the extensive after-school programs that are offered when security is at a minimum.

## COMMUNITY USE OF SCHOOL FACILITIES

The next topic that was explored centered on community use of school facilities. This was a topic that generated much conversation. The Town of Brookline and its citizens heavily use the school facilities for community programs. The issues relative to this topic are as follows:

- ◆ **Benefits to the district** - The use of school facilities by the community is central to the success of this school district. This is one of the things that sets Brookline apart from other districts.
- ◆ **Costs to the district** – Community programs, including the Brookline Music School, and the adult education program, enrich the lives of many in the community. They operate in the school facilities, but are not charged any rental fees for their programs. Extended use of the buildings means energy costs continue to escalate.
- ◆ **Time to clean and repair facilities** - With very little down time at the facilities, school officials find it difficult to keep buildings clean or provide needed repairs.
- ◆ **Parking** - Parking is an ongoing problem at some schools. Community use may exceed the limited space available and cause difficulty in the neighborhoods.

## PUBLIC SUPPORT FOR A TEN-YEAR CAPITAL IMPROVEMENT PLAN

The next issue that was addressed concerned public support for the funding of a ten-year capital improvement plan. Some of the major issues identified were as follow:

- ◆ **Timing for requesting additional funds to support a facility master plan is important** - With the recent completion of the general fund tax override, most felt that asking for more money now would not be a good idea. The consensus was that five years in the future (2013) would be a far better time to return to the community for additional funding.
- ◆ **Communication with the community is important.** If a facility master plan is to be implemented, it is important that the community be well informed and actively engaged about where their dollars will be going. Specific plans must be clearly articulated to the public and promises must be kept if there is going to be a successful debt-exclusion issue.
- ◆ **Exploration of all available resources to support school facilities is important.** The current funding mechanism for school facilities is being revisited by the Massachusetts School Building Authority (MSBA). It is unclear what the role of the commonwealth will be in future building projects and what percentage the commonwealth would be willing to subsidize. Every option should be explored if the facility master plan was one that made sense.

## FACILITY MASTER PLAN OUTCOMES

Finally, participants were asked to identify the most important outcomes from the MGT study and the facility master plan. Some of the outcomes identified included:

- ◆ A comprehensive plan, based on solid data, that is compelling in presenting the facility needs for the next ten years.
- ◆ More accurate methods for predicting enrollment.
- ◆ More efficient use of existing spaces.
- ◆ More space to house programs and support different teaching styles.
- ◆ A focus on “best practices,” including a better implementation of technology.
- ◆ Dedicated spaces for the community programs housed in Brookline schools.
- ◆ Significant community support based on active engagement in the building of the facility plan

## 2.4 Focus Groups

MGT conducted focus group sessions with, teachers, custodians, and students. Participants identified many of the same issues as explored in the individual interviews. Some of the highlights are as follows:

### Maintenance & Custodial

- ◆ The maintenance and custodial focus group placed a heavy emphasis on lack of space and the overuse of school facilities. They felt that it was becoming more difficult to keep the buildings up to the standards expected by the district with constant use. They are attempting to do this with fewer custodians than in the past. Concerns were expressed about the quality of individuals employed from the contracted services. There is a high turnover rate and very little sense of loyalty to Brookline with contracted individuals. The lack of classroom storage impacts custodians by limiting the areas that are available for their own storage purposes.

### Middle School Students

- ◆ Middle school students questioned the K-8 model. There was strong sentiment that a middle school format should be considered. Transitioning into the high school is more difficult because students rarely get opportunities to interact with students from other K-8 buildings. In the K-8 configuration, students have been together for 10 years. Middle school students also felt that the course offerings are more limited in the existing model. Some of their facility concerns included narrow hallways, lack of cafeteria space limiting time to eat, limited playground equipment, limited access to technology, and poor condition of the bathrooms. However, students understand that parents like the K-8 model..

### High School Students

- ◆ The high school focus group identified the achievement gap between socio-economic groups as a growing concern. They identified several spaces that were too small - the cafeteria and the library. The music rooms were seen as adequate, but not great facilities. The Tappan Street Gym received favorable comments. After-school use of the high school is an issue. It is hard to keep the facility clean with so much use. Bathrooms are not clean and lack supplies at the end of the day. Students liked the freedom of choice available at the high school and accepted the responsibility that went with that freedom. Overall, the Brookline High School experience is a positive one for students.

### Middle School Teachers

- ◆ The middle school teacher focus group indicated that a lack of proper spaces in the buildings is a huge issue. Foreign language is taught in five different classrooms. The library has been transformed into a multi-purpose room due to lack of spaces for other programs. Some classroom instruction occurs in the hallways. The after-school programs often displace teachers from their rooms, making it more difficult to prepare for the next day's activities. Teachers recognize that the transition from the K-8 to the high school is a difficult one for the students.

### High School Teachers

- ◆ Like their students, the high school teacher focus group was concerned with the growing achievement gap and how to address the learning needs of their diverse students. Teachers recognize that increasing enrollments at the high school are inevitable. Technology opportunities are limited. Controlling the heat in the building is a problem. The community uses the high school building constantly, making it difficult for cleaning and maintenance. Teachers would like to see any facility plan have a strong emphasis on making the Brookline buildings more "green" and more energy efficient.



### Extended Day Programs

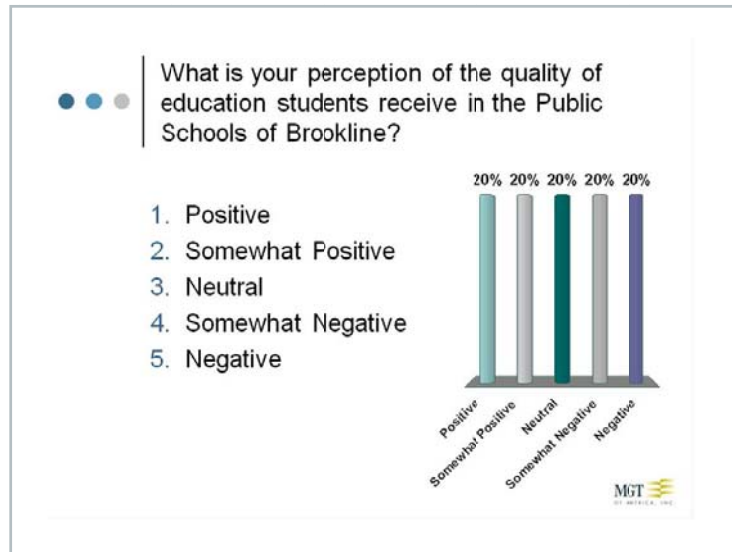
- ♦ MGT also held a focus group with representatives from the Extended Day Programs. The most pressing issue for them was a lack of dedicated space for their after-school programs. Space has always been an issue but this is getting more difficult as increasing enrollment places more demands on the buildings. Every program in the K-8 buildings reported that there are waiting lists for their programs but the lack of space prohibits them from meeting these demands. It was noted that the district is generous in its support of the program by not charging any rental fees.

## 2.5 Community Charrette

On September 17, 2008, MGT staff conducted a community input session or charrette. The session was held at the Old Lincoln building in the auditorium and all community members were invited to attend. The session included three activities. The first was an informational presentation about the facility master plan process. The second activity was an audience participation session where participants could “vote” on issues, using electronic clickers. These enabled the participants to record their individual answers to the survey, which was projected on a screen as a PowerPoint presentation. Questions started with demographics – number of parents or employees – and included perceptions about various issues, including safety, indoor air quality, the importance of appropriate learning spaces, etc. (See *Appendix I* for the complete survey.) The results from each question were posted instantaneously as a bar graph which allowed the participants to view how the group as a whole had responded to each question. The audience appeared to be pleased with this survey structure, based on the comments that were made during the presentation.

*Exhibit 2-9* is an example of the survey questions and the graphical response from the participants. The individual answers were anonymous with the posted results reflecting the group’s views.

**Exhibit 2-9  
Sample Charrette Bar Graph**



Source: MGT of America, Inc., 2008.

The third activity was small-group discussion of the issues identified in the large-group session. These discussions were facilitated by staff from MGT and the district. The role of the facilitator was to moderate the discussion, listen to the comments, and record the views of the group.

***Public Charrette Process – Large-Group Results***

*Exhibit 2-10* provides a summary of the questions covered during the public charrette session. Topics of discussion included outlining the strengths and weaknesses of the district’s educational programs; commenting on the physical condition of the buildings; getting a sense of whether the school district was operating the correct number of schools, exploring the use of buffer zones and portable buildings, and understanding whether the community would support a tax increase to address facility concerns/needs.

**Exhibit 2-10**  
**Public Schools of Brookline**  
**Community Charrette**  
**Summary of Results**  
**September 2008**

Issue	Summary
1. Quality of education students receive in PSB.	79 percent of participants felt <i>Positive</i> that students were receiving a quality education. 15 percent were <i>Somewhat Positive</i> .
2. Overall physical condition of Brookline schools	67 percent rated PSB schools as <i>Fair</i> or <i>Poor</i> .
3. Safety	93 percent indicated that this topic was <i>Most Important/Important</i> .
4. Appropriate learning spaces	98 percent indicated that this area was <i>Most Important/Important</i> .
5. Access and traffic patterns	51 percent rated this issue as <i>Most Important/Important</i> .
6. Exterior condition of buildings	Exteriors received a 30 percent, <i>Most Important/Important</i> rating.
7. Food service	53 percent rated this area as <i>Most Important/Important</i> .
8. HVAC	92 percent rated this area as <i>Most Important/Important</i> .
9. Health/Environmental	98 percent of the participants rated this area <i>Most Important/Important</i> .
10. Technology	88 percent of the participants rated this area <i>Most Important/Important</i> .
11. Interior	88 percent rated this area <i>Most Important/Important</i> .
12. Playgrounds/Ball Fields/Athletic Facilities	77 percent rated this to be <i>Most Important/Important</i> .
13. Historic preservation	35 percent of the participants rated this area <i>Most Important/Important</i> . This topic had a variety of responses.
14. Number of school buildings	58 percent <i>Strongly Agreed/Agreed</i> that PSB operates the right number of schools

**Exhibit 2-10**  
**Public Schools of Brookline**  
**Community Charrettes**  
**Summary of Results**  
**September 2008**  
**(continued)**

Issue	Summary
15. Buffer Zones	29 percent of the participants felt that buffer zones were working well
16. Portable Classrooms	21 percent of the participants felt that portable classrooms are a positive solution to short term enrollment issues
17. Community support	43 percent felt that the community would support a bond issue
18. Personal support	80 percent of participants would support a tax increase to address facility needs.

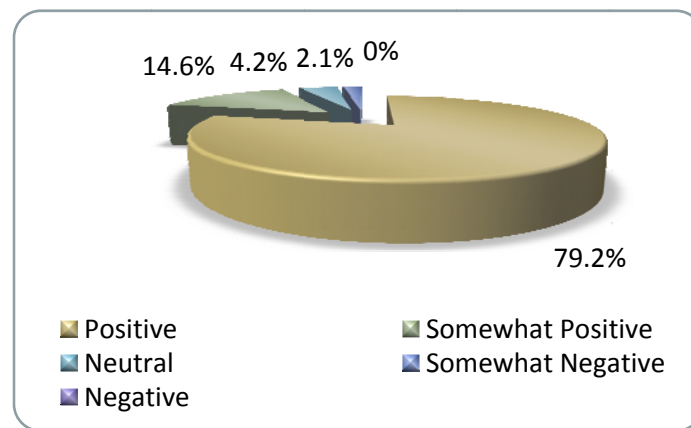
Source: Prepared by MGT of America, 2008.

*Exhibits 2-11 to 2-23* provide more detail about the responses to selected questions from the charrette.

## 1. Quality of Education

In response to the question “What is your perception of the quality of education students receive in Public Schools of Brookline,” 94 percent of the participants rated as *Positive/Somewhat Positive* - an impressive showing (see *Exhibit 2-11*).

**Exhibit 2-11**  
**Public Schools of Brookline**  
**Community Charrettes**  
**Public Perception – Quality of Education**  
**September 2008**



Source: Prepared by MGT of America, 2008.

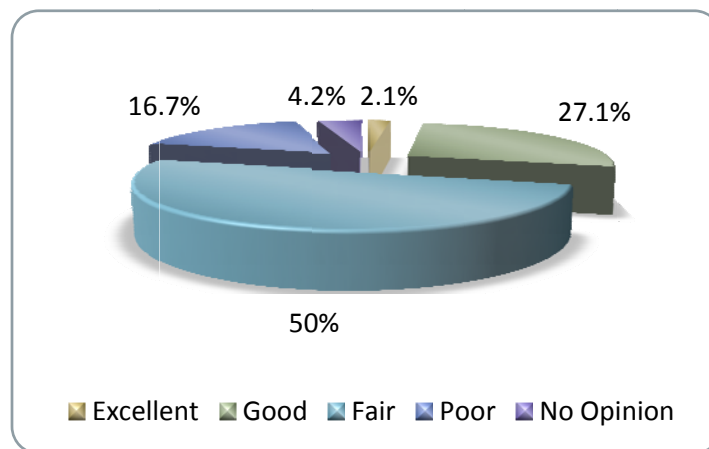
When asked to describe what was good, participants most often mentioned the teachers and administrators. They were described as caring individuals who place students as their number one priority. A diverse student population was also cited as a major source of strength. Brookline schools use a highly participatory form of governance which engages parents and the community in major decisions that affect quality education. This has contributed to the district’s long tradition of excellence. The after-school programs are viewed as a strength. Participants identified the K-8 configuration as an important part of the neighborhood schools concept, keeping children together for nine years. Having so many K-8 schools within the district also leads to smaller class sizes.

When asked to identify opportunities for improvement, participants felt that Runkle School was the top priority for renovations. There were numerous other facility issues that were identified that would improve the school district. These will be more fully articulated in the questions that follow. More professional development was cited as a way to improve student learning and address the growing gap in achievement scores. It was a high priority to improve the ability to predict future enrollment.

## 2. Physical Condition of Facilities

The physical condition of the Public Schools of Brookline generated different points of view. As illustrated in *Exhibit 2-12*, only two percent of the participants rated the buildings as *Excellent* and another 27 percent rated buildings as *Good*. Sixty-seven percent felt the buildings were *Fair/Poor*.

**Exhibit 2-12**  
**Public Schools of Brookline**  
**Community Charrette**  
**Public Perception – Physical Condition of Facilities**  
**September 2008**



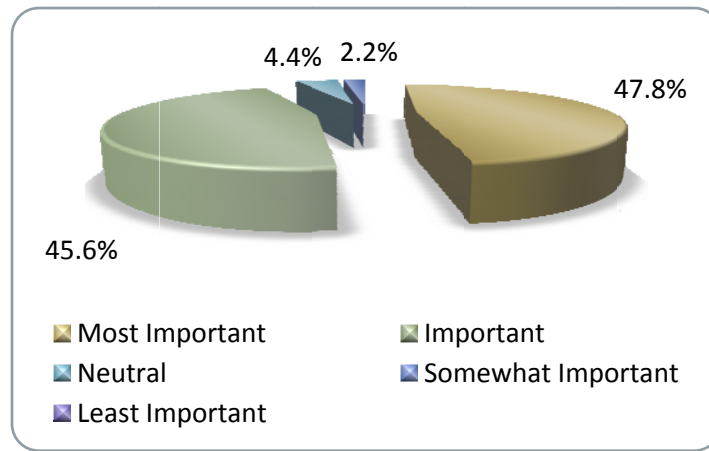
Source: Prepared by MGT of America, 2008.

The purpose of this question was to get an overall view of the audience's perception on the physical condition of the schools. The results from this question suggest strongly that the participants have concerns regarding the condition of their facilities. The following questions delve into the details of these concerns.

### 3. Safety

Exhibit 2-13 presents the findings regarding safety. Ninety-three percent of the participants felt this topic was *Most Important/Important*.

**Exhibit 2-13**  
**Public Schools of Brookline**  
**Community Charrette**  
**Public Perception – Safety**  
**September 2008**



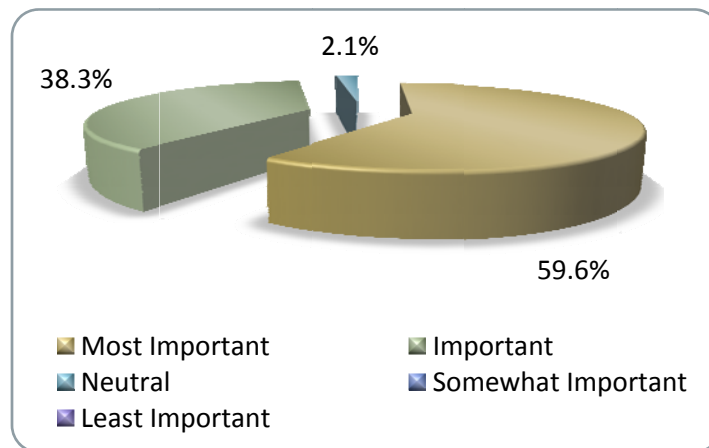
Source: Prepared by MGT of America, 2008.

The issue of safety and security generated some debate. Participants recognized that Brookline schools are generally open to the public, although individual schools address security in slightly different ways. Doors tend to be left open, students and adults come and go freely, in a relaxed atmosphere. One person expressed “Thank God we live in a place where this is possible.” Others disagreed. It was stated that one incident would change Brookline’s approach to building security. There were differing views on how to handle Brookline security with no clear consensus on the best way. It was also mentioned that inadequate space may impact safety and security: The example given was a set of stairs that were being used as a storage area, even though this constituted a fire hazard.

#### 4. Appropriate Learning Spaces

Exhibit 2-14 presents the results pertaining to appropriate learning spaces. These are spaces that are designed for specific programs such as music, art, science, special education, etc. In response to the question, 98 percent of the respondents indicated that this topic was *Most Important/Important*. The remaining two percent were neutral.

**Exhibit 2-14**  
**Public Schools of Brookline**  
**Community Charrettes**  
**Public Perception – Appropriate Learning Spaces**  
**September 2008**



Source: Prepared by MGT of America, 2008.

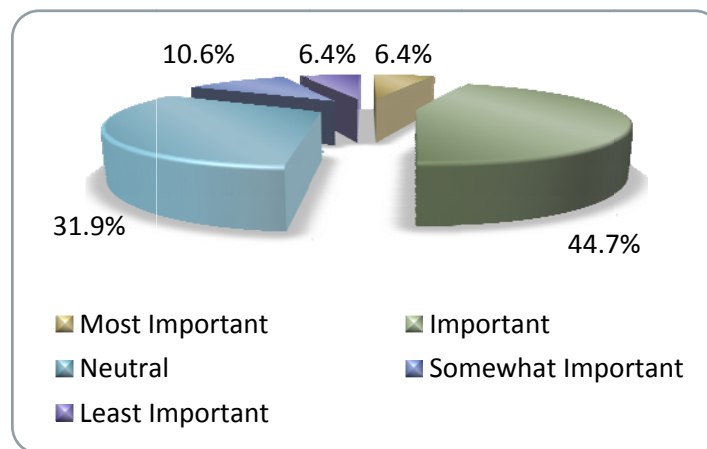
Enrollment growth has had the greatest impact on this area. Many buildings lack appropriate learning spaces for the programs that are being offered. Participants listed various examples, including libraries being used for a multitude of purposes; music and art rooms in some buildings that are unsuitable; auditoriums or performing arts areas that are inadequate or no longer exist; early childhood classrooms that lack bathrooms; and extended day programs which do not have enough space. Some buildings are crowded, so specialist offices and small group instructional spaces are now located in closets; There are virtually no flexible spaces. One building was frequently mentioned. Many commented that Pierce Elementary is a “strange building,” with its open-concept design. Opinions were mixed on the effectiveness of this building to appropriately support student learning.



## 5. Access and Traffic Patterns

Exhibit 2-15 indicates that 51 percent of the respondents felt that traffic patterns were *Most Important/Important*. Seventeen percent responded with *Somewhat/Least Important* while 32 percent were neutral.

**Exhibit 2-15**  
**Public Schools of Brookline**  
**Community Charrettes**  
**Public Perception – Access and Traffic Patterns**  
**September 2008**



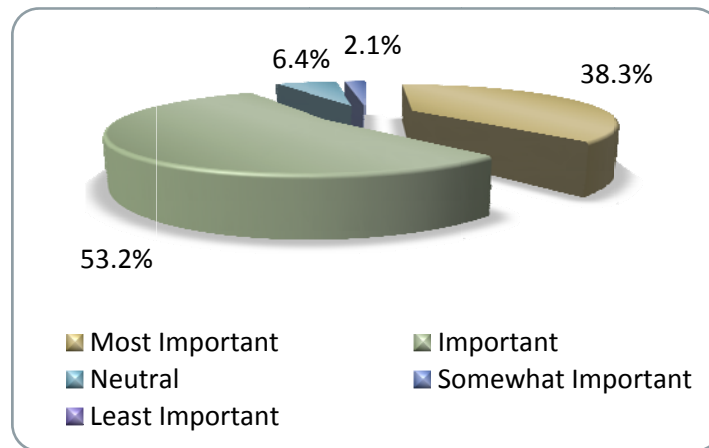
Source: Prepared by MGT of America, 2008.

Brookline experiences similar problems with traffic patterns as most urban areas. The volume of traffic combined with limited site flexibility creates congestion and safety hazards with no easy solutions. Access into the schools is often complicated, with no designated parent drop-off zones that are out of competition with the bus drop-off zones. Since these are mostly neighborhood schools, pedestrian traffic is high, further contributing to this congestion. Parking is inadequate during normal school hours and especially during after-school events. In some school areas, there are no school zones or reduced speed limit signs. Parents suggested that additional training for the crossing guards would be a good investment.

## 6. Heating, Air Conditioning, and Ventilation (HVAC)

As Exhibit 2-16 indicates, HVAC functions received one of the higher ratings from the participants. 92 percent rated this issue as *Most Important/Important*. Only two percent rated this as *Somewhat/Least Important* and six percent were neutral on this topic.

**Exhibit 2-16**  
**Public Schools of Brookline**  
**Community Charrettes**  
**Public Perception – HVAC**  
**September 2008**



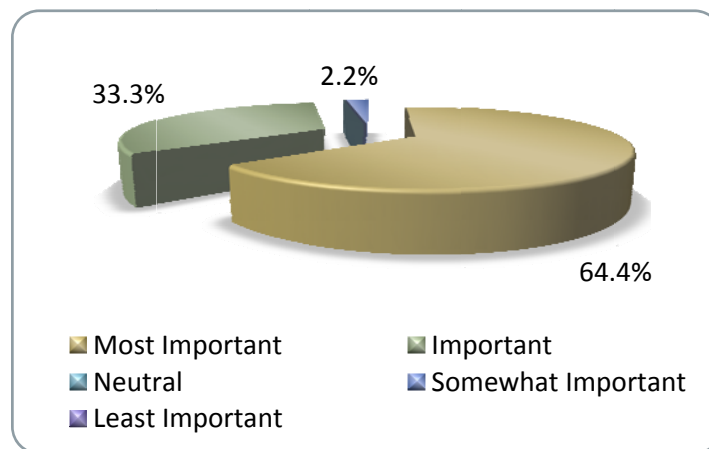
Source: Prepared by MGT of America, 2008.

Heating systems were often described as unpredictable. An uneven distribution of heat causes some classrooms to be too hot while others are too cold. None of the buildings are air conditioned, which is problematic for summer school classes when room temperatures are described as being “intolerable.” The poor air circulation within buildings was often mentioned.

## 7. Health/Environment

Participants were asked to consider any issue that would affect health or the environment for learning. *Exhibit 2-17* indicates that 98 percent of participants felt this topic to be *Most Important/Important*. Two percent felt the topic was *Somewhat/Least Important*.

**Exhibit 2-17**  
**Public Schools of Brookline**  
**Community Charrettes**  
**Public Perception – Health/Environment**  
**September 2008**



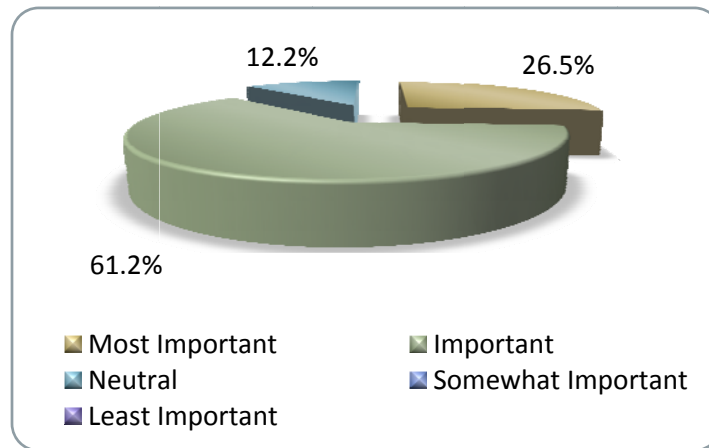
Source: Prepared by MGT of America, 2008.

Roof leaks have contributed to mold and mildew in some Brookline facilities. There have been incidents of rodents in the buildings. Old bathrooms have odors that are difficult to eliminate. Some parents were concerned that the district might be using stronger chemicals to contain this problem, and if that were the case, parents would be concerned that these chemicals could have an adverse effect on children.

## 8. Technology

Technology is not limited to computers alone. In contemporary schools, a variety of technological tools should be available to students and faculty, such as SMART boards, FM audio systems for the hearing impaired, as well as a wide range of multimedia applications designed to enhance the learning experience. Participants were asked to consider the question of technology in the broadest sense possible. *Exhibit 2-18* indicates that 88 percent of participants felt that technology was *Most Important/Important*.

**Exhibit 2-18**  
**Public Schools of Brookline**  
**Community Charrettes**  
**Public Perception – Technology**  
**September 2008**



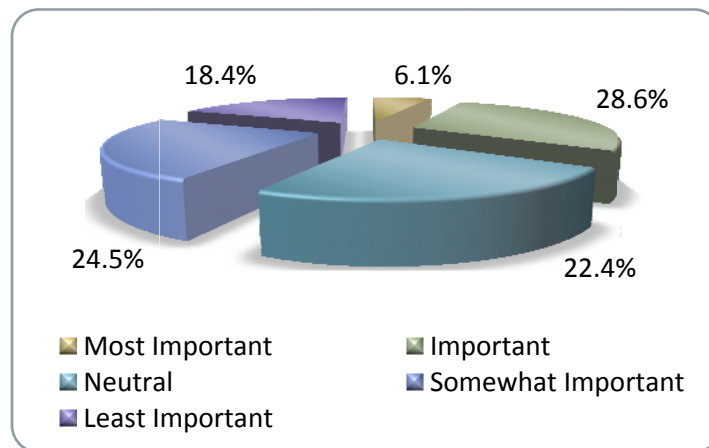
Source: Prepared by MGT of America, 2008.

“We don’t even know what we don’t have.” This sentiment was a common thought relating to technology. Most felt that technology resources and programs were not equally distributed nor did they feel that the district was placing enough emphasis on technology. There were questions raised as to whether the district has a long-range technology plan. More assistive technology is needed with the increases seen in students with special needs.

## 9. Historic Preservation

Exhibit 2-19 presents the results for historic preservation. The results show that there were mixed opinions on this matter. Thirty-five percent felt this was *Most Important/Important*; 22 percent were neutral on the matter; and 43 percent indicated historic preservation was *Somewhat/Least Important*.

**Exhibit 2-19**  
**Public Schools of Brookline**  
**Community Charrettes**  
**Public Perception – Historic Preservation**  
**September 2008**



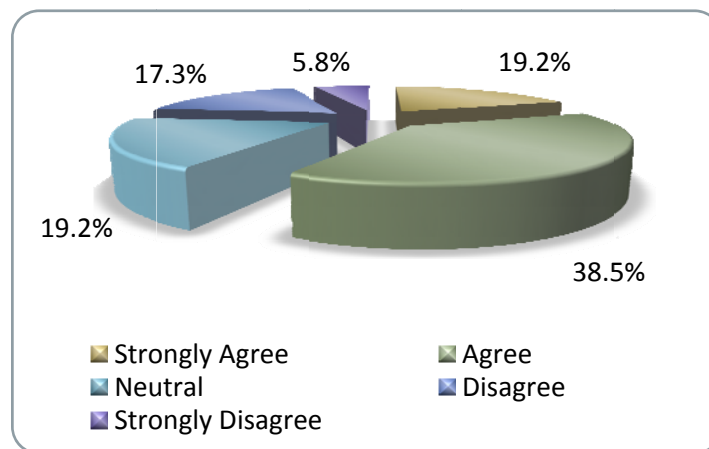
Source: Prepared by MGT of America, 2008.

Historic preservation was not a high priority for the participants. Instead participants felt that being fiscally responsible was far more important than expending more money to preserve an “historic” structure. People would rather see a functioning school building than additional expenses used for this endeavor. Having said that, some participants want to see the character of the buildings preserved, but not if the costs are prohibitive. Most of those who participated felt that there were many other facility issues that needed addressing first.

### 10. Number of School Buildings Operated by the District

Exhibit 2-20 presents data concerning the issue of how many facilities should be operated by the Public Schools of Brookline. Fifty-eight percent of the participants *Agreed or Strongly Agreed* that the district operates the correct number of schools.

**Exhibit 2-20**  
**Public Schools of Brookline**  
**Community Charrettes**  
**Public Perception – Number of Schools**  
**September 2008**

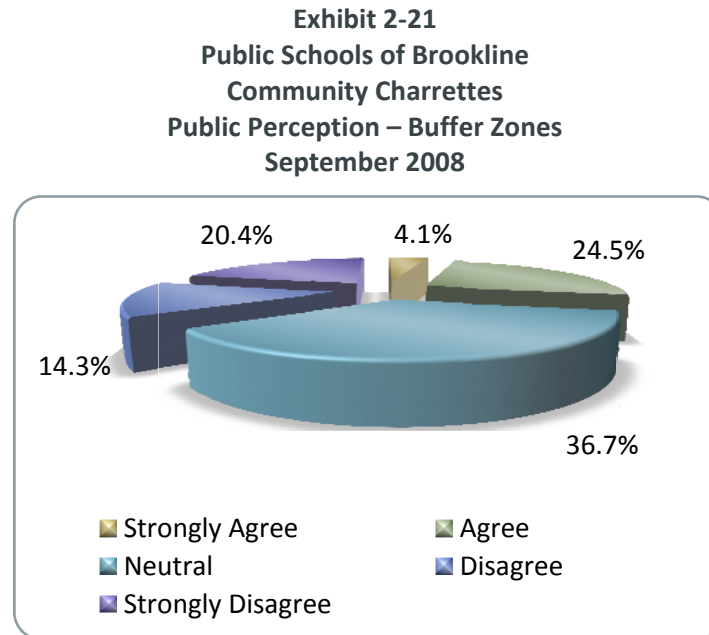


Source: Prepared by MGT of America, 2008.

Most participants felt that Brookline operates the right number of schools, but the existing schools are not large enough to accommodate either the number of children presently enrolled or the anticipated growth. However, participants wondered where a new school could even be built. They also wondered about changing the grade configuration. Some felt that it had worked well when the 9<sup>th</sup> graders were moved out of the high school for a period of two years. Others were not so sure this was a good idea.

## 11. Buffer Zones

Exhibit 2-21 presents the results to the question on the usefulness of buffer zones as a way to alleviate overcrowding in schools. The results show that there were mixed opinions on this matter. Only 29 percent agreed that buffer zones were working well. Thirty-seven percent were neutral on the topic, and 35 percent *Disagreed/Strongly Disagreed* that this was an effective tool.



Source: Prepared by MGT of America, 2008.

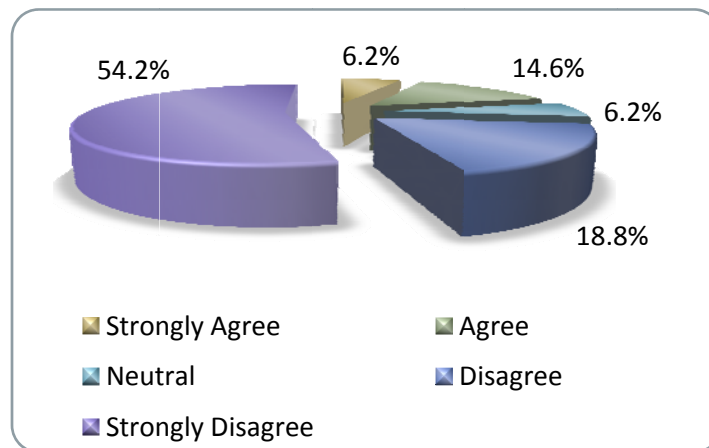
Buffer zones are used as a means to balance class sizes in schools that are experiencing enrollment growth beyond their capabilities. Buffer zones do not support the neighborhood school concept - people buy houses expecting their child to attend the neighborhood school, only to learn that they are in a buffer zone and their child may have to go to another school. Some feel that this practice pits the enrollment needs of the school against the expectations of the parents. Parents were more often concerned in the delay in making decisions on which student would have to change schools. Although they understood the reasons for these delays, it still causes great concern for both the parent and children.

Participants did not feel that the buffer zones were working well. They understood the reasons for having buffer zones; but felt that more work is needed on communicating the rules that govern these decisions and the implementation process.

## 12. Use of Portable Classrooms

Exhibit 2-22 presents data concerning the use of portable classrooms as a means to address overcrowding. Twenty-one percent of the participants *Agreed* or *Strongly Agreed* that the district should use portables. Seventy-three percent *Disagreed/Strongly Disagreed* that portables were a good solution to short-term enrollment problems. Only six percent were neutral on this issue.

**Exhibit 2-22**  
**Public Schools of Brookline**  
**Community Charrettes**  
**Public Perception – Portables**  
**September 2008**



Source: Prepared by MGT of America, 2008.

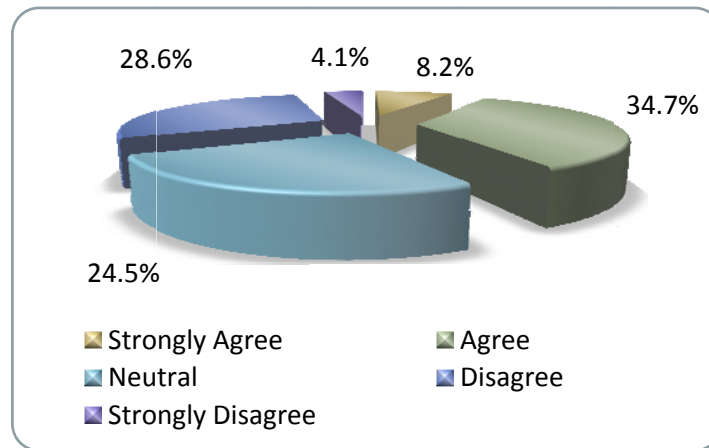
The discussion on portables elicited some strong comments. Initially, participants felt that portables were a “terrible” idea. Through discussion, their concerns became clearer. Most felt strongly that portables too easily became long-term solutions: once the pressure was removed, the short term solution stayed in place forever. Participants felt that the use of portables could be more acceptable if they were tied directly to the facility master plan. Also, most people had very negative impressions about portable classrooms and the learning environment created through the use of these “trailers.” Several participants described the newer models of portables. This information seemed to change some minds.



### 13. Community Support

Exhibit 2-23 displays the results to the question regarding whether participants felt that the community would support a tax increase to address facility concerns. Only 43 percent felt that the community would do so. Thirty-three percent thought that the community would be hesitant to support any increase in taxes. The remainder of the participants (25 percent) was undecided. When asked whether “you” would support an increase, 80 percent of the respondents indicated that they would do so.

**Exhibit 2-23**  
**Public Schools of Brookline**  
**Community Charrettes**  
**Public Perception – Community Support**  
**September 2008**



Source: Prepared by MGT of America, 2008.

Two issues were raised in this conversation. The neighboring district (Newton) had a difficult experience with building a new high school due to the cost. The message Brookline took from this experience was to be modest when asking the public for funding. The second important issue is the recent general fund tax override passed by Brookline. Many participants thought that asking for a debt-exclusion bond would not be the most propitious at this time. The audience made several suggestions for how to conduct a successful bond issue that would support facility changes proposed in the facility master plan,. First, it must be a package that positively affects many children. Second, the capacity issues must be more clearly understood as well as the enrollment projections. Finally, it was suggested that it was important for leaders to communicate clearly and often to the people of Brookline the important role facilities play in the quality of education for Brookline students.

Before dismissing the groups, the facilitators asked one last question: “Is there any other facility-related topic that we did not discuss tonight that you feel is important to discuss?” These items were mentioned:

- ◆ Extended-day programs lack adequate spaces in buildings and do not have sufficient capacity for all the interested students. .
- ◆ Security issues increase when schools are used extensively in the evenings.
- ◆ Students need places to go after school hours.
- ◆ New building projects should consider efforts to be more “green.”
- ◆ Storage is a concern at every grade level.

### MAJOR THEMES

MGT’s process to solicit public input into the development of a facility master plan is both complex and thorough. Exhibit 2-24 reviews the multi-faceted approach that was employed for the Public Schools of Brookline.

**Exhibit 2-24**  
**Public Schools of Brookline**  
**Public Input Process**  
**September 2008**

<b>Site Survey Forms</b>
The site administrators and key members of his/her staff completed these documents. This form allowed building staff to offer initial thoughts on the building’s condition, educational suitability, and technology readiness.
<b>Interviews and Focus Groups</b>
MGT conducted individual interviews with key personnel within the school district as well as community leaders. Focus groups sessions included employees, interest groups, students, and faculty.
<b>Public Charrette</b>
The town sponsored a public charrette with approximately 60 citizens to solicit input on key facility issues and determine a sense of priority for the facility needs of the district.

The collection of public input utilizing a variety of methodologies enables MGT to discover the major themes for the district using a method called, “Triangulation.” Triangulation is an approach to data analysis that synthesizes data from multiple sources. Triangulation seeks to examine existing data,

to strengthen interpretations, and to improve policy and programs based on the available evidence. By examining information collected by different methods, from different groups and in different populations, findings can be corroborated across data sets, reducing the impact of potential biases that can exist in a single interview..

Based on input from these multiple sources, the following major themes have emerged:

**The Public Schools of Brookline command tremendous respect from the Brookline community.** This reputation extends throughout the Commonwealth of Massachusetts and, likely, beyond. The school system is an integral part to the overall success of the town and the people all recognize this fact. Brookline is the place to live and the schools play a major role in creating this feeling.

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**The cooperation between the Town of Brookline and the Public Schools of Brookline is important.** Every effort has been made by the town to provide quality to the school district in order to maintain the stellar reputation the district enjoys. This is a model for other school districts and governance units to follow.

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**The creation of a facility master plan is important.** However, this plan must have the following characteristics if it is to be a success. The plan must:

- ◆ Engage the public in the creation and implementation of the plan.
  - ◆ Be a plan that encompasses the entire district and not just one school.
  - ◆ Master the demographics. The plan must be able to predict future enrollment in a more accurate manner.
  - ◆ Address the issues of capacity. Existing spaces must be utilized properly and new appropriate learning spaces created where necessary.
  - ◆ Be based on solid defensible data. A priority system must be created that is driven by good data.
  - ◆ Recognize the right timing for asking the public for additional financial support.
  - ◆ Address the lack of appropriate learning spaces - the greatest need for this district.
- 

**Equity among the various K-8 facilities is important.** Program opportunities must be equitable yet recognize the uniqueness of each school. Technology must be more equitable within all the schools.

---

**The K-8 grade configuration allows for neighborhood schools.** This is important to the parents. Students feel that the K-8 experience is too long and would entertain other grade alternatives.

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**Schools provide opportunities for extended learning opportunities.** Brookline schools have a rich tradition of extended programs that include, but are not limited to, Extended Day, Brookline Music School, BATV, and adult education. These are aggressive programs that reach many people beyond the normal school day. These programs also exacerbate the issues of space with buildings and make it more challenging to keep schools presentable to the public, given the long hours they are used.

## Section 3.0: Enrollment Projections

This section is a summary of MGT's analysis of demographic data for the Public Schools of Brookline (PSB). MGT developed enrollment projections for the ten-year planning period, using several enrollment projection models to evaluate enrollment patterns for the district. Over the next ten years, enrollment is expected to increase across the district. The specific impact of future student enrollment on school building capacities is outlined in Section 4 of this report.

### 3.1 Historical Data

Data for the preparation of the MGT enrollment projections comes from a variety of historical enrollment records, county housing development information, and the Massachusetts Department of Education. As with most school systems, additional information about student enrollment is provided by school principals, the transportation department, and other district entities.

#### HISTORICAL ENROLLMENT

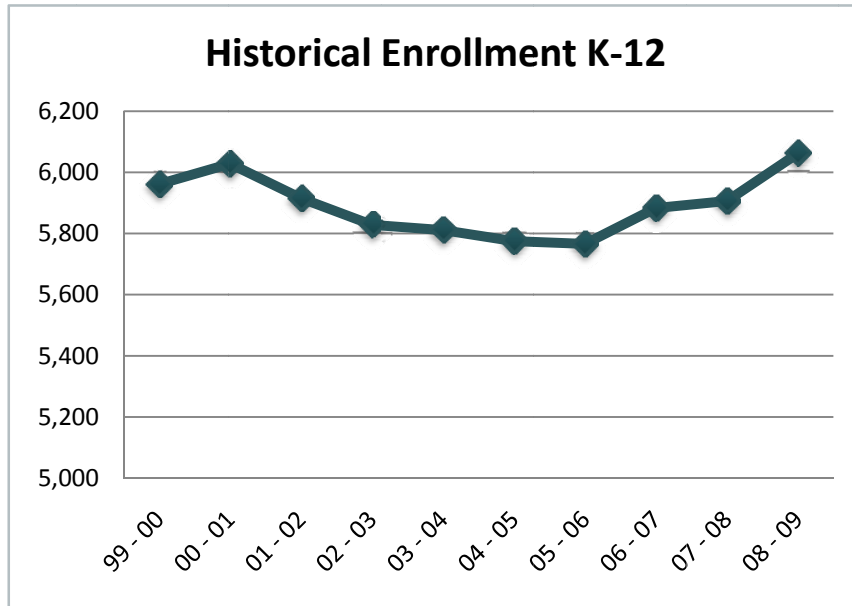
Historical enrollment data provides the foundation for any enrollment projection analysis. At Brookline, enrollment across the district has increased 1.69 percent over the last ten years. However, following a decline in the early part of the decade, enrollment has been significantly increasing since the 2005-06 school year. The 2008-09 school year has 6,062 K-12 students enrolled, compared to 5,961 in 1999-00 and 5,766 in 2005-06. *Exhibit 3-1* details the enrollment history of K-12 students in the district for the past ten years. *Exhibit 3-2* charts the data shown in *Exhibit 3-1*.

**Exhibit 3-1**  
**Public Schools of Brookline**  
**Enrollment History**  
**1999-2008**

	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09
<b>K</b>	407	404	402	430	406	418	484	549	495	549
<b>1</b>	445	431	423	430	439	430	427	496	527	514
<b>2</b>	468	464	437	414	432	456	437	423	514	554
<b>3</b>	458	463	465	424	411	426	465	452	438	539
<b>4</b>	487	483	463	453	418	421	423	452	449	449
<b>5</b>	498	473	458	447	446	414	417	435	448	445
<b>6</b>	485	498	460	463	437	455	413	406	408	442
<b>7</b>	482	472	467	455	464	401	432	416	394	407
<b>8</b>	466	480	456	462	448	465	398	425	425	391
<b>9</b>	430	487	487	471	474	455	465	421	432	454
<b>10</b>	470	455	500	492	492	485	465	474	443	428
<b>11</b>	454	477	429	470	491	476	470	467	456	441
<b>12</b>	411	441	468	417	453	473	470	467	477	449
<b>K-8</b>	4,196	4,168	4,031	3,978	3,901	3,886	3,896	4,054	4,098	4,290
<b>9-12</b>	1,765	1,860	1,884	1,850	1,910	1,889	1,870	1,829	1,808	1,772
<b>Total</b>	<b>5,961</b>	<b>6,028</b>	<b>5,915</b>	<b>5,828</b>	<b>5,811</b>	<b>5,775</b>	<b>5,766</b>	<b>5,883</b>	<b>5,906</b>	<b>6,062</b>

Source: Massachusetts Department of Education, 2008

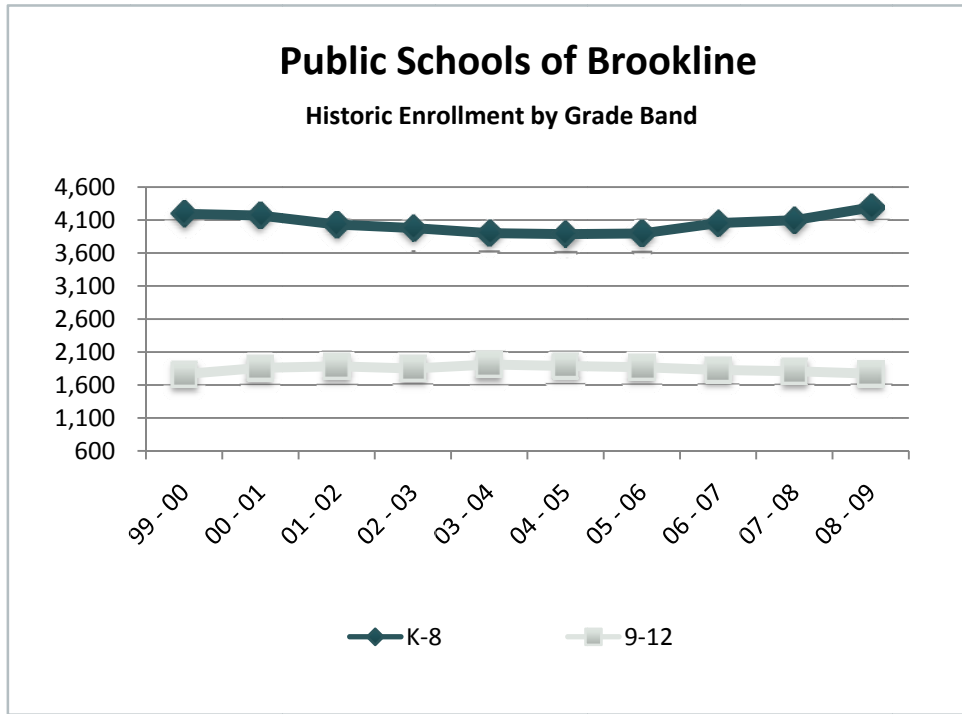
**Exhibit 3-2  
Public Schools of Brookline  
Historical Enrollment  
1998-2007**



Source: Massachusetts Department of Education, 2008

An examination of historical enrollment at each grade band indicates that K-8 enrollment has increased over the last five years after five years of decline. In contrast, the 9-12 grade band enrollment increased in the first half of the ten-year period, but has been decreasing over the last five years. This recent decline in 9-12 enrollment follows the decline in K-8 enrollment during the previous five years. *Exhibit 3-3* illustrates the historical enrollment for each grade band.

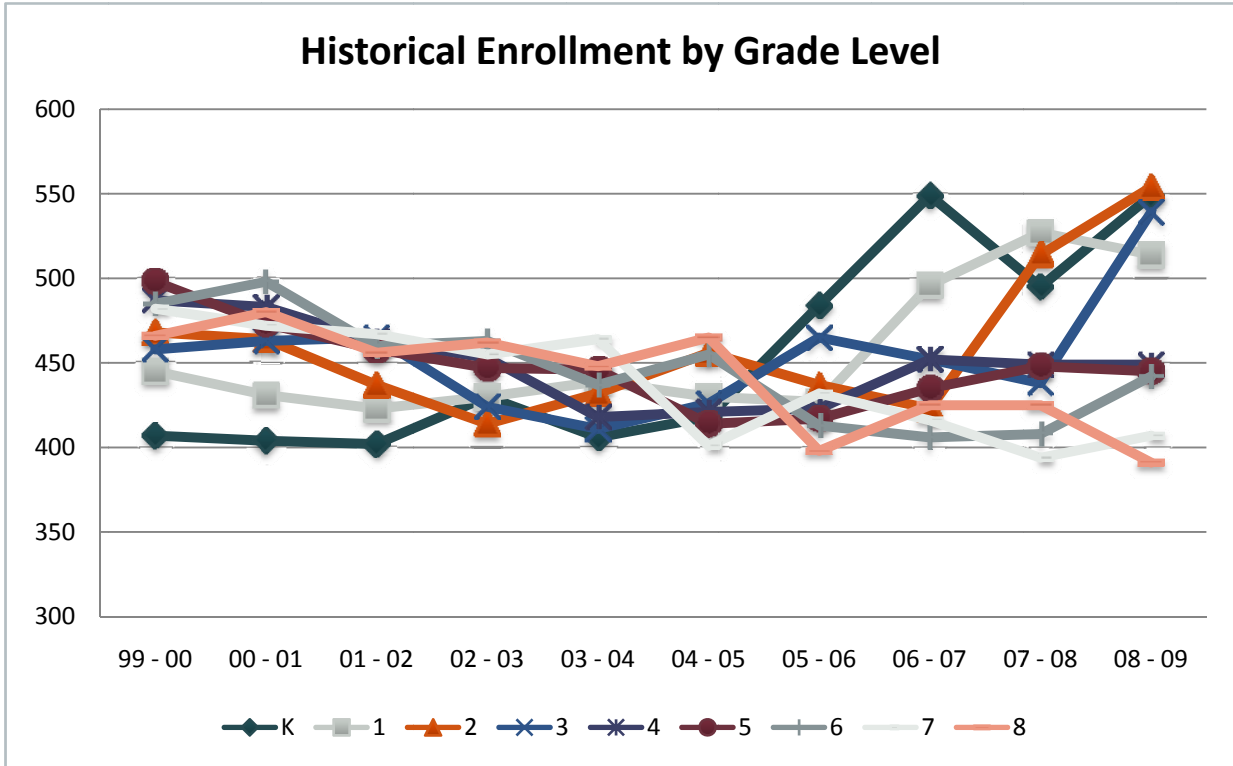
**Exhibit 3-3  
Public Schools of Brookline  
Historical Enrollment by Grade Band  
1999 - 2008**



Source: Massachusetts Department of Education, 2008

A closer look at historical enrollment at individual grade levels reveals that the recent increase in enrollment has been driven by an increase in kindergarten enrollment. As illustrated by *Exhibit 3-4*, kindergarten enrollment began increasing in the 04-05 school year. The increase in kindergarten enrollment becomes very apparent by the 06-07 school year. The increases in enrollment for grades 1, 2, 3, and 4 follow suit.

**Exhibit 3-4  
Public Schools of Brookline  
Historical K-8 Enrollment by Grade Level  
1999 - 2008**

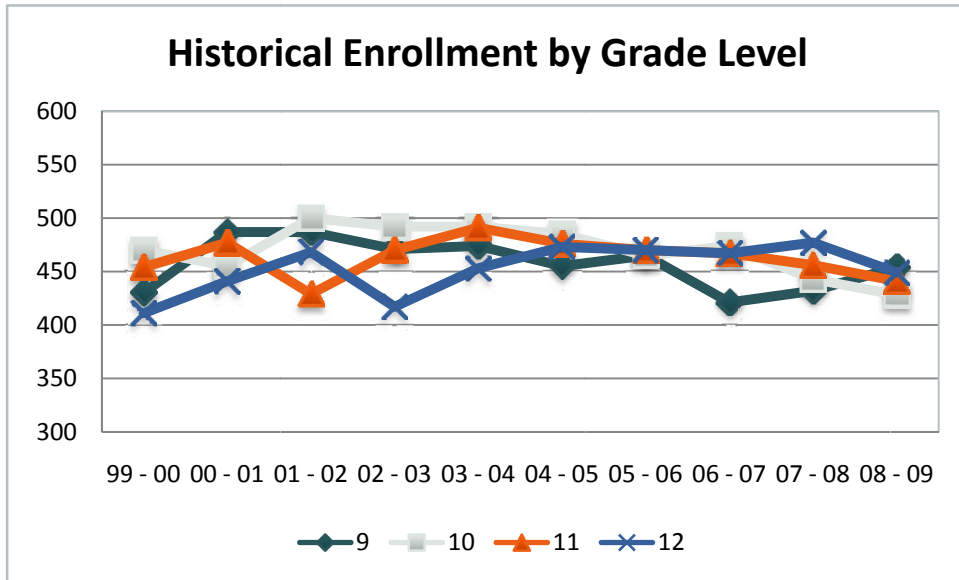


Source: Massachusetts Department of Education, 2008

*Exhibit 3-5* illustrates the historical 9-12 enrollment. The interesting trend revealed by *Exhibit 3-5* is the decline of all four grades, fairly in unison, over most of the last ten years.



**Exhibit 3-5  
Public Schools of Brookline  
Historical 9-12 Enrollment by Grade Level  
1999 - 2008**

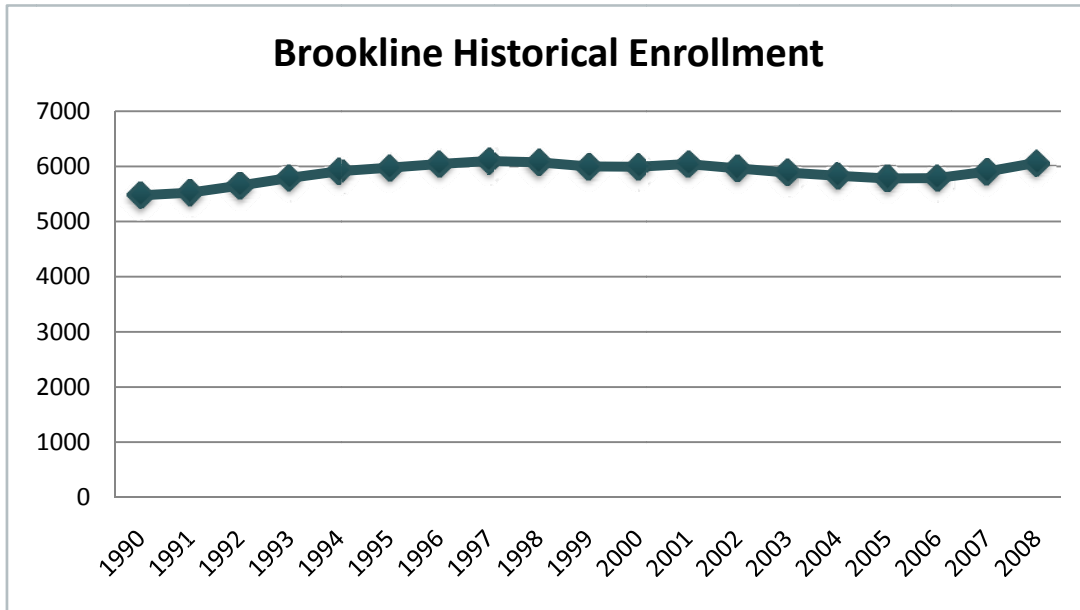


Source: Massachusetts Department of Education, 2008

For comparison purposes and for additional context, it is useful to look at a longer historical enrollment period for Brookline and trends in private school enrollment in the Brookline area.

When compared to the last eighteen years, enrollment in the district has returned to its previous high, experienced in 1996. *Exhibit 3-6* shows historical enrollment for the district over the last eighteen years.

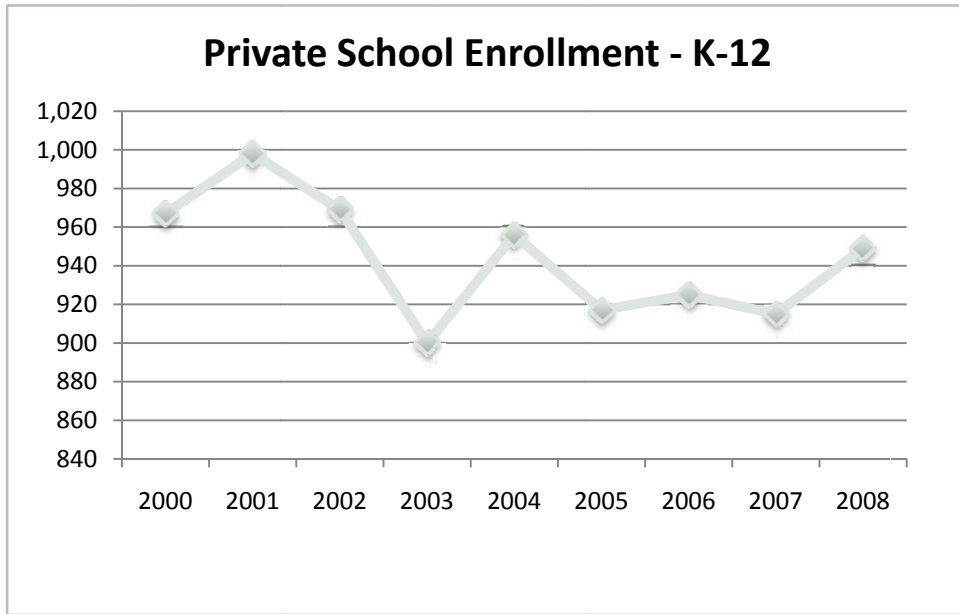
**Exhibit 3-6  
Public Schools of Brookline  
Historical Enrollment  
1990-2008**



Source: Public Schools of Brookline, 2008

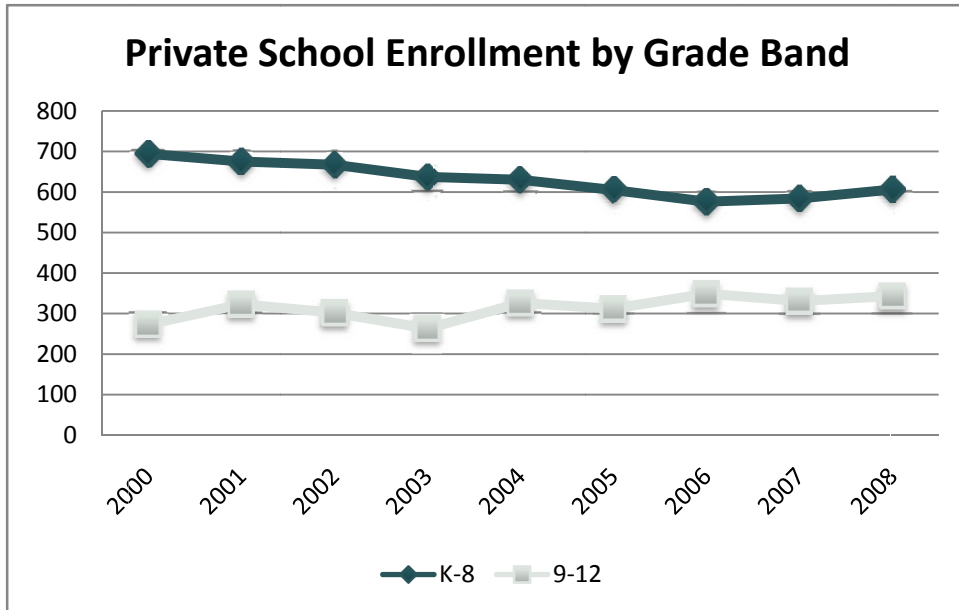
Area private school enrollment has experienced a different trend over the recent history. Since 2000, total area private school enrollment has decreased slightly (-2 percent). The decrease in private school enrollment has been driven by the K-8 grade band, which has decreased 13 percent since 2000. Interestingly, the 9-12 grade band has actually increased in enrollment in that same period of time. The 9-12 grade band saw its enrollment increase by 26 percent since 2000. *Exhibit 3-7* and *3-8* illustrate historical enrollment at area private schools since 2000.

**Exhibit 3-7**  
**Public Schools of Brookline**  
**Area Private School Historical Enrollment**  
**2000-2008**



Source: Public Schools of Brookline, 2008

**Exhibit 3-8**  
**Public Schools of Brookline**  
**Area Private School Historical Enrollment by Grade Band**  
**2000-2008**

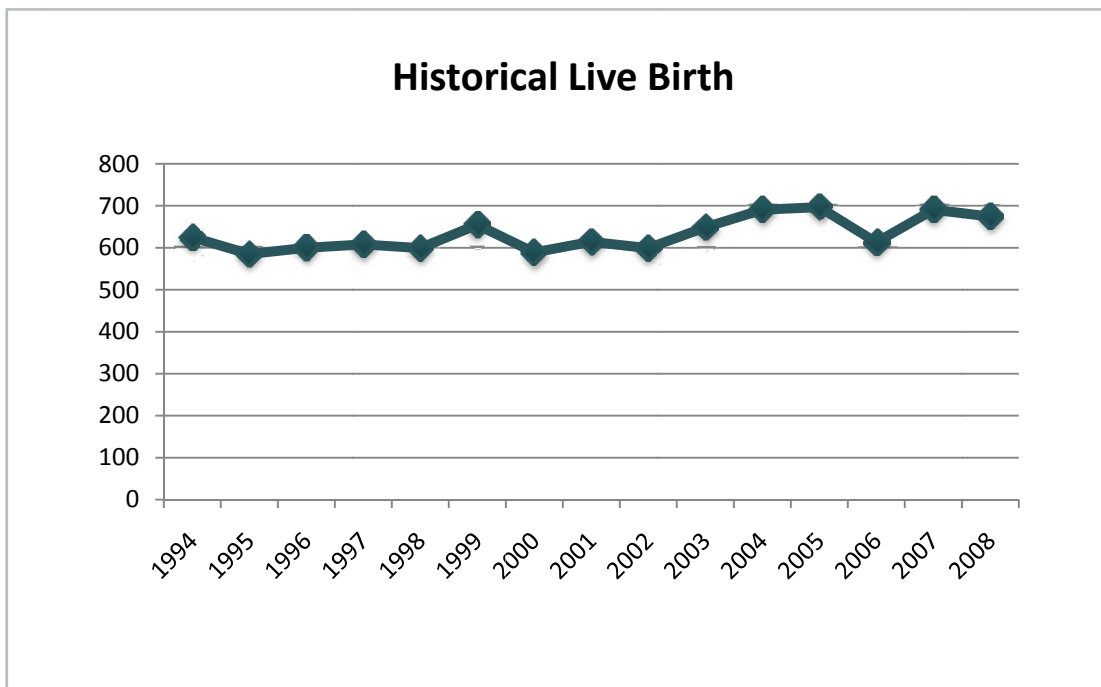


Source: Public Schools of Brookline, 2008

## LIVE BIRTHS AND KINDERGARTEN ENROLLMENT

A second key component to analyzing potential future enrollment is to examine live-birth trends in the county and the live-births-to-kindergarten capture rate. A steady or increasing birth rate in PSB could lead to additional students in the district, which would also push future enrollment higher. *Exhibit 3-9* shows the rate of historical live births for PSB.

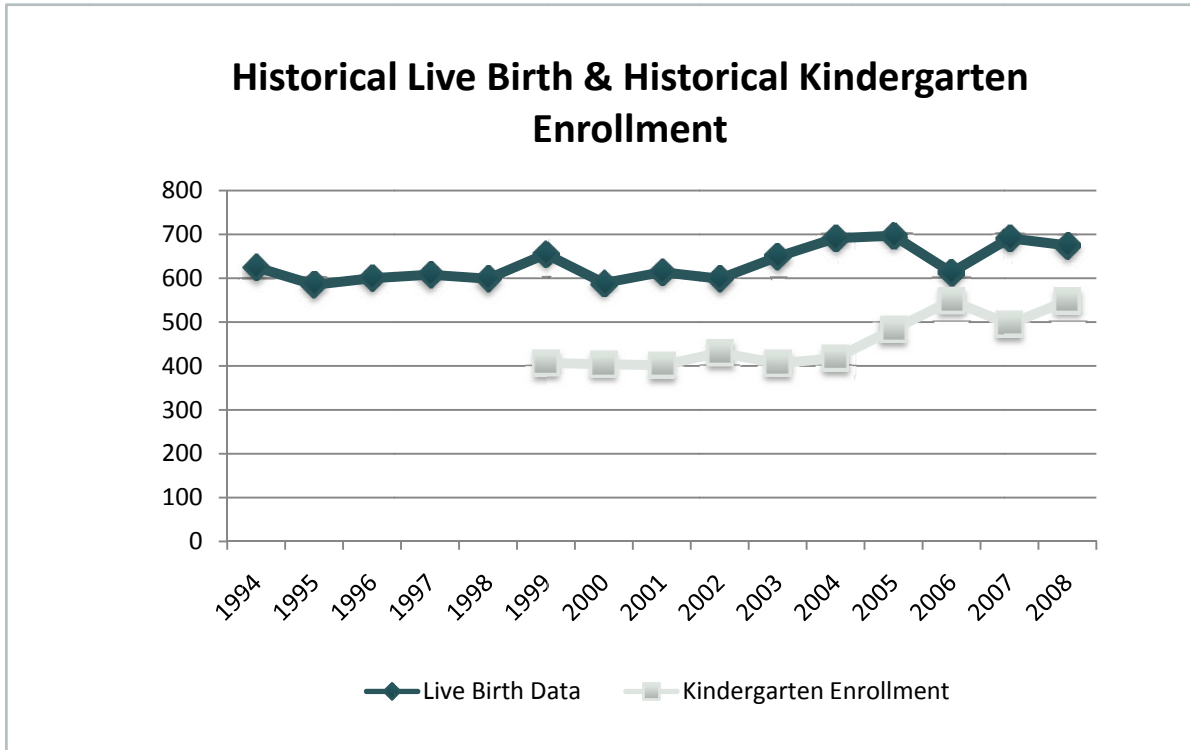
**Exhibit 3-9**  
**Public Schools of Brookline**  
**Live Birth Data**  
**1994-2008**



Source: Massachusetts Department of Health, 2008

When examining the ratio of live births to kindergarten enrollment, live-birth data is collected for the past fifteen years and kindergarten enrollment for the past ten years. For example, a child born in 1990 would enroll in kindergarten at the age of five. Therefore, in this analysis, we are looking at how many children are enrolled in kindergarten as compared to the number of children born in the county five years before a particular school year. *Exhibit 3-10* shows the Public Schools of Brookline historical kindergarten enrollment compared to the live birth data.

**Exhibit 3-10**  
**Public Schools of Brookline**  
**Historical Kindergarten Enrollment and Historical Live Birth Data**



Source: Massachusetts Department of Health and Department of Education, 2008

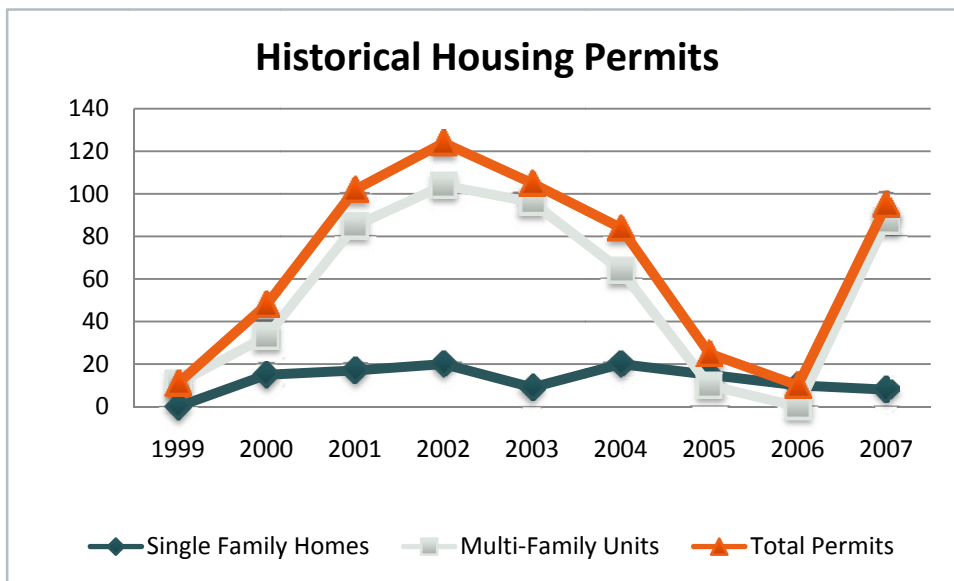
An analysis of the relationship between Brookline’s historical live births and the related kindergarten enrollment indicated a relatively weak relationship. The average number of children enrolled in kindergarten over the last ten years (454) is 74.2 percent of the average number of children born in the town in the respective previous five-year period (612). The 74.2 percent is the district’s capture rate. In addition, the correlation coefficient for kindergarten enrollment to live births is 0.234. The correlation coefficient calculates the relationship between two series of data. A correlation coefficient of 1 indicates a strong relationship; a correlation coefficient of 0 indicates a weak relationship. A 0.234 correlation coefficient is fairly weak. In short, the analysis of the relationship between live births to kindergarten enrollment in the Public Schools of Brookline indicates that there is little relationship at all.

**HOUSING UNITS**

A third key piece of data used to develop enrollment projections is analyzing the number of housing units in the district. The U.S. Census Bureau recorded 26,388 housing units in the Brookline

CDP, Massachusetts<sup>2</sup> in the 2000 Census. Data collected from the Town of Brookline indicates an average of 67 new housing permits issued each year over the last nine years. Those permits are comprised of both single family homes and multi-family units. *Exhibit 3-11* illustrates the trends in housing permits in the district since 1999.

**Exhibit 3-11**  
**Public Schools of Brookline**  
**Historical Housing Permits**



Source: The Town of Brookline, Massachusetts, 2008

<sup>2</sup> CDP is the abbreviation for Census designated plan, a statistical entity defined for each decennial census according to Census Bureau guidelines, comprising a densely settled concentration of population of is not within an incorporated place, but is locally identified by a name. CDP's are delineated cooperatively by state and local officials and the Census Bureau, following Census Bureau guidelines. Beginning with Census 2000, there are no size limits.

## 3.2 Enrollment Projection Methodologies and Models

To identify trends and prepare for adequate spaces, materials and supplies, and teaching staff, educational leaders use several methods of projecting enrollment. Among the most commonly used models are *Average Percentage Annual Increase*, *Cohort Survival*, *Linear Regression*, and *Student-per-Housing Unit* models. It is important to remember that all enrollment projection models provide only estimates of future populations. Because no one model is foolproof, educational leaders should consider using more than one method.

### AVERAGE PERCENTAGE ANNUAL INCREASE MODEL

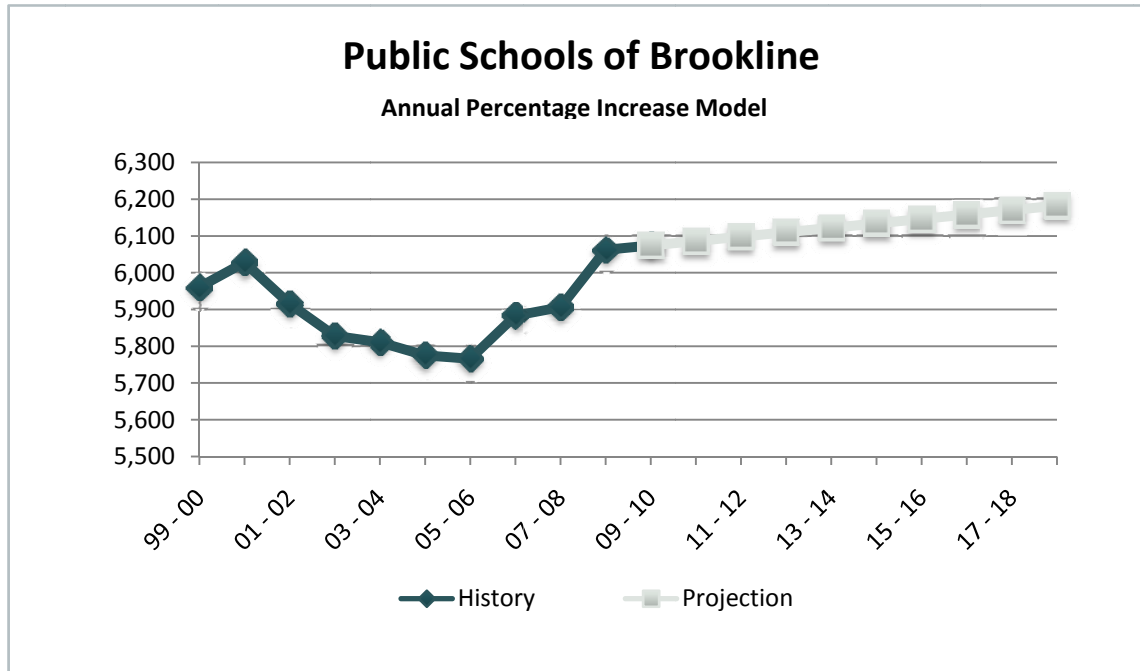
The average percentage annual increase model calculates future school enrollment growth based on the historical average growth. This simple model multiplies the historical average percentage increase by the prior year's enrollment to project future enrollment estimates. *Exhibits 3-12 and 3-13* illustrate the enrollment projection using the average percentage annual increase model.

**Exhibit 3-12**  
**Public Schools of Brookline**  
**Projected Student Enrollment**  
**Average Percentage Annual Increase Model**

	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	16 - 17	17 - 18	18 - 19
K-8	4,302	4,314	4,326	4,338	4,350	4,362	4,374	4,386	4,398	4,410
9-12	1,773	1,775	1,776	1,777	1,779	1,780	1,781	1,783	1,784	1,785
K-12	6,074	6,086	6,098	6,110	6,122	6,134	6,146	6,158	6,170	6,182

Source: MGT of America, Inc., 2008

**Exhibit 3-13**  
**Public Schools of Brookline**  
**Projected Student Enrollment**  
**Average Percentage Annual Increase Model**



Source: MGT of America, Inc., 2008.

**LINEAR REGRESSION MODEL**

Linear regression is a statistical approach to estimating an unknown future value of a variable by performing calculations on known historical values. Once calculated, several future values for different future dates can then be plotted to provide a “regression line” or “trend line”. MGT has chosen a “straight-line” model to estimate future enrollment values, a model that finds the “best fit” based on the historical data. *Exhibits 3-14 and 3-15* illustrate the enrollment projection using the linear regression model.

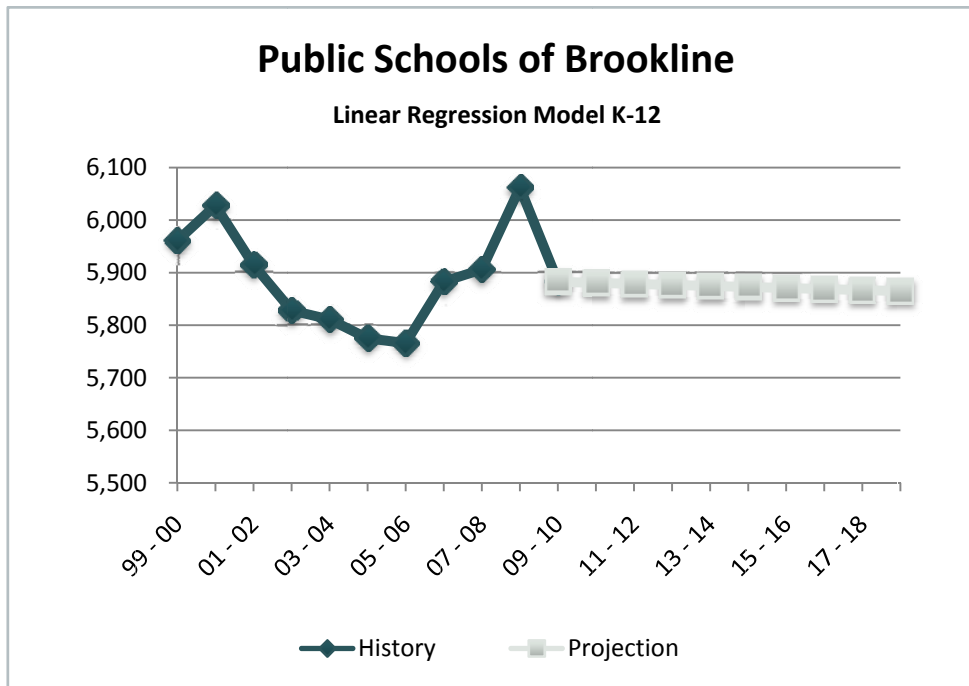


**Exhibit 3-14**  
**Public Schools of Brookline**  
**Projected Student Enrollment**  
**Linear Regression Model**

	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	16 - 17	17 - 18	18 - 19
<b>K-8</b>	4,057	4,058	4,059	4,061	4,062	4,063	4,064	4,066	4,067	4,068
<b>9-12</b>	1,826	1,823	1,819	1,816	1,813	1,810	1,806	1,803	1,800	1,797
<b>K-12</b>	<b>5,883</b>	<b>5,881</b>	<b>5,879</b>	<b>5,877</b>	<b>5,875</b>	<b>5,873</b>	<b>5,871</b>	<b>5,869</b>	<b>5,867</b>	<b>5,865</b>

Source: MGT of America, Inc., 2008.

**Exhibit 3-15**  
**Public Schools of Brookline**  
**Projected Student Enrollment**  
**Linear Regression Model**



Source: MGT of America, Inc., 2008

**COHORT SURVIVAL MODEL**

The cohort survival model calculates the growth or decline in a grade level over a period of ten years based on the ratio of students who attend each of the previous years, or the “survival rate”. This ratio is then applied to the incoming class to calculate the trends in that class as it “moves” or graduates through the school system. For example, if history shows that between the first and second grades, the

classes for the last ten years have grown by an average of 3.5 percent, then the size of incoming classes for the next ten years is calculated by multiplying them by 103.5 percent. If the history shows a declining trend, the multiplying factor would be 100 percent minus the declining trend number.

The determination of future kindergarten enrollment estimates is critical, especially for projections exceeding more than five years. There are two methods of projecting kindergarten enrollment. The first model is based on the correlation between historical birth rates (natality rates) and historical kindergarten enrollment. The second model uses a linear regression line based on the historical kindergarten enrollment data.

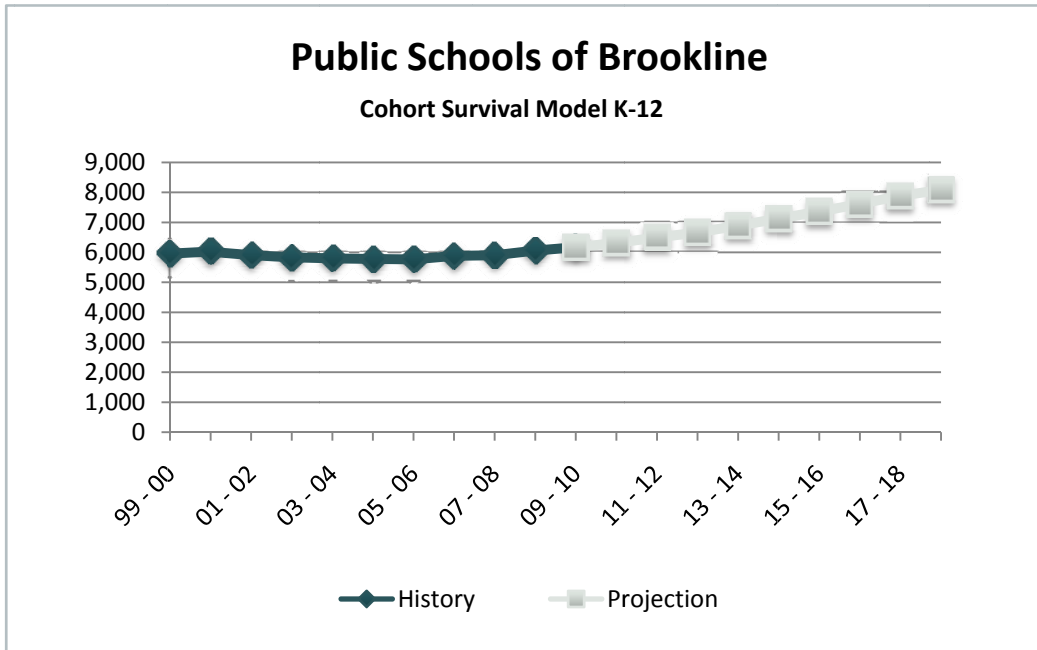
*Exhibits 3-16 and 3-17* illustrate the enrollment projection using the cohort survival model. The kindergarten projection in this model is based on a linear regression forecast derived from historical kindergarten enrollment data. The linear regression model was selected due to the relatively weak relationship between live births and kindergarten enrollment in the district.

**Exhibit 3-16**  
**Public Schools of Brookline**  
**Projected Student Enrollment**  
**Cohort Survival Model**

	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	16 - 17	17 - 18	18 - 19
K-8	4,453	4,620	4,781	4,961	5,161	5,293	5,423	5,598	5,740	5,899
9-12	1,721	1,697	1,719	1,702	1,732	1,837	1,941	2,017	2,146	2,189
K-12	6,174	6,317	6,500	6,664	6,893	7,130	7,364	7,615	7,886	8,089

Source: MGT of America, Inc., 2008.

**Exhibit 3-17  
Public Schools of Brookline  
Projected Student Enrollment  
Cohort Survival Model K-12 Chart**



Source: MGT of America, Inc., 2008.

**STUDENTS-PER-HOUSING UNIT MODEL**

Using the housing unit data and historical enrollment data, MGT created a student generation factor for each projected housing unit. By taking the total enrollment by grade band and dividing it by the current housing levels, a *student generation factor* (SGF) was calculated for each grade band. The sum of all three grade band factors is the district’s SGF. This factor indicates the number of students within each grade band that will be generated by each new housing unit. MGT developed a student-per-housing unit model for forecasting the impact of housing starts on student populations throughout the county. The model uses the historical county-wide 2000 Census housing unit count of 26,388 and assumes an additional 67 housing units per year (the average of the number of housing unit permits issued each year since 1999) over the ten-year projection period.

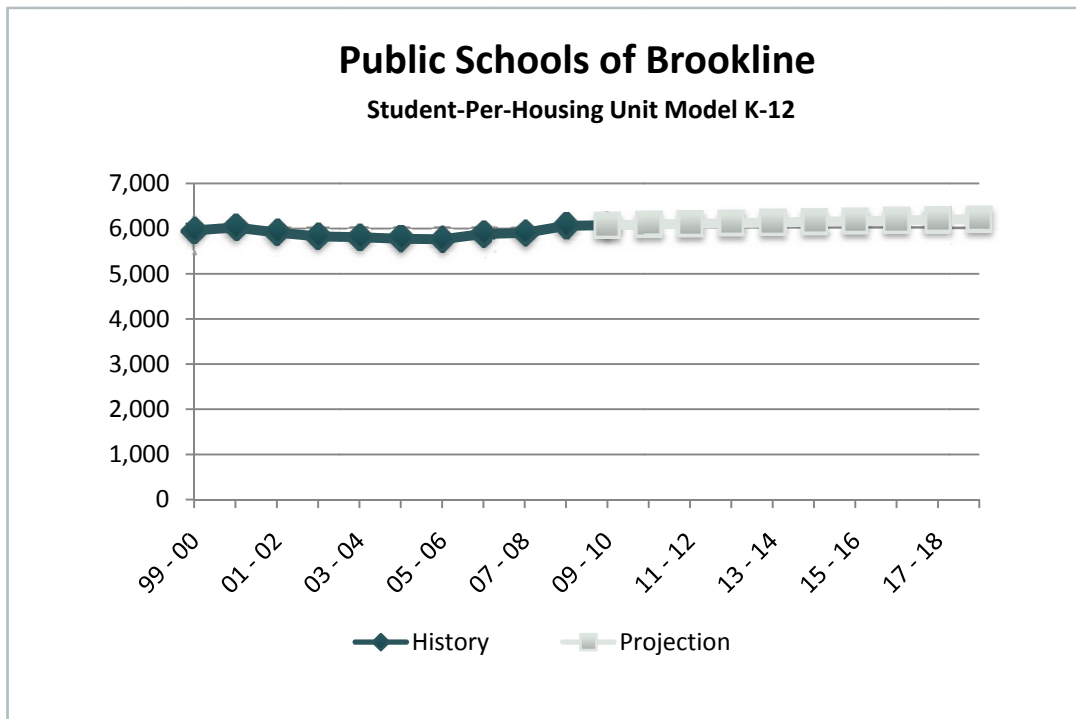
*Exhibits 3-18 and 3-19* illustrate the enrollment projection using the student-per-housing unit model.

**Exhibit 3-18**  
**Public Schools of Brookline**  
**Projected Student Enrollment**  
**Student-Per-Housing-Unit Model**

	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	16 - 17	17 - 18	18 - 19
<b>K-8</b>	4,300	4,310	4,321	4,331	4,341	4,351	4,362	4,372	4,382	4,392
<b>9-12</b>	1,777	1,782	1,786	1,791	1,796	1,801	1,805	1,810	1,815	1,820
<b>K-12</b>	<b>6,077</b>	<b>6,092</b>	<b>6,107</b>	<b>6,122</b>	<b>6,137</b>	<b>6,152</b>	<b>6,167</b>	<b>6,182</b>	<b>6,197</b>	<b>6,212</b>

Source: MGT of America, Inc., 2008.

**Exhibit 3-19**  
**Public Schools of Brookline**  
**Projected Student Enrollment**  
**Student-Per-Housing-Unit Model K-12 Chart**



Source: MGT of America, Inc., 2008

### 3.3 Enrollment Projection Conclusions

MGT used four different enrollment projection models to determine future enrollment estimates. Each model emphasizes different types of data, and therefore is limited in its effectiveness as a predictive tool. Two models, the average percentage annual increase model and the linear regression model, emphasize historical data. These models are quite effective predictors if there is no expectation of unusual community growth or decline and student population rates have minimal fluctuation.

The cohort survival model also uses historical enrollment numbers, but takes into account student-mobility patterns and the effects of the natality rates in prior years. The cohort survival model is perhaps the best-known predictive tool using this type of data. However, like the percentage increase model and the regression model, the cohort survival model loses its predictive capabilities in communities that experience, or are expecting to experience, more rapid growth.

The student-per-housing-unit model allows the planner to take into account projections for housing developments and general growth in the town. This model looks forward and is based on the input from local planners. The planning information is important and the district should continue to monitor this information.

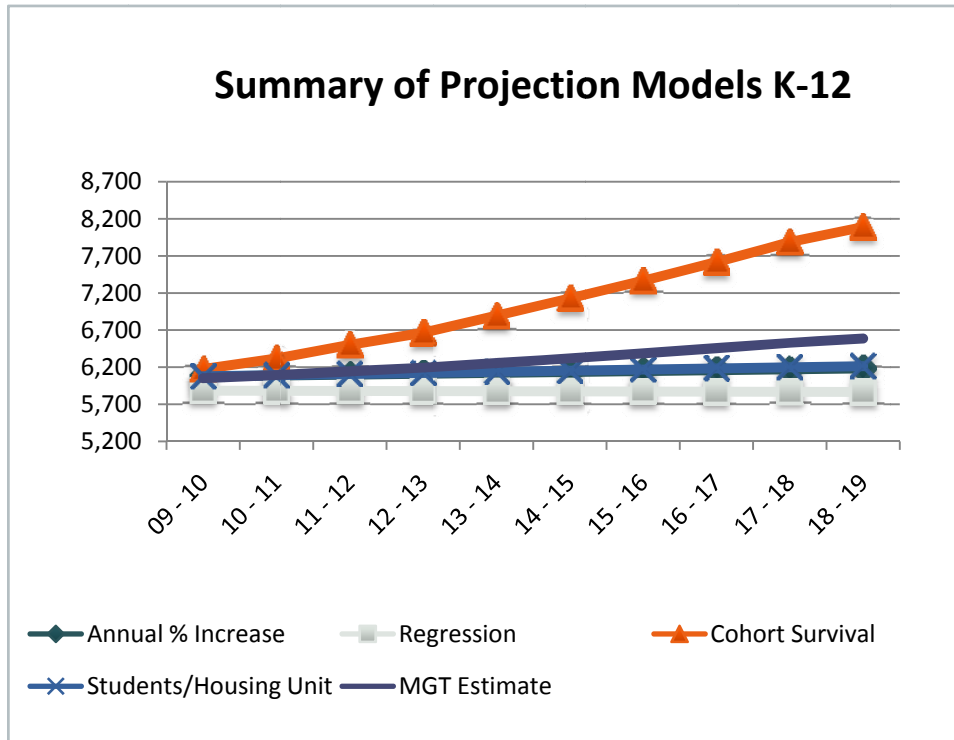
For purposes of this study, the average of all four models was used to develop the overall facility master plan recommendations. Averaging the four models allows the underlying concepts for each model to contribute to the final projection while, at the same time, evening out the effects of a model that may be divergent from the other models. The four models and the average (*MGT estimate*) of all four models are detailed in *Exhibit 3-20*. *Exhibit 3-21* is a graphical representation of all enrollment projection models and the average of those models.

**Exhibit 3-20**  
**Public Schools of Brookline**  
**Projected Student Enrollment**  
**Four Enrollment Projection Models**

Projection Model (K-12)	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	16 - 17	17 - 18	18 - 19
Annual % Increase	6,074	6,086	6,098	6,110	6,122	6,134	6,146	6,158	6,170	6,182
Regression	5,883	5,881	5,879	5,877	5,875	5,873	5,871	5,869	5,867	5,865
Cohort Survival	6,174	6,317	6,500	6,664	6,893	7,130	7,364	7,615	7,886	8,089
Students/Housing Unit	6,077	6,092	6,107	6,122	6,137	6,152	6,167	6,182	6,197	6,212
MGT Estimate	6,052	6,094	6,146	6,193	6,257	6,322	6,387	6,456	6,530	6,587

Source: MGT of America, Inc., 2008.

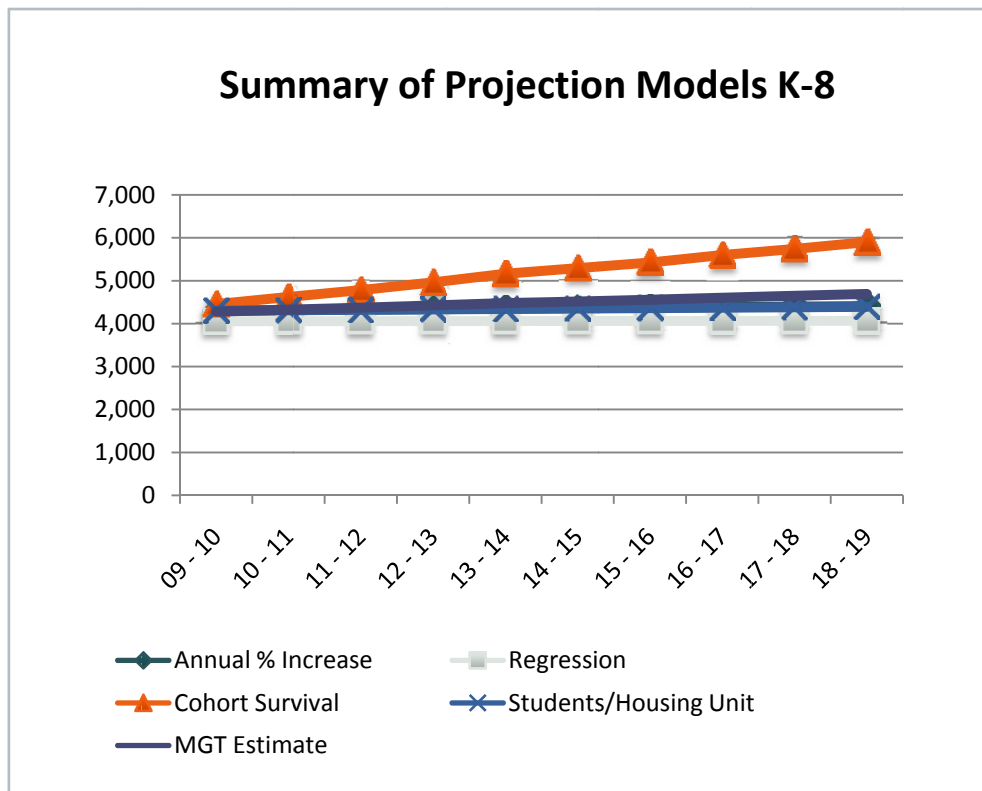
**Exhibit 3-21**  
**Public Schools of Brookline**  
**Projected Student Enrollment**  
**Enrollment Projection Models – Summary**



Source: MGT of America, Inc., 2008

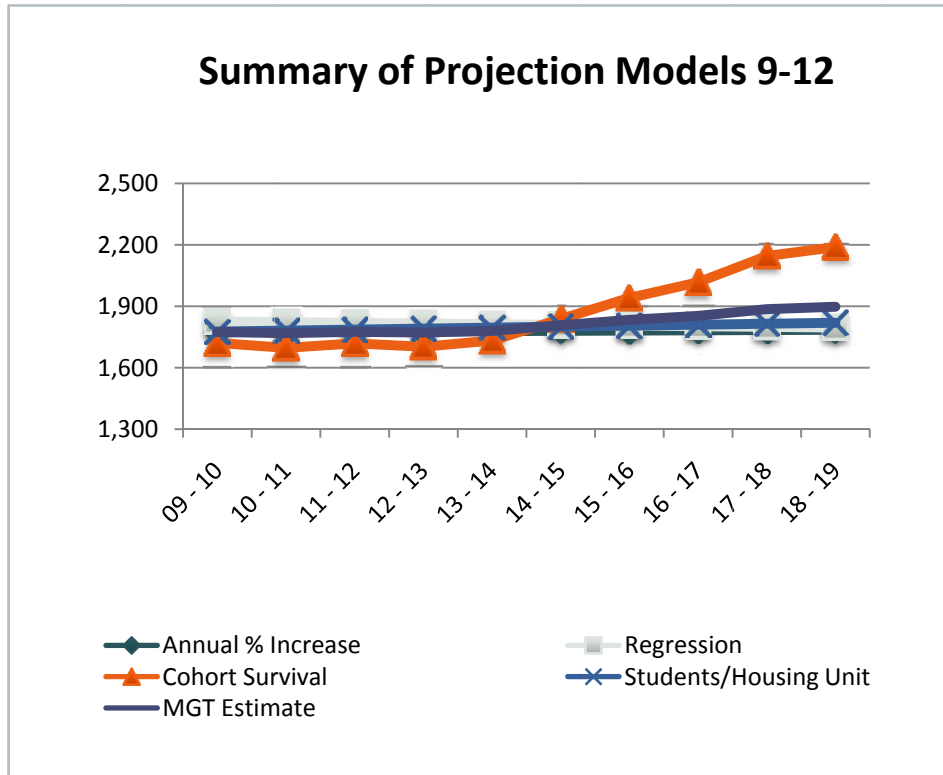
As the foregoing *Exhibit 3-21* shows, enrollment across the district is expected to increase 535 students, or 8.84 percent, over the next ten years beginning in 2009/2010. The following exhibits break down the projections by grade band and by individual school. *Exhibits 3-22* and *3-23* depict the projection models for each grade band. *Exhibit 3-24* shows the percentage change over the projection period for each grade band. Finally, *Exhibit 3-25* details the projected enrollment for each school.

**Exhibit 3-22**  
**Public Schools of Brookline**  
**Projected Student Enrollment**  
**Summary of Projection Models for Grades K-8**



Source: MGT of America, Inc., 2008.

**Exhibit 3-23**  
**Public Schools of Brookline**  
**Projected Student Enrollment**  
**Summary of Projection Models for Grades 9-12**



Source: MGT of America, Inc., 2008

**Exhibit 3-24**  
**Public Schools of Brookline**  
**Projected Student Enrollment**  
**Percentage Change by Grade Band**

Grade Band	Enrollment 2008 - 09	MGT Projection 2018-19	Percent Change
K-8	4,290	4,693	9.39%
9-12	1,772	1,898	7.11%
<b>Total</b>	<b>6,062</b>	<b>6,587</b>	<b>8.66%</b>

Source: MGT of America, Inc., 2008.



**Exhibit 3-25  
Public Schools of Brookline  
Projected Enrollment by Site**

Site Name	Enrollment 08-09	*Projections 18-19
<b>Elementary Schools</b>		
Baker K-8	672	725
Devotion K-8	689	718
Driscoll K-8	403	455
Heath K-8	402	439
Lawrence K-8	557	600
Lincoln K-8	469	510
Pierce K-8	630	703
Runkle K-8	468	561
<b>Elementary Total</b>	<b>4,290</b>	<b>4,712</b>
<b>High School</b>		
Brookline HS	1,772	1,898
<b>High School Total</b>	<b>1,772</b>	<b>1,898</b>
<b>District Total</b>	<b>6,062</b>	<b>6,610</b>

Source: MGT of America, Inc., 2008.

\*Note that the Site level projections in exhibit 3-25 differ from those presented in exhibit 3-24, this is due to mathematical differences associated with doing projections with district wide data vs. site level only data.

In conclusion, the Public Schools of Brookline can reasonably anticipate that its enrollment will continue to increase across the district, at each grade band, and at each school, over the next ten years.

## Section 4.0: Capacity and Utilization Analysis

This chapter contains the capacity and utilization analysis conducted by MGT. The capacity of a facility is defined as the number of students the facility can accommodate. Schools typically have two capacity figures: the *functional* capacity and the *design* capacity. The functional capacity is the number of students which can be accommodated given the specific educational programs, the class schedules, the student-teacher ratios, and the size of the rooms. Functional capacities include a scheduling factor which recognizes that some classrooms are not occupied during teacher preparation times, and that every class will not have the maximum number of students enrolled. An instructional-use model is used to calculate the functional capacity. Utilization is calculated by dividing the number enrolled at the school by its capacity.

The design capacity is the number of students a particular building would be intended to hold based on the gross square footage of the building. A *square-foot-per-student* model is used to calculate the design capacity, which is used for comparison and analytical purposes, but *not* for the analysis of utilization. The functional capacity more accurately captures how a building is used and is, therefore, the preferred model for determining the utilization rate of a building.

### 4.1 School Building Capacity

MGT uses the instructional-use model to calculate the functional capacity. The instructional-use model counts the number of the various types of instructional rooms and multiplies that number by a students-per-room or *loading* factor to identify the gross capacity for the school. The gross capacity is then multiplied by a scheduling factor, which takes into account the realities of how the space is used. For example, high school students move from room to room and enroll in a variety of courses. As a result, some rooms will sit empty or will be less than fully occupied at any given time. Teacher preparation periods will also contribute to rooms not being used for instruction at a particular time. Therefore, MGT uses a 75 percent scheduling factor to reduce the gross capacity of the building to reflect the unused rooms due to the realities of how a high school functions. An elementary school, on the other hand, has students that remain in one room for most of the school day. Therefore, MGT uses a 90 percent scheduling factor for K-8 schools to reflect the fairly consistent, day-long use of K-8 classrooms. The guidelines used for these calculations are listed below.

**Exhibit 4-1  
Instructional-Use Model Guidelines**

<b>Instructional-Use Model Guidelines</b>	
<b>Room Type</b>	<b>Students/ Room</b>
K Capacity (full day)	20
Elementary Classroom (1-3)	22
Elementary Classroom (4-12)	24
Art (9-12)	24
Music (9-12)	24
Performing Arts	44
Science (9-12)	22
Voc./Industrial Tech, Foods, Etc. (9-12)	22
PE (9-12)	44
Computer Lab (9-12)	22
Spec. Ed. – Severe	8
Spec. Ed. – Resource	12
Portable	0
<b>Scheduling Factors</b>	
K-8 Schools	90.0%
High Schools	75.0%

Source: MGT of America, Inc., 2008

The following example shows how MGT used the instructional-use model to calculate the capacity of Brookline High School:

**Exhibit 4-2**  
**Public Schools of Brookline**  
**Example Calculation of Capacity of Brookline High School**

Room Type	Number of Classrooms x	Students/Classroom	= Capacity
General Classrooms	69	24	1,656
Art	6	24	144
Music	2	24	48
Science	24	22	528
Performing Arts	3	44	132
Vocational Education	15	22	330
Physical Education	8	44	352
Computer Labs	2	22	44
Special Ed (Severe)	2	8	16
Total Capacity (w/o scheduling factor) = 3,250			
x High School scheduling factor of 75%			
<b>Brookline High School Capacity = 2,438</b>			

Source: MGT of America, Inc., 2008

Using the instructional-use model, as shown in *Exhibit 4-2*, MGT has calculated the functional capacity for each of the district school buildings.

**Exhibit 4-3  
Public Schools of Brookline  
Functional Capacity by Site\***

Site Name	Functional Capacity
<b>Elementary Schools</b>	
Baker K-8	679
Devotion K-8	752
Driscoll K-8	470
Heath K-8	420
Lawrence K-8	572
Lincoln K-8	437
Pierce K-8	634
Runkle K-8 <sup>3</sup>	495
<b>Elementary Total</b>	<b>4,459</b>
<b>High Schools</b>	
Brookline HS	2,438
<b>High School Total</b>	<b>2,438</b>
<b>District Total</b>	<b>6,897</b>
<b>Alternative Schools</b>	
Baldwin Alternative School	113
Lynch Recreation Center	74
<b>Alternative School Total</b>	<b>187</b>

Source: MGT of America, Inc., 2008

\*Excludes PK and portable room capacities

<sup>3</sup> This capacity calculation does not account for any potential increase in capacity due to Runkle's currently planned renovation. The District will need to consider the impact of any increase in capacity at Runkle.

**Exhibit 4-4**  
**Public Schools of Brookline**  
**Capacity Analysis Summary by School Type**

Site Type	Capacity Range		Average Capacity
	K-8 Schools	420	752
High School	2,438	2,438	2,438

Source: MGT of America, Inc., 2008

## 4.2 Capacity and Enrollment – Utilization Analysis

The effective management of school facilities requires a school’s capacity and enrollment to be matched. When capacity exceeds enrollment (underutilization), operational costs are higher than necessary and facilities may need to be re-purposed or the facilities may need to be removed from inventory. When enrollment exceeds capacity (overutilization), the school may be overcrowded and capital expenditures may need to be increased. MGT has calculated and analyzed the present and future utilization rates for each grade level based on the enrollment information in the preceding chapter and the capacity information above-noted. *Exhibits 4-5 through 4-7* present that information.

**Exhibit 4-5**  
**Public Schools of Brookline**  
**Utilization (2008 and 2018) by School Type**

Site Type	Capacity	Enrollment		Utilization	
		2008	2018	2008	2018
K-8 Schools	4,459	4,290	4,693	96%	105%
High School	2,438	1,772	1,898	73%	78%

Source: MGT of America, Inc., 2008

**Exhibit 4-6**  
**Public Schools of Brookline**  
**2008 Utilization Analysis by School Type**

Site Type	2008 Utilization Range		2008 Average Utilization
K-8 Schools	86%	107%	96%
High School	73%	73%	73%

Source: MGT of America, Inc., 2008

**Exhibit 4-7**  
**Public Schools of Brookline**  
**2018 Projected Utilization Analysis by School Type**

Site Type	2018 Utilization Range		2018 Average Utilization
K-8 Schools	95%	117%	106%
High School	78%	78%	78%

Source: MGT of America, Inc., 2008

A comparison of future enrollment to current capacity at the individual school level reveals the potential for overutilization or underutilization. This analysis looks at the current enrollment, the highest projected enrollment, the average enrollment over the projection period, and the enrollment at the end of the projection period. Each of these data points represents a key point in time of which provides a “snapshot” of the effect of enrollment on capacity. *Exhibit 4-8* summarizes each of these data points. *Exhibit 4-9* illustrates the corresponding utilization rates for each of these data points. This data includes projects that are currently funded or underway.

**Exhibit 4-8**  
**Public Schools of Brookline**  
**Summary of Capacity and Enrollment (Current and Projected) by School**

School	Capacity	2008-09 Enrollment	Projected Enrollment		
			Highest	Average	2018-19
Baker K-8	679	672	699	725	725
Devotion K-8	752	689	700	718	718
Driscoll K-8	470	403	430	455	455
Heath K-8	420	402	420	439	439
Lawrence K-8	572	557	574	600	600
Lincoln K-8	437	469	489	510	510
Pierce K-8	634	630	666	703	703
Runkle K-8	495	468	519	561	561
Brookline HS	2,438	1,772	1,815	1,898	1,898 <sup>4</sup>

Source: MGT of America, Inc., 2008

<sup>4</sup> Admittedly, this number could be higher. Brookline has strong cohort survival percentages historically. As such, the Cohort Survival Model's projected 2018-19 enrollment for the 9-12 grade band (Brookline High School) could be realized. However, this report averages all of the models so that no one model dominates the projection, the strengths of each model are utilized, and other historical trends can be utilized. Regardless, there is ample capacity at Brookline High School to accommodate the enrollment projected by any of the models in this report.



**Exhibit 4-9  
Public Schools of Brookline  
Utilization Rates by School**

School	Utilization			
	2008-09	Highest	Average	2018-19
Baker K-8	99%	103%	107%	107%
Devotion K-8	92%	93%	95%	95%
Driscoll K-8	86%	92%	97%	97%
Heath K-8	96%	100%	105%	105%
Lawrence K-8	97%	100%	105%	105%
Lincoln K-8	107%	112%	117%	117%
Pierce K-8	99%	105%	111%	111%
Runkle K-8	95%	105%	113%	113%
Brookline HS	73%	74%	78%	78%

Source: MGT of America, Inc., 2008

Utilization greater than 100%
Utilization between 70-80% and 90-100%
Utilization between 80% and 90%
Utilization less than 70%

### 4.3 Capacity and Utilization Conclusions

The conclusions to be drawn from the utilization analysis stand out quite clearly. Brookline High School has sufficient capacity for the anticipated enrollment over the next ten years. While perhaps a bit underutilized currently, the High School is well situated to accommodate the enrollment increase projected for 2018-19.

The K-8 schools are a different story. Currently, space is very tight at the K-8 schools. While Driscoll and Heath are not as heavily utilized as the others, they are the only exceptions. At the end of the next ten years, Driscoll, Heath, and Devotion are not projected to be over utilized, but each will be close to that level. The rest of the K-8 schools will be over-utilized, as will the K-8 grade band as a whole. The district will need to take appropriate steps to relieve the strain on capacity at its K-8 schools.

## Section 5.0: Facility Assessments

This section presents the results of the facility assessments that were conducted by MGT for the Public Schools of Brookline. The condition of schools is measured through several assessments using BASYS®, MGT's facility assessment tool.

### 5.1 Building Condition Assessment

The BASYS® building condition score measures the amount of needed improvements in the building's major systems. The *weighted* condition score of a school is the average condition score (by building size) of all the buildings (excluding portables) at a school. The scores can be interpreted as follows:

90+	<b>New or Like New:</b> The building and/or a majority of its systems are in good condition, less than one year old, and only require preventative maintenance.
75-89	<b>Good:</b> The building and/or a majority of its systems are in good condition and only require routine maintenance.
60-74	<b>Fair:</b> The building and/or some of its systems are in fair condition and require minor to moderate repair.
50-59	<b>Poor:</b> The building and/or a significant number of its systems are in poor condition and require major repair or renovation.
Below 50	<b>Unsatisfactory:</b> The building and/or a majority of its systems should be considered for replacement.

The condition assessment process rates each system in a building as “new”, “good”, “fair”, “poor”, or “unsatisfactory”; based on a detailed description of each rating for the particular system. The possible score for each system is based on that system's contribution to the overall cost of building construction. Therefore, the *condition score* is a measure of that portion of the value of the building which is in good condition. The *capital needs score* (100 minus the condition score) is a measure of the capital needs or deferred maintenance. This score, when presented as a percent, is also referred to as the *facility condition index* or FCI. For example, a building which has a condition score of 80, has a capital needs score of 20 (100 – 80 = 20). A capital needs score of 20 indicates that 20 percent of the

value of the building can be reinvested in the building in order to attain a score of 100 and put the building in a “like new” condition. Typically, capital needs scores are calculated using a base condition score of 90 (which indicates that a system is in good condition and requiring only routine maintenance), since it is unreasonable to expect all buildings to be in “like new” condition indefinitely. The capital needs score and resulting calculations do not include the costs of additions, site improvements, improvements for educational suitability, or technology readiness improvements.

*Exhibit 5-1* presents the range of condition scores and the weighted average condition scores (weighted by GSF) by type of facility for the Public Schools of Brookline. As the exhibit shows, there is a range of weighted condition scores, from 59 to 89, with the average condition score in the range of “Fair” to “Good”.

**Exhibit 5-1**  
**Public Schools of Brookline**  
**\*Weighted Condition Score Ranges**

Site Type	Building Condition Score Range		Weighted Average Condition Score
	Low	High	
K-8 Schools	60	89	76
High School Buildings	65	82	73
Ancillary Sites	58	83	71

\*Excludes Portables

Source: MGT of America, Inc., 2008.

*Exhibit 5-2* presents the weighted average condition scores for each school and support site that was assessed. The averages display a weighted average condition score for each site, in cases where there is only one building, the condition score is the weighted average. As the exhibit shows, average condition scores are in the “Fair” to “Good” categories which indicates that the facilities are generally in need of routine maintenance and minor system repair.

**Exhibit 5-2  
Public Schools of Brookline  
Condition Scores**

Site Name	GSF	Condition Score
<b>K-8 Schools</b>		
Baker K-8	99,955	81
Devotion K-8	133,872	60
Driscoll K-8	90,292	70
Heath K-8	63,134	80
Lawrence K-8	95,000	89
New Lincoln K-8	87,500	79
Pierce K-8	197,675	70
Runkle K-8	67,115	78
<b>K-8 Average</b>	<b>104,318</b>	<b>76</b>
<b>High Schools</b>		
Brookline HS	494,008	82
Baldwin Alternative School	11,872	65
<b>High School Average</b>	<b>252,940</b>	<b>73</b>
<b>Ancillary Sites</b>		
Lynch Recreation Center	10,972	83
Old Lincoln School - Admin	87,380	58
<b>Ancillary Average</b>	<b>49,176</b>	<b>71</b>

Source: MGT of America, Inc., 2008.

## 5.2 Educational Suitability Assessment

The educational suitability of each school was assessed using the following **BASYS**<sup>®</sup> suitability categories:

- ◆ The overall environment of the schools with respect to creating a safe and positive learning environment.
- ◆ Pedestrian/vehicular circulation and the appropriateness of site facilities and signage.
- ◆ The existence of facilities and spaces to support the educational program being offered. These include general classrooms, special learning spaces (e.g. music rooms, libraries, science labs), and support spaces (e.g. administrative offices, counseling offices, reception areas, kitchens, health clinics).
- ◆ The adequacy of the size of the program spaces.
- ◆ The appropriateness of adjacencies (e.g., physical education space separated from quiet spaces).
- ◆ The appropriateness of utilities, fixed equipment, storage, and room surfaces (e.g. flooring, ceiling materials, wall coverings).

Educational suitability is intended to assess how well the facility supports the educational program that it houses. (Note: each school receives only one suitability score which applies to all the buildings at the facility). Suitability scores can be interpreted as follows:

<b>90+</b>	<b>Good:</b> The facility is designed to provide for and support the educational program offered. It may have minor suitability issues but generally meets the needs of the educational program.
<b>75-89</b>	<b>Fair:</b> The facility has some problems meeting the needs of the educational program and may require some remodeling.
<b>50-74</b>	<b>Poor:</b> The facility has numerous problems meeting the needs of the educational program and needs significant remodeling or additions.
<b>Below 50</b>	<b>Unsatisfactory:</b> The facility is unsuitable in many areas of the educational program.

*Exhibit 5-3* presents the range and average of suitability scores by facility type. The suitability scores range from 32 to 82. The average scores fall in the “Unsatisfactory” to “Fair” categories.

**Exhibit 5-3  
Public Schools of Brookline  
Suitability Score Ranges**

Site Type	Suitability Score Range		Average Suitability Score
	Low	High	
K-8 Schools	29	83	59
High Schools	36	75	55
Ancillary Sites	32	32	32

Source: MGT of America, Inc., 2008.

*Exhibit 5-4* presents the educational suitability scores for each school. As the scores indicate, both schools have significant suitability deficiencies.

**Exhibit 5-4  
Public Schools of Brookline  
Suitability Scores – By Site**

Site Name	Suitability Score
<b>K-8 Schools</b>	
Baker K-8	61
Devotion K-8	51
Driscoll K-8	54
Heath K-8	59
Lawrence K-8	83
New Lincoln K-8	76
Pierce K-8	59
Runkle K-8	29
<b>K-8 Average</b>	<b>59</b>
<b>High Schools</b>	
Brookline HS	75
Baldwin Alternative School	36
<b>High School Average</b>	<b>55</b>

**Exhibit 5-4  
Public Schools of Brookline  
Suitability Scores – By Site (continued)**

Site Name	Suitability Score
<b>Ancillary Sites</b>	
Lynch Recreation Center	32
Old Lincoln School - Admin	N/A
<b>Ancillary Average</b>	<b>32</b>

Source: MGT of America, Inc., 2008.

### 5.3 Technology Readiness

The BASYS<sup>®</sup> technology readiness score measures the capability of the existing infrastructure to support information technology and associated equipment. The score can be interpreted as follows:

<b>90+</b>	<b>Good:</b> The facility has the infrastructure to support information technology.
<b>75-89</b>	<b>Fair:</b> The facility is lacking in some infrastructure.
<b>50-74</b>	<b>Poor:</b> The facility is lacking significant infrastructure to support information technology.
<b>Below 50</b>	<b>Unsatisfactory:</b> The facility has little or no infrastructure to support information technology.

*Exhibit 5-5* presents the range of technology scores and the average technology scores by facility type. Technology readiness scores vary from 48 to 95, with the averages in the “Poor” to “Fair” categories.



**Exhibit 5-5  
Public Schools of Brookline  
Technology Score Ranges**

Site Type	Technology Readiness Score Range		Average Technology Score
	Low	High	
K-8 Schools	50	88	72
High Schools	48	95	71
Ancillary Sites	76	76	76

Source: MGT of America, Inc., 2008.

*Exhibit 5-6* presents the technology readiness scores by school site. As with the educational suitability score, each school site receives only one technology readiness score.

**Exhibit 5-6  
Public Schools of Brookline  
Technology Scores – By Site**

Site Name	Technology Score
<b>K-8 Schools</b>	
Baker K-8	87
Devotion K-8	50
Driscoll K-8	68
Heath K-8	88
Lawrence K-8	75
New Lincoln K-8	68
Pierce K-8	69
Runkle K-8	75
<b>K-8 Average</b>	<b>72</b>
<b>High Schools</b>	
Brookline HS	95
Baldwin Alternative School	48
<b>High School Average</b>	<b>71</b>

**Exhibit 5-6  
Public Schools of Brookline  
Technology Scores – By Site (continued)**

Site Name	Technology Score
<b>Ancillary Sites</b>	
Lynch Recreation Center	76
Old Lincoln School - Admin	N/A
<b>Ancillary Average</b>	<b>76</b>

Source: MGT of America, Inc., 2008.

## 5.4 Site Condition Assessment

The BASYS® site condition assessment score is a measure of the amount of capital needs or deferred maintenance at the site, which includes the driveways and walkways, the parking lots, the playfields, the utilities, and fencing. The scores can be interpreted as follows:

<b>90+</b>	<b>New or Like New:</b> The site and/or a majority of its systems are in good condition, less than one year old, and only require preventative maintenance.
<b>75-89</b>	<b>Good:</b> The site and/or a majority of its systems are in good condition and only require routine maintenance.
<b>60-74</b>	<b>Fair:</b> The site and/or some of its systems are in fair condition and require minor repair.
<b>50-59</b>	<b>Poor:</b> The site and/or a significant number of its systems are in poor condition and require major repair or renovation.
<b>Below 50</b>	<b>Unsatisfactory:</b> The site and/or a majority of its systems should be considered for replacement.

The site assessment scores are weighted similarly to the building condition scores and can, therefore, be used to determine the capital needs of the site. *Exhibit 5-7* presents the range of site assessment scores and the average site assessment scores by facility type. The site assessment averages ranged from “Fair” to “Good”.

**Exhibit 5-7  
Public Schools of Brookline  
Site Assessment Score Ranges**

Site Type	Site Assessment Score Range		Average Site Score
	Low	High	
K-8 Schools	44	90	69
High Schools	55	62	59
Ancillary Sites	45	45	45

Source: MGT of America, Inc., 2008

*Exhibit 5-8* presents the site assessment scores by school site. As with the educational suitability scores, each site receives one site condition score.

**Exhibit 5-8  
Public Schools of Brookline  
Site Scores – By Site**

Site Name	Site Score
<b>K-8 Schools</b>	
Baker K-8	68
Devotion K-8	63
Driscoll K-8	65
Heath K-8	68
Lawrence K-8	90
New Lincoln K-8	69
Pierce K-8	44
Runkle K-8	81
<b>K-8 Average</b>	<b>69</b>
<b>High Schools</b>	
Brookline HS	62
Baldwin Alternative School	55
<b>High School Average</b>	<b>59</b>

**Exhibit 5-8  
Public Schools of Brookline  
Site Scores – By Site (continued)**

Site Name	Technology Score
<b>Ancillary Sites</b>	
Lynch Recreation Center	N/A
Old Lincoln School - Admin	45
<b>Ancillary Average</b>	<b>45</b>

Source: MGT of America, Inc., 2008.

## 5.5 Combined Scores

The building condition, educational suitability, technology readiness, and site assessment scores are combined into one score for each school to assist in the task of prioritizing projects. Since the building condition score is a measure of the maintenance needs (e.g. leaky roofs, etc.) and the educational suitability score is a measure of how well the building design and configuration supports the educational program, it is possible to have a high score for one assessment and a low score for the other assessment. It is the combined score that attempts to give a comprehensive picture of the conditions that exist at each school and how each school compares relative to the other schools in the district. The combined score is also one of the criteria used to formulate priorities and recommendations in Section 6.0 of this report.

To create the combined score, the four scores are weighted, based on which deficiencies the district wants to emphasize and the relative impact on capital costs. For the Public Schools of Brookline, the condition score was weighted 40 percent, the educational suitability score was weighted 40 percent, the technology readiness score was weighted 10 percent, and the site assessment score was weighted 10 percent. *Exhibit 5-9* presents all the scores for each facility and the resulting combined score using this weighting formula.

**Exhibit 5-9  
Public Schools of Brookline  
Combined Scores – By Site**

Site Name	Condition Score	Suitability Score	Technology Score	Site Score	Combined Score
<b>K-8 Schools</b>					
Baker K-8	81	61	87	68	73
Devotion K-8	60	51	50	63	56
Driscoll K-8	70	54	68	65	62
Heath K-8	80	59	88	68	71
Lawrence K-8	89	83	75	90	85
New Lincoln K-8	79	76	68	69	75
Pierce K-8	70	59	69	44	62
Runkle K-8	78	29	75	81	59
<b>K-8 Schools Average</b>	<b>76</b>	<b>59</b>	<b>72</b>	<b>69</b>	<b>68</b>
<b>High Schools</b>					
Brookline HS	82	75	95	62	79
Baldwin Alternative School	65	36	48	55	50
<b>High School Average</b>	<b>73</b>	<b>55</b>	<b>71</b>	<b>59</b>	<b>65</b>
<b>Ancillary Sites</b>					
Lynch Recreation Center	83	32	76	N/A	N/A
Old Lincoln School - Admin	58	N/A	N/A	45	N/A
<b>Ancillary Site Average</b>	<b>71</b>	<b>32</b>	<b>76</b>	<b>45</b>	<b>N/A</b>

Source: MGT of America, Inc., 2008

The above exhibit provides the data to prioritize needs based on the overall condition of the facility. The next step in the development of facility recommendations is to develop budget estimates to address the deficiencies identified.

## Section 6.0: Conclusions and Recommendations

### 6.1 Process, Prioritization, and Needs Summary

The process of prioritization involved the development of a needs summary based on the data obtained, the development of a “combined score” for each facility, and a review of the current and future utilization. To create the combined score, the four facility assessment scores are weighted, based on the deficiencies the district wants to emphasize, and the relative impact on capital costs. For the Public Schools of Brookline (“PSB”), the physical condition and educational suitability scores were weighted 40 percent each; and the technology readiness and site assessment scores were weighted 10 percent each. It is the combined score which gives a comprehensive picture of the conditions that exist at each school and how each school compares relative to the other schools in the district. The weightings used for this plan were determined based on input received both internally and externally and discussed with the Facility Committee. See *Exhibit 5-9* in the previous section for the combined scores.

*Exhibit 6-1* presents the utilization of the Brookline schools on an annual basis for the ten-year period of the master plan. The yellow cells indicate utilization rates in the 91 to 99 percent range, and the orange cells indicate utilization rates of 100 percent or greater. Utilization rates in the 85 to 90 percent range would be optimal and indicate both efficiency of use and allowance for fluctuations in enrollments. As the exhibit indicates, PSB will experience a need for additional capacity at many of its K-8 schools beginning as early as next year and increasing throughout the planning period.

**Exhibit 6-1  
Public Schools of Brookline  
Projected School Utilization Rates  
2009 - 2018**

Schools	Capacity	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Baker K-8	679	99%	100%	101%	102%	103%	104%	105%	105%	106%	107%
Devotion K-8	752	91%	91%	91%	92%	93%	93%	94%	95%	95%	95%
Driscoll K-8	470	86%	87%	88%	90%	91%	92%	94%	95%	96%	97%
Heath K-8	420	95%	96%	98%	99%	100%	101%	101%	103%	104%	105%
Lawrence K-8	572	96%	97%	98%	99%	100%	100%	101%	103%	104%	105%
Lincoln K-8	437	106%	107%	109%	110%	112%	113%	114%	115%	115%	117%
Pierce K-8	634	99%	100%	102%	103%	105%	106%	107%	108%	110%	111%
Runkle K-8	495	96%	98%	100%	102%	104%	106%	108%	110%	112%	113%
Brookline HS	2,438	73%	73%	73%	73%	73%	74%	75%	76%	77%	78%

Source: MGT of America, Inc., 2009.

Legend
Utilization rates in the 91 to 99 percent range.
Utilization rates of 100 percent or greater.

*Exhibit 6-2* combines the utilization data, the combined score data, and site size/configuration data to determine which schools need additional capacity, which schools have a need for capital improvements based on assessment data, and which sites are either large enough or configured to allow an additional building “footprint”. The green cells indicate the schools/sites with the greater need and the greater ability to accommodate more capacity.

**Exhibit 6-2  
Public Schools of Brookline  
Facility Data**

School	Capacity	2008-09 Current Enrollment	2018-19 Projected Enrollment	2008-09 Current Utilization	2018-19 Projected Utilization	Site Acreage/ Configuration	Combined Score
Baker K-8	679	672	725	99%	107%	11/Good	73%
Devotion K-8	752	689	718	92%	95%	7/Good	56%
Driscoll K-8	470	403	455	86%	97%	4/Poor	62%
Heath K-8	420	402	439	96%	105%	7/Good	71%
Lawrence K-8	572	557	600	97%	105%	6/Poor	85%
Lincoln K-8	437	469	510	107%	117%	4/Poor	75%
Pierce K-8	634	630	703	99%	111%	5/Good	62%
Runkle K-8	495	468	561	95%	113%	3/Good	59%
Brookline HS	2,438	1,772	1,898	73%	78%	13/Good	79%

Source: MGT of America, Inc., 2009.

Legend
Schools/sites with the greater need and the greater ability to accommodate more capacity.

As the data shows some of the K-8 schools have a need for additional capacity, some have a need for renovations and improvements, and some have a need for both. Those schools with both types of needs would become higher priorities.



The high school is generally in good condition and has sufficient capacity for the master plan period. The high school's 73% utilization rate in 2008-09 might indicate some excess space which could be used to offset the space needs at the K-8's. However, this is not the case due to the following reasons:

- ◆ The 73% utilization rate is a result of small class sizes as opposed to empty class rooms.
- ◆ Moving PK, 8<sup>th</sup> grade, or specialized middle school programs to the high school would be counter to the success of the current PK-8 configuration.

The planning team's analysis of the data led to identifying the following priorities, as shown in *Exhibit 6-3*.

**Exhibit 6-3**  
**Public Schools of Brookline**  
**Building Priorities**

School	Increase Capacity	Renovations and Improvements
Lincoln K-8	X	
Runkle K-8	X	X
Pierce K-8	X	X
Devotion K-8		X
Driscoll K-8		X
Baker K-8	X	X
Heath K-8	X	X
Lawrence K-8		
Brookline HS		

Source: MGT of America, Inc., 2009.

In addition;

- ◆ Schools with capacity needs and renovation needs would become higher priorities.
- ◆ All PK classes would be relocated to the respective neighborhood schools.
- ◆ The alternative program should be relocated to the Lynch Center.

## 6.2 Development of Alternative Solutions

Facility issues can be resolved using both short and long term solutions and/or measures. The following is a discussion of some of the short- and long-term measures available to the district to handle the identified facility issues.

### IMMEDIATE- OR SHORTER-TERM MEASURES

#### Redistricting and Buffer Zones:

The issues of over or under utilized schools can sometimes be addressed by changing the attendance boundaries of the involved schools or by using buffer zones. Attendance boundary changes are widely used by school districts to balance school enrollments and avoid capital construction. These changes can be disruptive to students and their families and should be accomplished in a structured and transparent manner. Buffer zones are currently used by PSB. The students who live in the zones will be assigned to a school as determined by the superintendent based on available capacity. The use of buffer zones can create a degree of uncertainty but is an effective tool for balancing utilization.

#### Portables

Portables can be used to increase the capacity of a school but an over dependence on them will put a strain on the common facilities such as the library, cafeteria, and gymnasium. Portables also tend to isolate teachers and students and inhibit teaming.

#### Pupil/Teacher Ratios

The capacity of a school can be increased by increasing the number of students in each classroom or the pupil/teacher ratio. While substantial increases in class sizes would seem to affect the educational process negatively, many factors must be taken into consideration before reaching this conclusion.

### LONGER-TERM MEASURES

#### Use of Old Lincoln School

The old Lincoln School has been successfully used as swing space while other school district facilities have been renovated. Another option to increase the capacity of the district would be to

use old Lincoln as another permanent school. The building and site would require significant renovation and the site is constricted.

#### **Increase Capacity of Selected K-8's**

The capacity of selected K-8's can be increased by adding permanent classrooms. The site(s) must have the space to accommodate the additions and the process would take at least two years for planning and construction.

#### **New K-8**

A new K-8 could be added to the district's inventory of schools. Finding a suitable site for the school would be a significant challenge.

#### **New Middle School**

A new middle school could be created which would house all 6th, 7th, and 8th graders. This would ease the pressure on the existing K-8's by making them K-5's. This solution also faces a challenge in finding a suitable site.

While these may not represent all possible measures for dealing with the district's capacity issues, they do represent the most plausible approaches and can become the basis for developing possible alternative solutions. The following discussion examines the pros and cons of the alternative solutions or scenarios considered by the planning team as the most reasonable and appropriate for the district.

## SCENARIO I – MIDDLE SCHOOL OPTION

The creation of a district-wide middle school for grades 6, 7, and 8 would ease the pressure on the existing K-8's and allow for PK classes at each K-5 school. The middle school could be located at an existing facility or at a new site.

### PROS

- ◆ Utilizes a widely used and accepted grade configuration and middle school concept.
- ◆ Students having to change schools would be going to a new or renovated facility.
- ◆ Creates space at existing elementary schools to accommodate additional programs including pre-school.

### CONS

- ◆ Requires district to undergo major grade configuration change.
- ◆ Utilizes grade configuration not favored by stakeholders in district.
- ◆ Requires students to change schools, creating an additional transition at the 5<sup>th</sup> grade.
- ◆ Site of sufficient size for a new facility is not readily available. The old Lincoln site is tight and would require students to cross highway 9 to access the play field. The old Lincoln building would probably have to be demolished and rebuilt. The Baldwin site is also small, 3 acres, and would require the use of adjacent park land for play fields.
- ◆ Using an existing facility for the middle school would require the construction of a new K-5 at a new site.
- ◆ A middle school would add administrative, maintenance and operational costs to the district budget.

## SCENARIO II – NEW K-8 SCHOOL

The creation of a new K-8 school would reduce the need for space at all the existing K-8's and allow for PK classes at all the K-8's.

PROS
<ul style="list-style-type: none"><li>◆ Utilizes the same grade configuration currently used in the district.</li><li>◆ Would probably eliminate the need for use of buffer zones.</li><li>◆ Creates space at existing K-8's for additional programs including pre-school.</li><li>◆ Resolves capacity issues with one project.</li><li>◆ Results in best utilization rates for the whole district.</li></ul>
CONS
<ul style="list-style-type: none"><li>◆ A site of sufficient size is not readily available. The old Lincoln site is tight and would require students to cross highway 9 to access the play field. The old Lincoln building would probably have to be demolished and rebuilt. The Baldwin site is also small, 3 acres, and would require the use of adjacent park land for play fields.</li><li>◆ A new K-8 school would add administrative, maintenance and operational costs to the district budget.</li><li>◆ Requires significant attendance boundary changes.</li></ul>

### SCENARIO III – EXISTING K-8s

The existing K-8 schools would be maintained. Renovations and additions would be undertaken where needed. All PK classes would be located at the K-8s

PROS
<ul style="list-style-type: none"><li>◆ District maintains existing facilities/sites and grade configurations.</li><li>◆ Minimal operating expense increase.</li><li>◆ Creates space at existing K-8's for additional programs including pre-school.</li><li>◆ Continues to use old Lincoln for swing space during construction.</li></ul>
CONS
<ul style="list-style-type: none"><li>◆ Requires multiple projects to meet capacity needs. (Several schools would require additions.)</li><li>◆ Would require some attendance boundary changes and perhaps the continuation of the use of buffer zones.</li></ul>

## 6.3 Proposed Project Schedules and Budgets

For the purposes of comparing alternative scenarios in further detail, the planning team has developed possible schedules and budgets for *Scenarios II* and *III*, which appear to be the best two options.

### SCENARIO II

*Exhibit 6-4* is the proposed timeline for *Scenario II – New K-8 School*. The new school would be a priority so that the overutilization issues could be resolved. Runkle K-8 and Devotion K-8 would become priorities for renovations. Pierce K-8, Driscoll K-8, Baker K-8, and Heath K-8 will receive renovations in the later phase of the plan. The proposed timeline shows the following projects:

- ◆ **September 2009** - Temporarily increase the capacity of Lincoln by 40 students by adding two portables. While the site does present some challenges to adding portables, the planning team prefers adding portables on a temporary basis as opposed to increasing the student: teacher ratios. This temporary increase in capacity would continue until the 2013-14 school year when the new K-8 is completed and the district can be rezoned to balance the enrollments at all the schools.
- ◆ **February 2009** - Continue planning for renovation project at Runkle K-8. The Runkle students will be housed at old Lincoln during the renovation. (Note, old Lincoln will be used as swing space for each renovation in this Scenario.)
- ◆ **September 2010** - Begin planning for new K-8 school. The projected is slated to be finished in time for the 2013-14 school year.
- ◆ **March 2012** – Begin planning for renovation of Devotion K-8.
- ◆ **September 2013** - Accomplish realignment of attendance zones to balance enrollments at all schools.
- ◆ **March 2013** – Begin planning for sequential renovations of Pierce K-8, Driscoll K-8, Baker K-8, and Heath K-8.
- ◆ **September 2016** – Relocate the Alternative Program from Baldwin to Lynch after all preschool programs have been migrated to the K-8 sites. Continue to use Baldwin as a Early Childhood administrative site and for district staff day-care.

**Exhibit 6-4  
Public Schools of Brookline  
Scenario II Timeline**

Facility	Scope	September																			
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018										
Lincoln K-8	Incr. Capacity, Temporary	█	█	█																	
Runkle K-8	Renovate - Add 1 PK	█	█																		
New K-8			█	█	█	█	█														
	Redistrict							█													
Devotion K-8	Renovate - Add 2 PK					█	█	█													
Pierce K-8	Renovate - Add 1 PK							█	█	█											
Driscoll K-8	Renovate								█	█	█										
	Relocate Alt Program from Baldwin to Lynch												█								
Baker K-8	Renovate - Add 2 PK												█	█	█						
Heath K-8	Renovate - Add 2 PK																		█	█	█

Source: MGT of America, Inc., 2009.

*Exhibit 6-5* presents the resulting utilization rates on a year-by-year basis for the district as a result of *Scenario II*. As the exhibit shows, the resulting district-wide utilization rate in the tenth year of the plan (2018-19) is 93 percent. While this rate is less than 100 percent and acceptable, it indicates that the plan has taken a conservative approach.



**Exhibit 6-5**  
**Public Schools of Brookline**  
**Scenario II – Resulting Utilization District-wide**

	Current	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MGT Estimate K-8 Enrollment	4,290	4,278	4,326	4,372	4,423	4,478	4,517	4,556	4,606	4,647	4,693
Capacity K-8	4,459	4,499	4,499	4,459	4,459	5,059	5,059	5,059	5,059	5,059	5,059
Utilization	96%	95%	96%	98%	99%	89%	89%	90%	91%	92%	93%

Source: MGT of America, Inc., 2009.

*Exhibit 6-6* presents the budget formula and square foot costs used to prepare budgets for each scenario. The square foot costs and formula factors were established by studying past construction costs in the district and in consultation with district staff. Costs shown in the proposed budgets for each scenario were adjusted annually based on a five percent inflation rate.

**Exhibit 6-6  
Public Schools of Brookline  
Budget Formula**

**Budget Estimate Formula - All Schools**

Project Type	Formula	Cost per GSF for new const.	FF&E @ 10%	Contingency @ 5%	A&E, permit, testing, etc. @10%	Replacement Cost per GSF	Renovation factor @ 10%	Renovation Cost per GSF
Building Condition Deficiencies K-8	Bldg. construction cost based on average replacement cost	\$240.00	\$24.00	\$13.20	\$27.72	\$304.92	\$30.49	\$335.41
Educational Suitability Deficiencies	35%** of Building Cost	\$84.00	\$8.40	\$4.62	\$9.70	N/A	\$10.67	\$117.39
Technology Readiness Deficiencies	30%** of Electrical system costs	\$4.64	N/A	\$0.23	\$0.49	N/A	\$0.54	\$5.90
Grounds Condition Deficiencies	Site development cost per building square foot as established by MGT historical data (15% Bldg Cost)	\$36.00	N/A	\$1.80	\$3.78	\$41.58	\$4.16	\$45.74
Building Condition Deficiencies HS & Other	Bldg. construction cost based on average replacement cost	\$260.00	\$26.00	\$14.30	\$30.03	\$330.33	\$33.03	\$363.36
Educational Suitability Deficiencies	35%** of Building Cost	\$91.00	\$9.10	\$5.01	\$10.51	N/A	\$11.56	\$127.18
Technology Readiness Deficiencies	30%** of Electrical system costs	\$5.03	N/A	\$0.25	\$0.53	N/A	\$0.58	\$6.39
Grounds Condition Deficiencies	Site development cost per building square foot as established by MGT historical data (15% Bldg Cost)	\$39.00	N/A	\$1.95	\$4.10	\$45.05	\$4.50	\$49.55

Source: MGT of America, Inc., 2009.

*Exhibit 6-7* is the proposed budget for *Scenario II*. The budget identifies the dollars targeted for renovations and for additions by school. The budget dollars are in today's dollars. The "Total" dollars are inflated 5% annually for the year of the project as shown in the timeline *Exhibit 6-8*.

**Exhibit 6-7  
Public Schools of Brookline  
Scenario II Budget**

School Name	Budget			
	NEW SCHOOL	RENOVATE	ADDITION FOR CAPACITY	TOTAL 5% inflation annually
Baker K-8		\$8,571,000	\$1,741,000	\$14,510,020
Devotion K-8		\$23,338,000	\$1,741,000	\$29,032,077
Driscoll K-8		\$12,080,000		\$15,417,481
Heath K-8		\$5,856,000	\$1,741,000	\$11,224,229
Lawrence K-8				
New Lincoln K-8			\$300,000	\$300,000
Pierce K-8		\$27,142,000	\$870,000	\$34,048,761
Runkle K-8		\$8,759,000	\$870,000	\$9,629,000
New K-8	\$29,675,000			\$31,158,750
<b>Total/Average</b>	<b>\$29,675,000</b>	<b>\$85,746,000</b>	<b>\$7,263,000</b>	<b>\$145,320,318</b>

**Comments:**

Highlighted Schools receive additional \$ for pre-school additions  
 New Lincoln Addition budget is based on adding two portables  
 Budgets are in today's dollars with "Total" inflated 5% annually  
 Source: MGT of America, 2009.

**SCENARIO III**

*Exhibit 6-8* is a timeline for *Scenario III – Existing K-8's*. Based on the enrollment projections, Lincoln K-8, Runkle K-8, and Pierce K-8 would be the priority sites for adding capacity. Based on the facility assessments, Runkle, Pierce, and Devotion would be priority site for renovations. Driscoll K-8, Baker K-8, and Heath K-8 will receive renovations in the later phase of the plan. The proposed timeline shows the following projects:

- ◆ **September 2009** - Temporarily increase the capacity of Lincoln by 40 students by adding two portables. While the site does present some challenges to adding portables, the planning team prefers adding portables on a temporary basis as opposed to increasing the student: teacher ratios. This temporary increase in capacity would continue until the 2011-12 school year when Runkle's capacity is increased and students can be migrated to Runkle.
- ◆ **February 2009** - Continue planning for addition and renovation project at Runkle K-8. The project will be completed in two years and will increase Runkle's capacity to approximately 700 students which will allow for Runkle's projected growth and the migration of 90 students from Lincoln to Runkle. As a result, Runkle K-8 will have a utilization of 92 percent in the tenth year of the master plan, 2018-19. The project would add one PK class. The Runkle students will be housed at old Lincoln during the renovation. (Note, old Lincoln will be used as swing space for each renovation in this Scenario.)
- ◆ **September 2010** – Temporarily increase the capacity at Heath K-8 in order to provide more flexibility with the buffer zone and to address class size issues.
- ◆ **September 2011** - Begin planning for addition and renovation project at Pierce K-8. The project will be completed in two years and increase Pierce's capacity to 800 resulting in a utilization of 94 percent in 2018-19. 50 students will be migrated to Pierce from Lawrence in 2013-14.
- ◆ **September 2013** - Begin planning for renovation of Devotion. Project will add 2 PK classes and be completed by September 2015.
- ◆ **March 2016** – Begin planning for sequenced renovations of Driscoll K-8, Baker K-8, and Heath K-8. 2 PK classes will be added to both Baker and Heath.
- ◆ **September 2016** - Relocate the Alternative Program from Baldwin to Lynch after all preschool programs have been migrated to the K-8 sites. Continue to use Baldwin as a Early childhood administrative site and for district staff day-care.

**Exhibit 6-8  
Public Schools of Brookline  
Scenario III Timeline**

Facility	Scope	September																		
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018									
Lincoln K-8	Incr. Capacity, Temporary	█	█	█																
Runkle K-8	Addn. & Renovate - Add 1 PK	█	█	█	█															
	Redistrict 90 Students from Lincoln to Runkle					█														
Pierce K-8	Addn. & Renovate - Add 1 PK				█	█	█	█												
	Redistrict 50 students from Lawrence to Pierce								█											
Devotion K-8	Renovate - Add 2 PK							█	█	█										
Driscoll K-8	Renovate									█	█	█								
	Relocate Alt Program from Baldwin to Lynch													█						
Baker K-8	Addn. & Renovate - Add 2 PK													█	█	█				
Heath K-8	Increase Capacity, Temporary Addn. & Renovate - Add 2 PK		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█

Source: MGT of America, Inc., 2009.

*Exhibit 6-9* presents the resulting utilization rates on a year by year basis for each K-8 school as a result of *Scenario III*. As the exhibit shows, the resulting utilization rates in the tenth year of the plan, 2018-19, range from 92 percent to 97 percent. While these rates are less than 100 percent and acceptable, they indicate that the plan has taken a conservative approach.

**Exhibit 6-9**  
**Public Schools of Brookline**  
**Scenario III – Resulting Utilization by School**

School	Utiliz.	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Baker K-8	99%	99%	100%	101%	102%	103%	104%	105%	Students to Old Lincoln	96%	97%
Devotion K-8	92%	91%	91%	91%	92%	Students to Old Lincoln	93%	94%	95%	95%	95%
Driscoll K-8	86%	86%	87%	88%	90%	91%	Students to Old Lincoln	94%	95%	96%	97%
Heath K-8	96%	95%	96%	98%	99%	100%	101%	101%	103%	Students to Old Lincoln	95%
Lawrence K-8	97%	96%	97%	98%	99%	91%	92%	93%	94%	95%	96%
Lincoln K-8	107%	97%	98%	89%	89%	91%	92%	93%	94%	95%	96%
Pierce K-8	99%	99%	100%	Students to Old Lincoln	82%	89%	90%	91%	92%	93%	94%
Runkle K-8	95%	Students to Old Lincoln	Students to Old Lincoln	83%	84%	86%	87%	88%	90%	91%	92%

Source: MGT of America, Inc., 2009.

*Exhibit 6-10* is the proposed budget for *Scenario III*. The budget identifies the dollars targeted for renovations and for additions by school. The budget dollars are in today’s dollars. The “Total” dollars are inflated 5% annually for the year of the project as shown in the timeline *Exhibit 6-10*.

**Exhibit 6-10  
Public Schools of Brookline  
Scenario III Budget**

School Name	Budget			
	NEW SCHOOL	RENOVATE	ADDITION FOR CAPACITY	TOTAL 5% inflation annually
Baker K-8		\$8,571,000	\$5,625,000	\$19,975,198
Devotion K-8		\$23,338,000	\$1,741,000	\$30,483,681
Driscoll K-8		\$12,080,000		\$15,417,481
Heath K-8		\$5,856,000	\$4,217,000	\$14,754,172
Lawrence K-8				
New Lincoln K-8			\$300,000	\$300,000
Pierce K-8		\$27,142,000	\$9,923,000	\$40,864,163
Runkle K-8		\$8,759,000	\$14,526,000	\$23,285,000
<b>Total/Average</b>		<b>\$85,746,000</b>	<b>\$36,332,000</b>	<b>\$145,079,695</b>

**Comments:**

Highlighted Schools receive additional \$ for Pre-School Additions  
 New Lincoln Addition budget is based on adding two portables  
 Budgets are in today's dollars with "Total" inflated 5% annually  
 Source: MGT of America, Inc., 2009.

## 6.4 Master Plan Recommendation

The planning team recommends the adoption of Scenario III for the master plan. Scenario III constructs additions to existing schools to resolve the capacity issues, and renovates most of the existing schools to resolve facility condition issues and locates all PK programs at their respective neighborhood schools. Listed below are the key components of the master plan.

### FIRST PRIORITY IMPROVEMENTS

#### Additions and renovations at Runkle K-8.

This will provide much needed capacity in the central core of the district, will begin the process of providing pre-kindergarten space at each K-8 school, and provide upgraded space that meets technology and program needs.

### **Additions and renovations at Pierce K-8.**

This continues to address the need for capacity in the central core of the district, pre-kindergarten space at each K-8 school, and upgraded space that meets technology and program needs.

### **Renovations at Devotion K-8.**

This addresses the condition and suitability needs identified at Devotion, provides updated pre-kindergarten space at a third K-8 school, and upgraded space that meets technology and program needs.

At the conclusion of these first phase improvements, the most pressing capacity and suitability issues will have been addressed. Without completing these improvements the district would be forced to utilize additional portables, require larger class sizes, utilize unsuitable program spaces, and/or move away from the successful K-8 program.

## **SECOND PRIORITY IMPROVEMENTS**

### **Renovation at Driscoll, renovation and additions at Baker and Heath.**

This provides needed improvements and capacity at the schools identified as second priority through the prioritization process described earlier in this report.

At the conclusion of these second priority improvements the district will have capacity to accommodate the expected enrollment growth, will provide space at each K-8 for pre-school and other specialized programs, and will provide facilities that meet standards of technology and program suitability. Without these improvements many programs will continue to be housed in unsuitable spaces, pre-school will not be a part of each school community, and overcrowded conditions will exist at some schools.

In summary, Scenario III is recommended because it:

- ◆ Resolves all the capacity issues.
- ◆ Resolves all of the facility condition issues.
- ◆ Does not require the location of a new school site.
- ◆ Is less expensive than the other scenarios.
- ◆ Will not require redrawing attendance zones for the entire district.



Exhibit 6-11 presents a summary of the detail elements and corresponding timeline for the master plan.

**Exhibit 6-11  
Public Schools of Brookline  
Master Plan Summary**

Facility	Existing Capacity	New Capacity	2018 Utilization	Scope of Work	Timeline												Budget			
					September												Renovate	Addition	Total w/Inflation	
					2009	2010	2011	2012	2013	2014	2015	2016	2017	2018						
Lincoln K-8	437	437	96%	Incr. Capacity, Temporary	█	█	█												\$300,000	\$300,000
Runkle K-8	495	708	92%	Addn. & Renovate - Add 1 PK	█	█	█											\$8,759,000	\$14,526,000	\$23,285,000
				Redistrict 90 Students from Lincoln to Runkle				█												
Pierce K-8	634	800	94%	Addn. & Renovate - Add 1 PK				█	█	█								\$27,142,000	\$9,923,000	\$40,864,163
				Redistrict 50 students from Lawrence to Pierce					█											
Devotion K-8	752	752	95%	Renovate - Add 2 PK					█	█								\$23,338,000	\$1,741,000	\$30,483,681
Driscoll K-8	470	470	97%	Renovate						█	█							\$12,080,000		\$15,417,481
				Relocate Alt Program from Baldwin to Lynch									█							
Baker K-8	679	750	97%	Addn. & Renovate - Add 2 PK									█	█	█			\$8,571,000	\$5,625,000	\$19,975,198
Heath K-8	420	460	95%	Addn. & Renovate - Add 2 PK		█	█	█	█	█	█	█	█	█	█	█	█	\$5,856,000	\$4,217,000	\$14,754,172
Lawrence K-8	572	572	96%	No projects																
Brookline HS	2438	2438	78%	No projects																
<b>Total</b>	<b>6,897</b>	<b>7,387</b>																<b>\$85,746,000</b>	<b>\$36,332,000</b>	<b>\$145,079,695</b>

Source: MGT of America, Inc., 2009.

## 6.5 Supporting Recommendations

### Recommendation 1: Update Long-Term Enrollment Projections on a Regular Basis

Long-term enrollment projections should be updated as the master plan is implemented. The future growth within the Public Schools of Brookline is an issue that deserves close scrutiny. It is possible that the district will see even more growth than the growth projected by MGT. A sound projection methodology has been provided in this report. Updates of these projections should be relatively simple and, therefore, require much less effort than was undertaken for this study. MGT recommends continuing to update the data on a yearly basis. Data gathered from these regular updates should be shared with the School Committee and community as the basis for continuation of, or changes to, the original plan.

### Recommendation 2: Develop Educational Specifications and Design Guidelines

The recommendations included in this report will require new and remodeled facilities. Design teams will require program guidance from the district. It is recommended that the district develop educational specifications and design guidelines that reflect current and future educational programs, trends in educational facility planning which promote the greatest efficiency. Educational specifications and design guidelines are the documentation required to ensure the physical design will meet the learning needs of the students.

### Recommendation 3: Review Existing Board Policy Pertaining to Buffer Zones

Board policies and administrative procedures constitute the means by which the district communicates expectations to its constituents. In addition, adopting policy and establishing related procedures provide the mechanism for:

- ◆ Establishing a distinction between policy-making and administrative roles.
- ◆ Creating guidelines within which staff, faculty, students, and the community operate.
- ◆ Providing reasonable assurances of consistency and continuity in decisions.
- ◆ Encouraging community involvement within structured guidelines.

It is recommended that the School Committee evaluate the present policy relating to Buffer Zones (J1e). A clear line of delineation should exist between a board policy and an administrative guideline.

That distinction is not present in the existing board policy. A clear delineation will permit the School Committee and the Superintendent to communicate more clearly to the public its philosophy for this matter (policy) and the procedural details that implement this policy (administrative guideline.)

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#### **Recommendation 4: Conduct Technology Audit**

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The district should gather room-by-room information about available technology for each school and use existing or develop new standards for technology to determine future needs. All stakeholder groups identified as a high priority having appropriate, current technology resources routinely available to students at all levels. However, there were reported variations in both equipment and access to technology between schools. The audit will provide accurate and current data to assist in the revision of the instructional technology plan of March 3, 2006.

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#### **Recommendation 5: Communicate the Facility Master Plan**

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The district is commended for their efforts to involve the community in important decisions relating to school matters. Brookline Public Schools is an exemplar to other school districts in America on how to engage the community in public schools. In that same vein, MGT recommends that efforts continue that will ensure that the facility needs and issues are communicated clearly and often to all stakeholders. To ensure community engagement and awareness, MGT recommends that a formal communications plan be developed. MGT will provide a sample communications plan courtesy of the St. Louis Public Schools as one example of how to communicate a critical issue to the public. Sample communication plans can also be easily found on the WEB or the district can engage professional help in developing such a plan.

Formal communications plans establish clear goals, define the audiences to be reached (both internal and external) and identify the key messages that must be communicated if the facility plan is to be successful. In a sound communications plan, responsibilities for implementation will be assigned to specific individuals, timelines for completion established, and success indicators determined to know whether strategies have been successful. Frequent reports to the school committee and community are essential elements of a successful plan. MGT recommends that the school committee continue to engage the community in the planning, implementation, and evaluation of the facility improvements. Past efforts to communicate district needs have been highly successful and serve as a model to other school districts in America.

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### **Recommendation 6: Fully Fund the Facility Master Plan**

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Every avenue to fully fund the facility master plan should be explored, even those that might be considered as non-traditional. The Commonwealth is struggling with the current economic recession and will likely not be allocating significant dollars for capital improvements. The Town of Brookline is not in a position to wait indefinitely for state matching funds if Brookline's significant capacity issues are to be addressed in a timely fashion. Close attention should be given to the federal government's economic stimulus package as a means of securing additional funding for capital improvements.

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### **Recommendation 7: Build Green**

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The district should design all major renovation projects using energy efficient and sustainable design practices. The Massachusetts Technology Collaborative (MTC) and the Massachusetts School Building Authority (MSBA) provide grants through MTC's Renewable Energy Trust to fund solar electric panels, wind turbines and other clean energy technologies. The grants are available through the Green Schools Initiative for projects approved for MSBA construction assistance.



# Public Schools of Brookline



## Facilities Master Plan

Final Report

*Appendices I - III*

Submitted: February 4, 2009

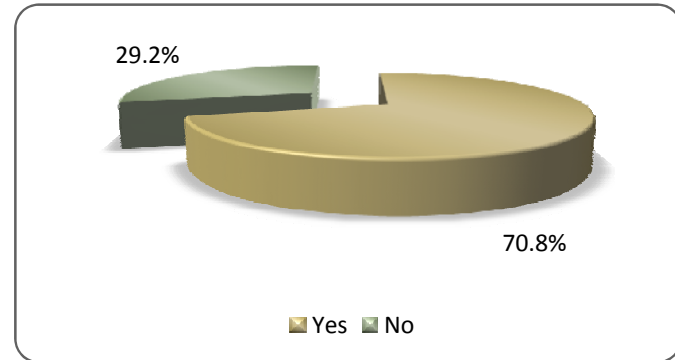
Turning Graphical Results by Question

Session Name: New Session 9-17-2008 9-28 PM

Created: 9/18/2008 8:15 AM

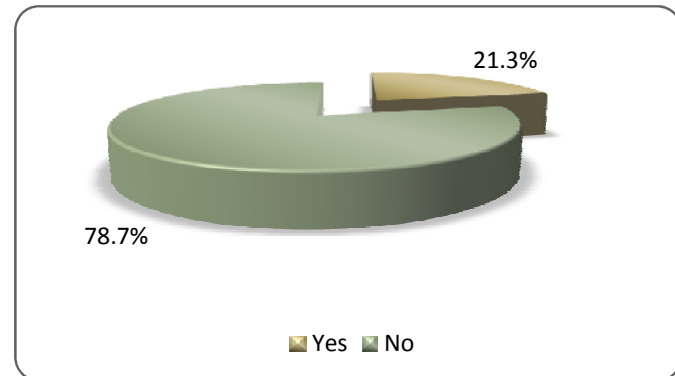
1.) Are you a parent or guardian of a student currently enrolled in the Public Schools of Brookline?

			Responses
Yes	34	70.83%	
No	14	29.17%	
<b>Totals</b>	<b>48</b>	<b>100%</b>	



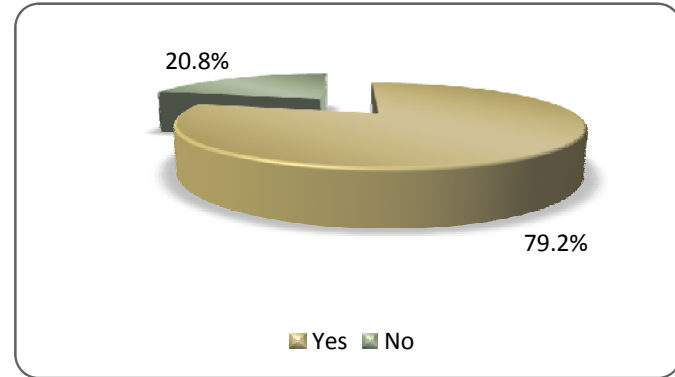
2.) Are you a staff member or employee of the Public Schools of Brookline?

			Responses
Yes	10	21.28%	
No	37	78.72%	
<b>Totals</b>	<b>47</b>	<b>100%</b>	



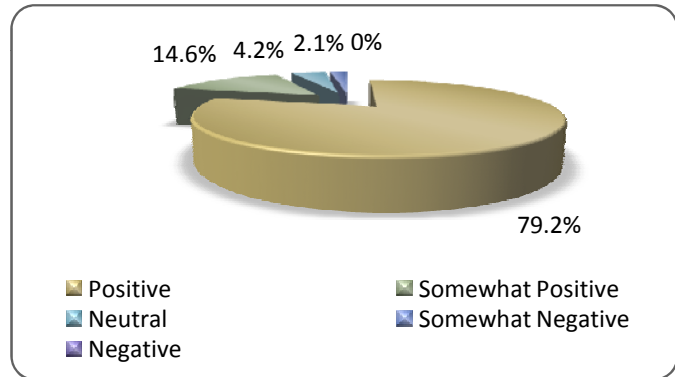
**3.) Are you a resident of the Town of Brookline?**

		<b>Responses</b>	
Yes	38	79.17%	
No	10	20.83%	
<b>Totals</b>	<b>48</b>	<b>100%</b>	



**4.) What is your perception of the quality of education students receive in the Public Schools of Brookline?**

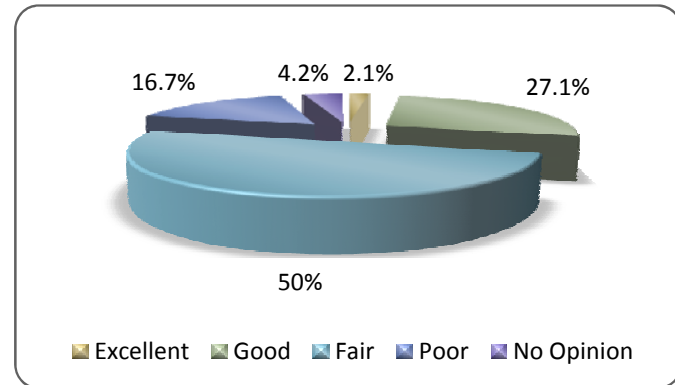
		<b>Responses</b>	
Positive	38	79.17%	
Somewhat Positive	7	14.58%	
Neutral	2	4.17%	
Somewhat Negative	1	2.08%	
Negative	0	0%	
<b>Totals</b>	<b>48</b>	<b>100%</b>	





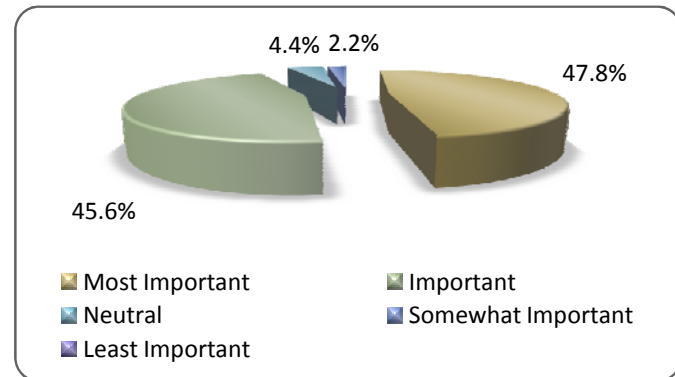
**5.) What is your perception of the physical condition of the Public Schools of Brookline?**

	Responses	
Excellent	1	2.08%
Good	13	27.08%
Fair	24	50%
Poor	8	16.67%
No Opinion	2	4.17%
<b>Totals</b>	<b>48</b>	<b>100%</b>



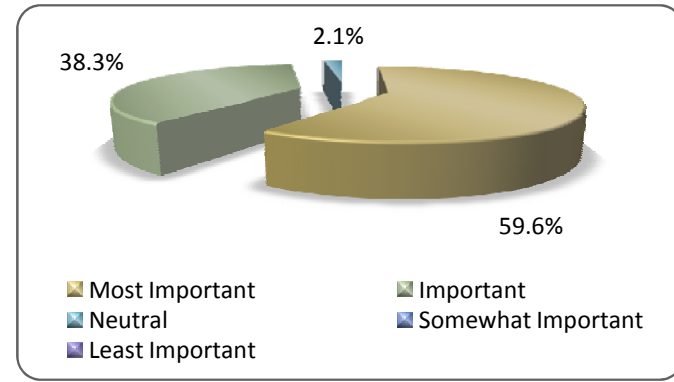
**6.) Safety?**

	Responses	
Most Important	22	47.83%
Important	21	45.65%
Neutral	2	4.35%
Somewhat Important	1	2.17%
Least Important	0	0%
<b>Totals</b>	<b>46</b>	<b>100%</b>



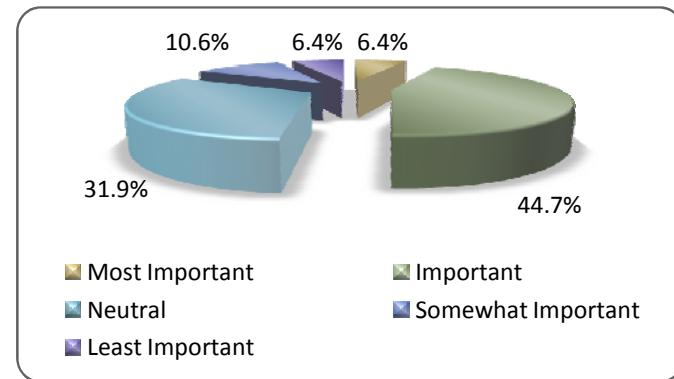
### 7.) Appropriate learning and physical spaces?

	Responses	
Most Important	28	59.57%
Important	18	38.30%
Neutral	1	2.13%
Somewhat Important	0	0%
Least Important	0	0%
<b>Totals</b>	<b>47</b>	<b>100%</b>



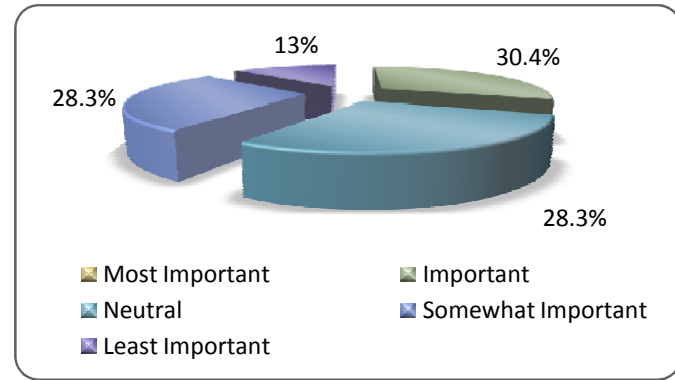
### 8.) Access and traffic patterns?

	Responses	
Most Important	3	6.38%
Important	21	44.68%
Neutral	15	31.91%
Somewhat Important	5	10.64%
Least Important	3	6.38%
<b>Totals</b>	<b>47</b>	<b>100%</b>



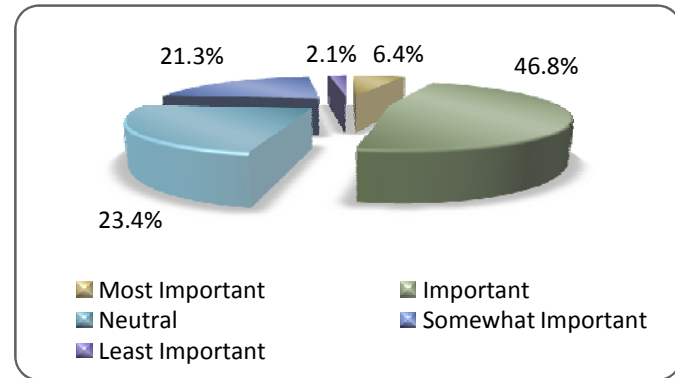
**9.) Exterior appearance (curb appeal)?**

	Responses	
Most Important	0	0%
Important	14	30.43%
Neutral	13	28.26%
Somewhat Important	13	28.26%
Least Important	6	13.04%
<b>Totals</b>	<b>46</b>	<b>100%</b>



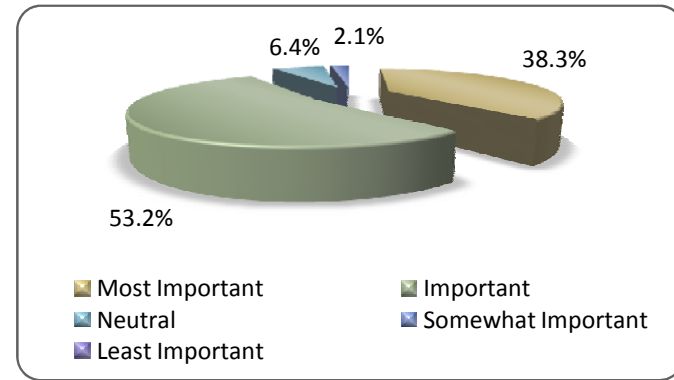
**10.) Food service facilities?**

	Responses	
Most Important	3	6.38%
Important	22	46.81%
Neutral	11	23.40%
Somewhat Important	10	21.28%
Least Important	1	2.13%
<b>Totals</b>	<b>47</b>	<b>100%</b>



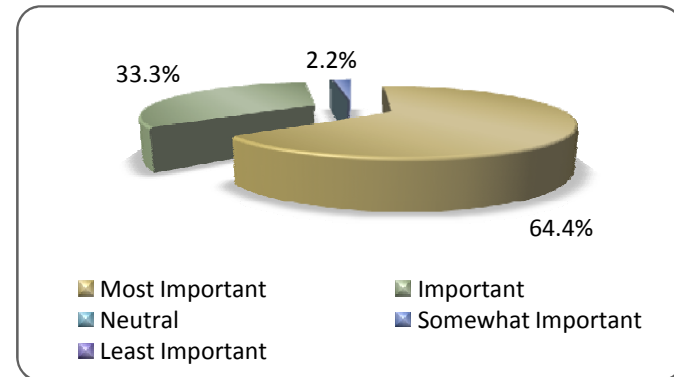
**11.) Heating, ventilation, and air conditioning systems?**

	Responses	
Most Important	18	38.30%
Important	25	53.19%
Neutral	3	6.38%
Somewhat Important	1	2.13%
Least Important	0	0%
<b>Totals</b>	<b>47</b>	<b>100%</b>



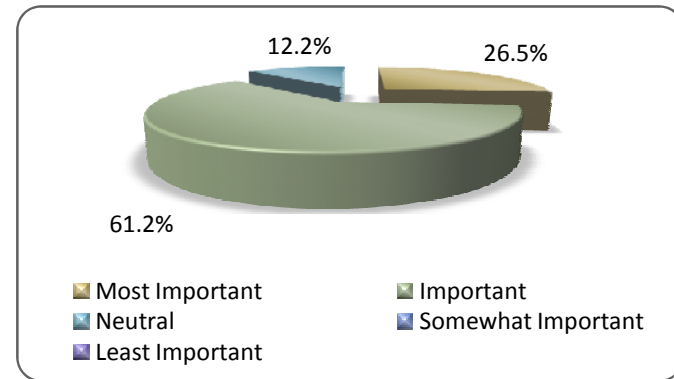
**12.) Health/environmental issues?**

	Responses	
Most Important	29	64.44%
Important	15	33.33%
Neutral	0	0%
Somewhat Important	1	2.22%
Least Important	0	0%
<b>Totals</b>	<b>45</b>	<b>100%</b>



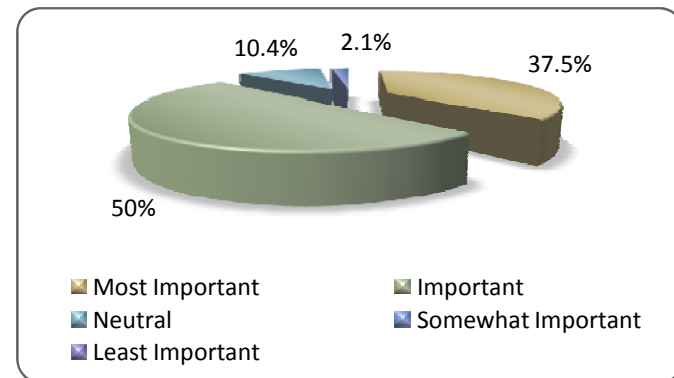
### 13.) Technology?

	Responses	
Most Important	13	26.53%
Important	30	61.22%
Neutral	6	12.24%
Somewhat Important	0	0%
Least Important	0	0%
<b>Totals</b>	<b>49</b>	<b>100%</b>



### 14.) Interior conditions?

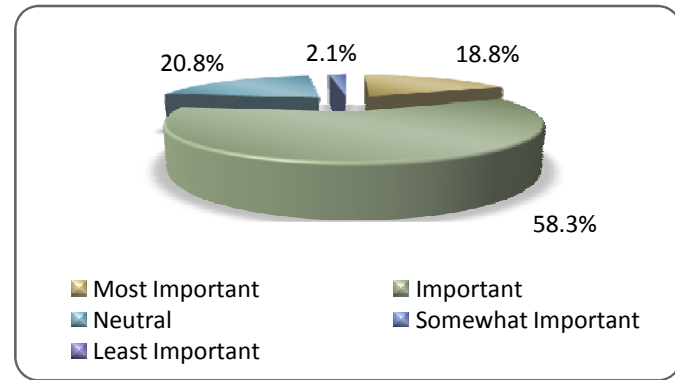
	Responses	
Most Important	18	37.50%
Important	24	50%
Neutral	5	10.42%
Somewhat Important	1	2.08%
Least Important	0	0%
<b>Totals</b>	<b>48</b>	<b>100%</b>



**15.) Playgrounds/ball fields/athletic facilities?**

**Responses**

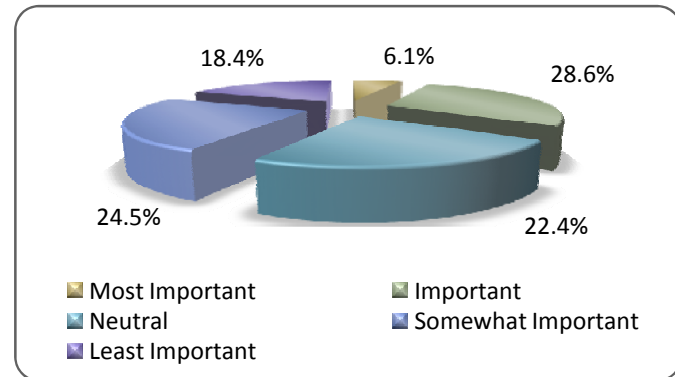
Most Important	9	18.75%
Important	28	58.33%
Neutral	10	20.83%
Somewhat Important	1	2.08%
Least Important	0	0%
<b>Totals</b>	<b>48</b>	<b>100%</b>



**16.) Historic preservation?**

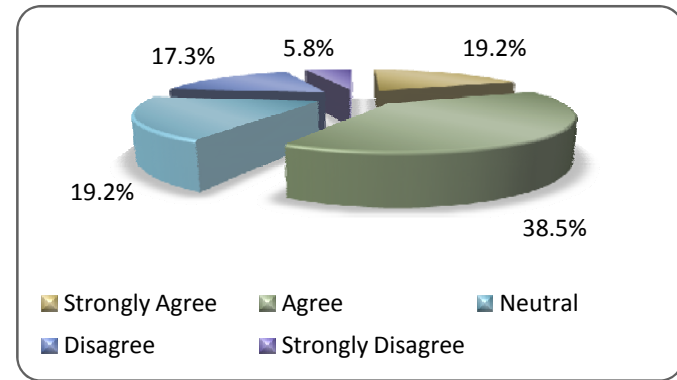
**Responses**

Most Important	3	6.12%
Important	14	28.57%
Neutral	11	22.45%
Somewhat Important	12	24.49%
Least Important	9	18.37%
<b>Totals</b>	<b>49</b>	<b>100%</b>



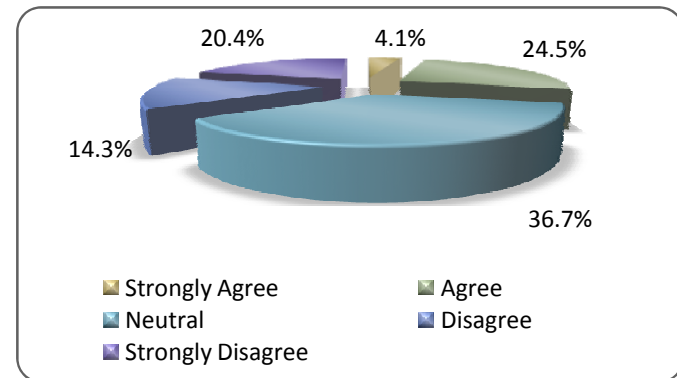
**17.) Does the Public Schools of Brookline operate the right number of school buildings?**

	Responses	
Strongly Agree	10	19.23%
Agree	20	38.46%
Neutral	10	19.23%
Disagree	9	17.31%
Strongly Disagree	3	5.77%
<b>Totals</b>	<b>52</b>	<b>100%</b>



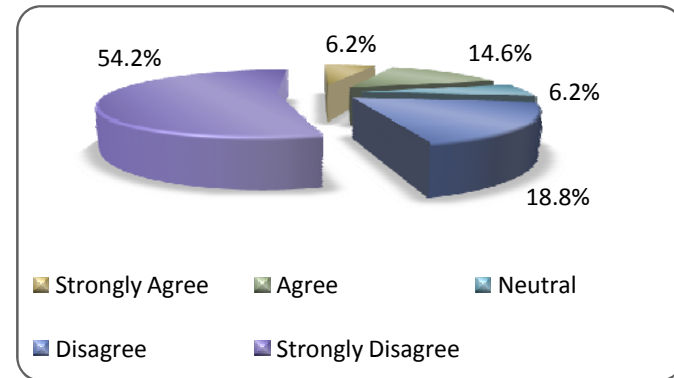
**18.) Buffer zones are presently used by the school district to balance school enrollment. Overall, would you agree that buffer zones are working well?**

	Responses	
Strongly Agree	2	4.08%
Agree	12	24.49%
Neutral	18	36.73%
Disagree	7	14.29%
Strongly Disagree	10	20.41%
<b>Totals</b>	<b>49</b>	<b>100%</b>



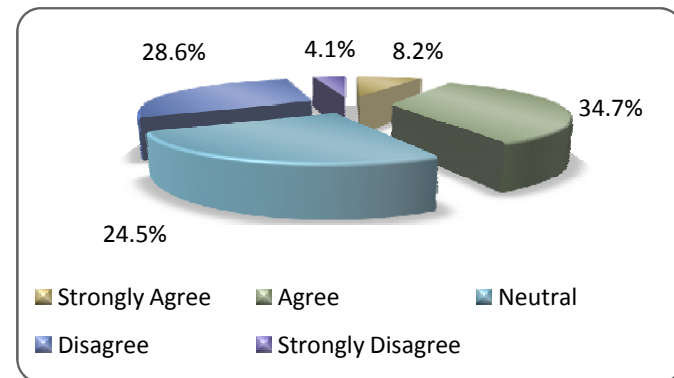
19.) Some districts use “portable” classrooms to solve short-term facility needs. Would you agree that this would be a positive solution in Brookline?

	Responses	
Strongly Agree	3	6.25%
Agree	7	14.58%
Neutral	3	6.25%
Disagree	9	18.75%
Strongly Disagree	26	54.17%
<b>Totals</b>	<b>48</b>	<b>100%</b>



20.) If the Town of Brookline proposed a tax increase that improved facilities, would THE COMMUNITY support it?

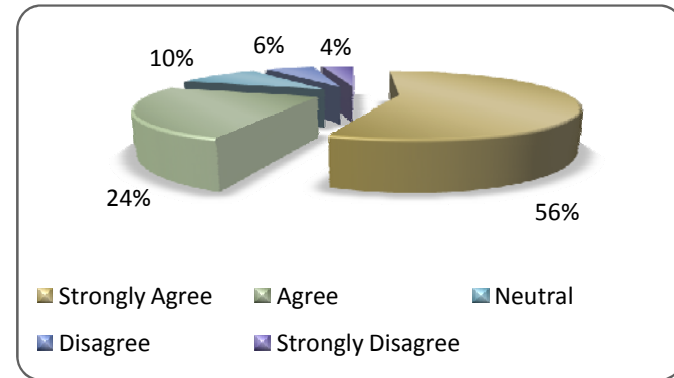
	Responses	
Strongly Agree	4	8.16%
Agree	17	34.69%
Neutral	12	24.49%
Disagree	14	28.57%
Strongly Disagree	2	4.08%
<b>Totals</b>	<b>49</b>	<b>100%</b>





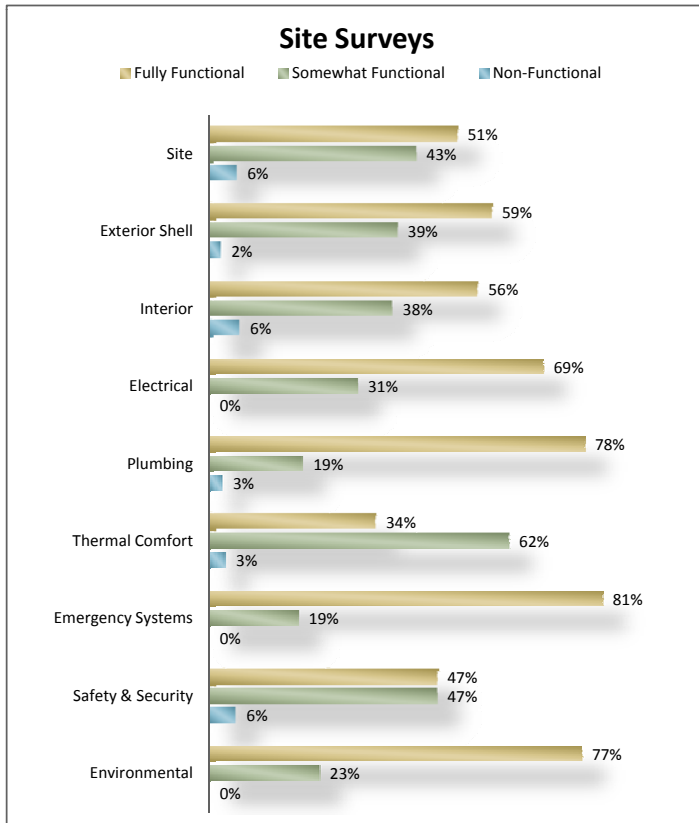
**21.) If the Town of Brookline proposed a tax increase that improved facilities, would YOU support it?**

	Responses	
Strongly Agree	28	56%
Agree	12	24%
Neutral	5	10%
Disagree	3	6%
Strongly Disagree	2	4%
<b>Totals</b>	<b>50</b>	<b>100%</b>



#s	Categories	Fully Functional	Somewhat Functional	Non-Functional	Total Answers
1	Site	18	15	2	35
2	Exterior Shell	24	16	1	41
3	Interior	44	30	5	79
4	Electrical	18	8	0	26
5	Plumbing	28	7	1	36
6	Thermal Comfort	20	36	2	58
7	Emergency Systems	22	5	0	27
8	Safety & Security	17	17	2	36
9	Environmental	27	8	0	35

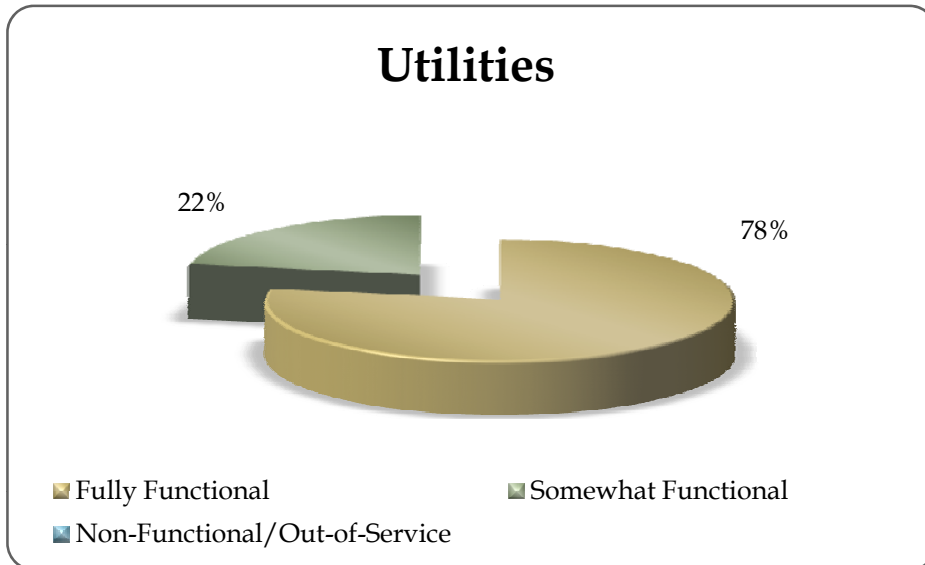
#s	Categories	Fully Functional	Somewhat Functional	Non-Functional	Total Answers
1	Site	51%	43%	6%	100%
2	Exterior Shell	59%	39%	2%	100%
3	Interior	56%	38%	6%	100%
4	Electrical	69%	31%	0%	100%
5	Plumbing	78%	19%	3%	100%
6	Thermal Comfort	34%	62%	3%	100%
7	Emergency Systems	81%	19%	0%	100%
8	Safety & Security	47%	47%	6%	100%
9	Environmental	77%	23%	0%	100%



	Questions	Fully Functional	Somewhat Functional	Non-Functional
Site	Utilities	7	2	1
	Parking	2	6	1
	Drop-off*	3	4	1
Exterior Shell	Playgrounds	6	3	
	Roofing	4	4	1
	Exterior Walls	5	4	
	Exterior Doors	8	1	
	Windows	3	6	
Interior	Fire Escape*	4	1	
	Floor Finishes	8	1	
	Wall Finishes	4	5	
	Ceilings	6	3	
	Lockers	5	3	1
	Space Adequacy	1	4	3
	Casework (Cabinets)	3	5	1
	Chalk/Marker Boards*	2	6	
	Toilet Partitions	8	1	
	Interior Doors	7	2	
Electrical	Lighting*	6	2	
	Electrical Distribution System	6	3	
Plumbing	Electrical Outlets	6	3	
	Water Systems	6	3	
	Waste Systems	8	1	
Thermal Comfort	Water Heater	7	2	
	Fixtures	7	1	1
	Boiler	6	3	
	Chiller*	2	2	1
	Humidity	1	8	
Emergency System	Ventilation	2	7	
	Control System	3	6	
	Heating Systems	3	6	
	Air Conditioning Systems	3	4	1
Safety & Security	Fire Alarm Systems	7	2	
	Fire Sprinkler Systems	8	1	
	Emergency Lighting	7	2	
Environmental	Entrance Layout	5	2	2
	Interior Areas of Concern	2	7	
	Exterior Areas of Concern	3	6	
	Fencing Areas of Concern	7	2	
Environmental	General Appearances	7	2	
	Cleanliness	6	3	
	Acoustics*	6	2	
	Lighting Quality	8	1	

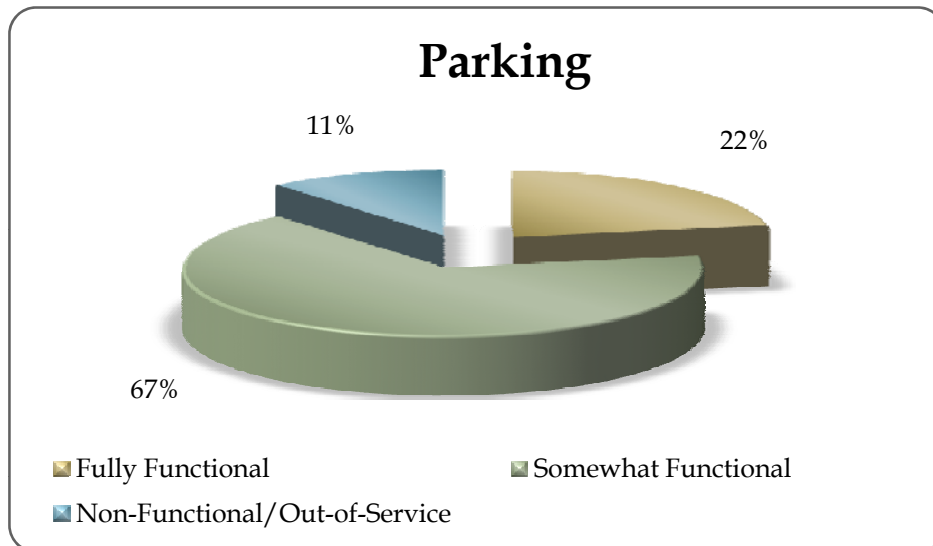
Utilities	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	7
Somewhat Functional	2
Non-Functional/Out-of-Service	0

9



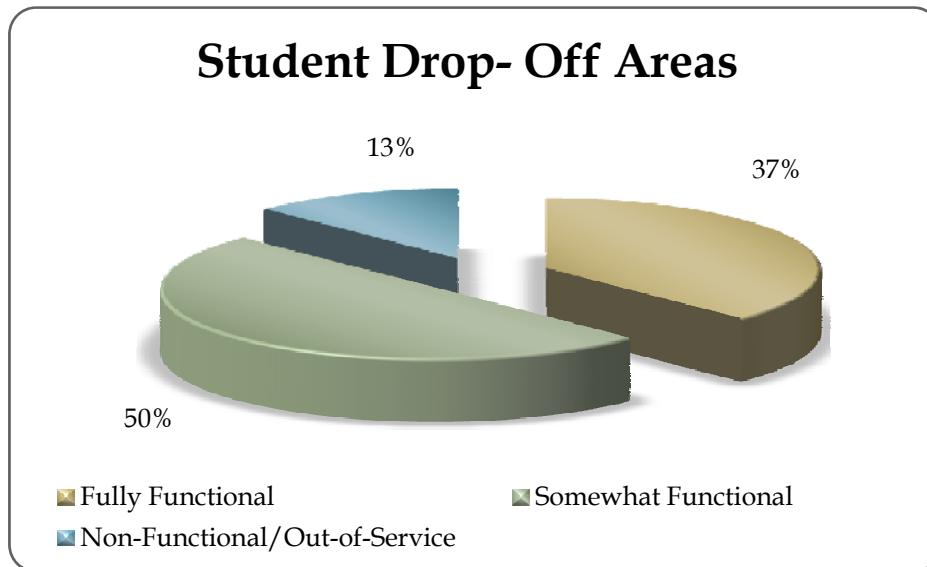
Parking	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	2
Somewhat Functional	6
Non-Functional/Out-of-Service	1

9



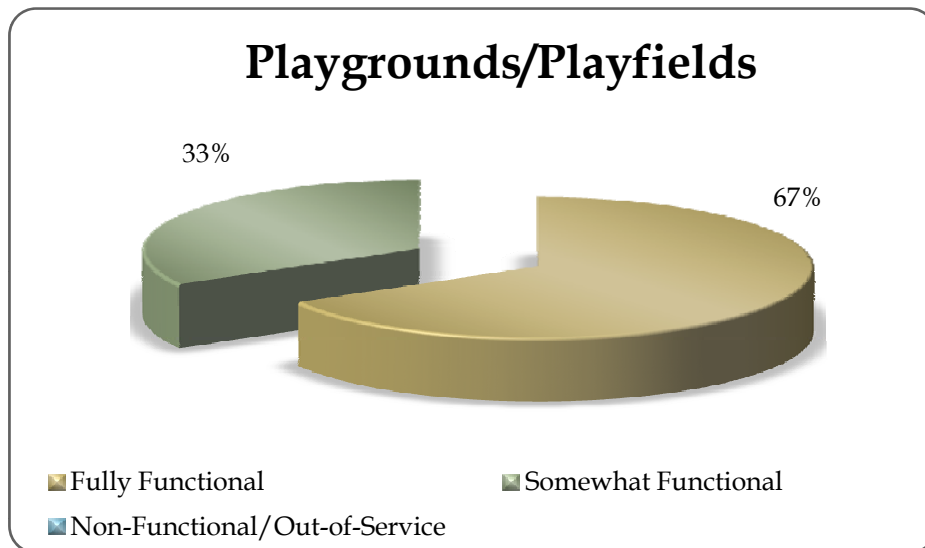
Student Drop-Off Areas	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	3
Somewhat Functional	4
Non-Functional/Out-of-Service	1

8



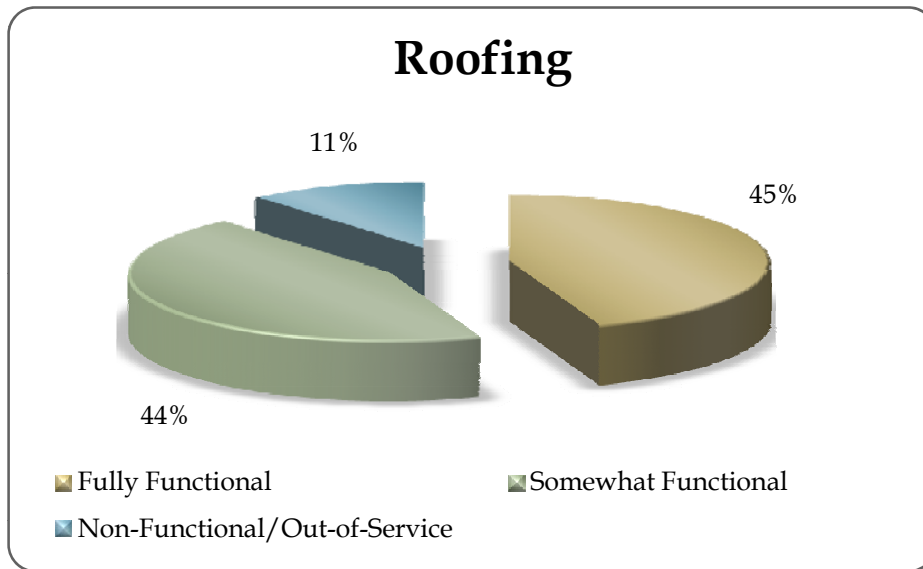
Playgrounds/playfields	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	6
Somewhat Functional	3
Non-Functional/Out-of-Service	0

9



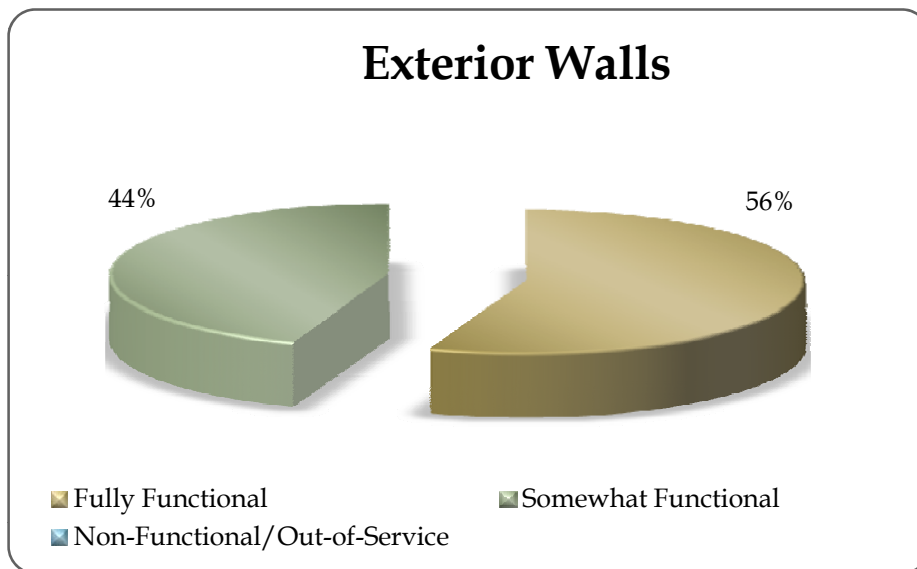
Roofing	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	4
Somewhat Functional	4
Non-Functional/Out-of-Service	1

9



Exterior Walls	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	5
Somewhat Functional	4
Non-Functional/Out-of-Service	0

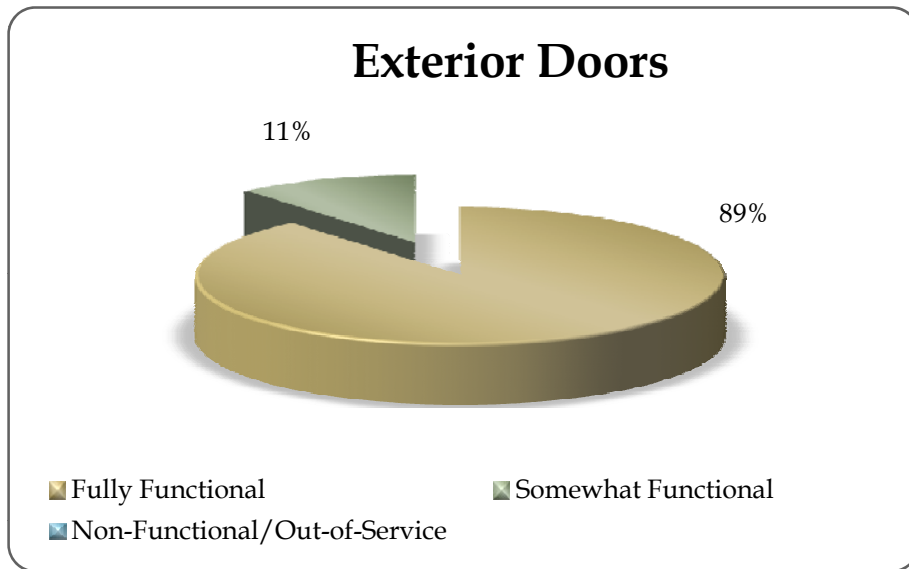
9





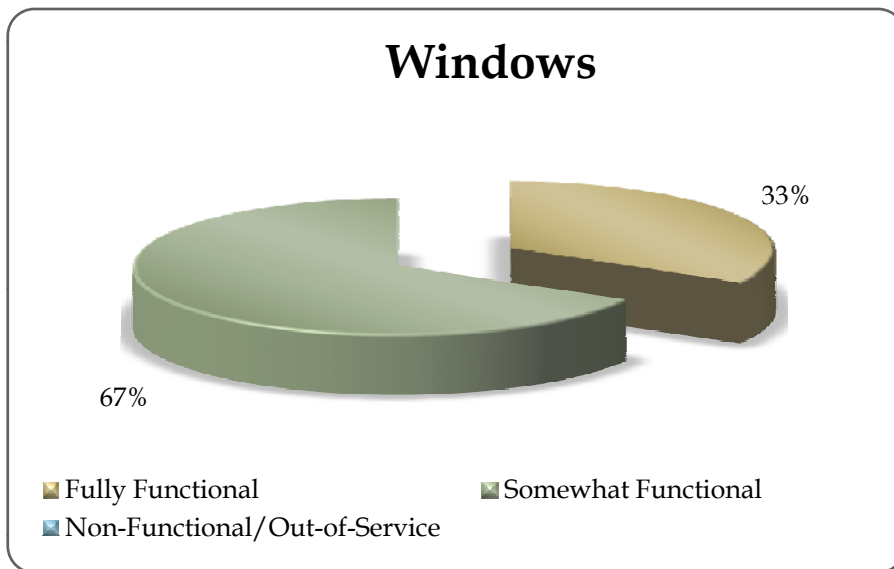
Exterior Doors	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	<b>8</b>
Somewhat Functional	<b>1</b>
Non-Functional/Out-of-Service	<b>0</b>

9



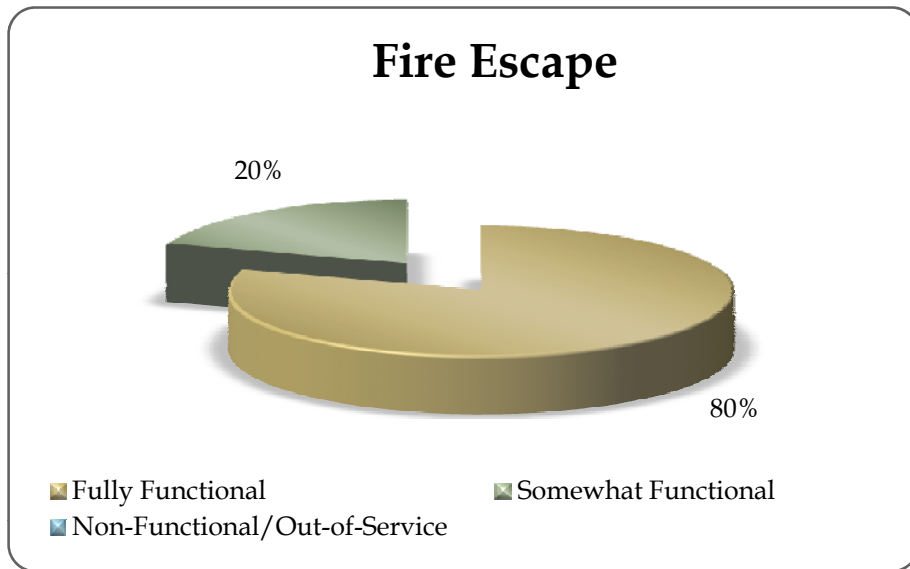
Windows	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	3
Somewhat Functional	6
Non-Functional/Out-of-Service	0

9



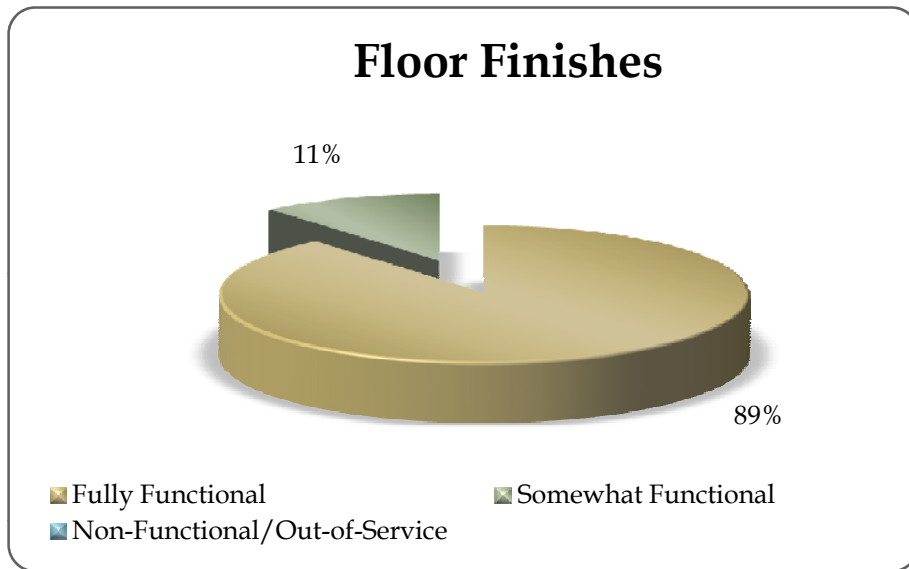
Fire Escape	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	4
Somewhat Functional	1
Non-Functional/Out-of-Service	0

5



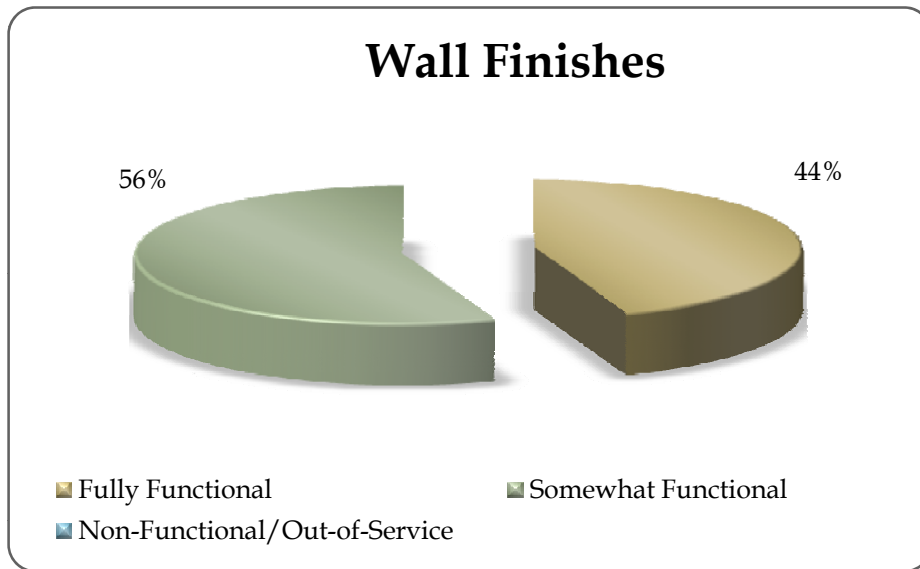
Floor Finishes	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	8
Somewhat Functional	1
Non-Functional/Out-of-Service	0

9



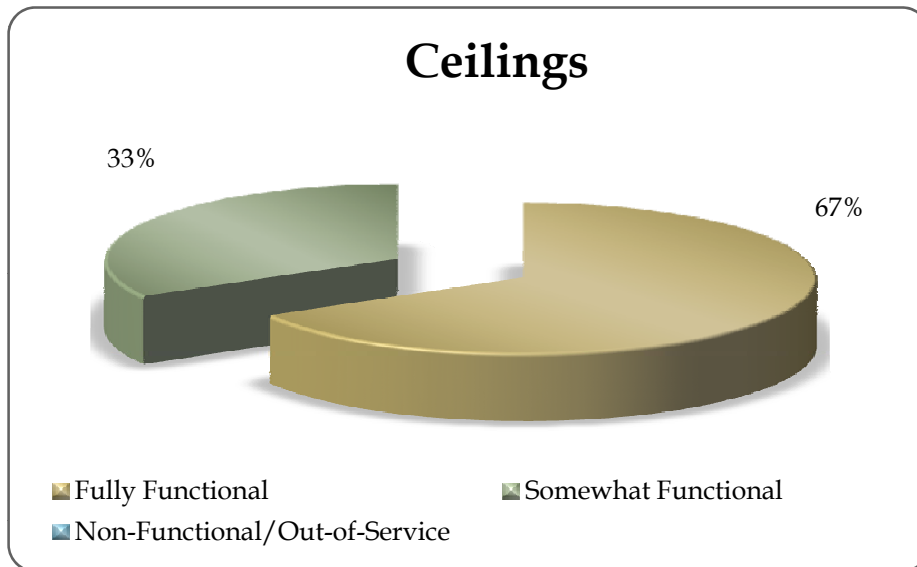
Wall Finishes	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	4
Somewhat Functional	5
Non-Functional/Out-of-Service	0

9



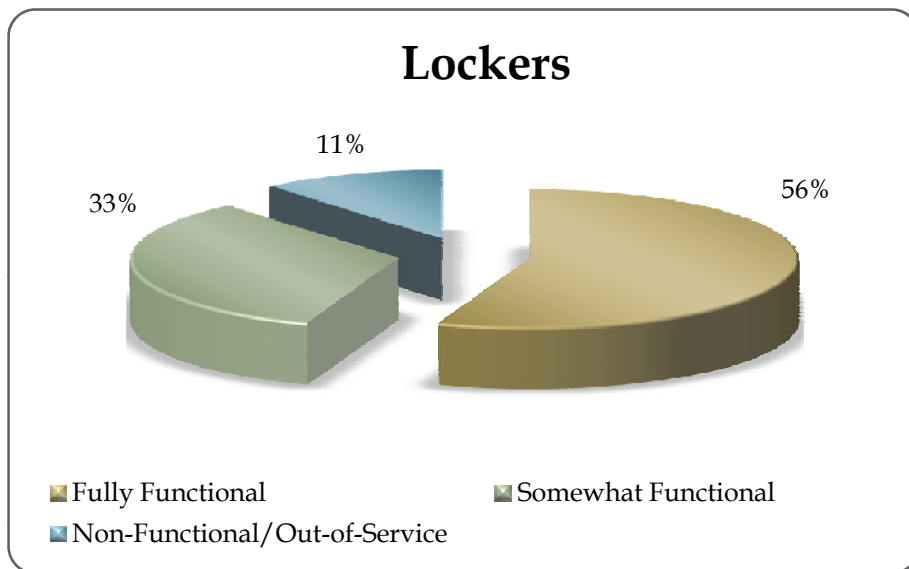
Ceilings	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	6
Somewhat Functional	3
Non-Functional/Out-of-Service	0

9



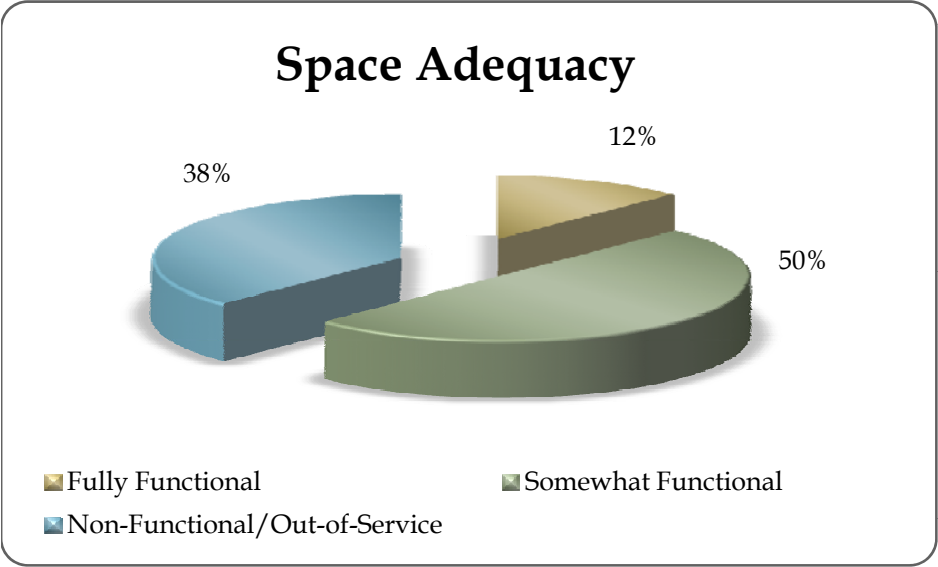
Lockers	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	5
Somewhat Functional	3
Non-Functional/Out-of-Service	1

9



Space Adequacy	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	1
Somewhat Functional	4
Non-Functional/Out-of-Service	3

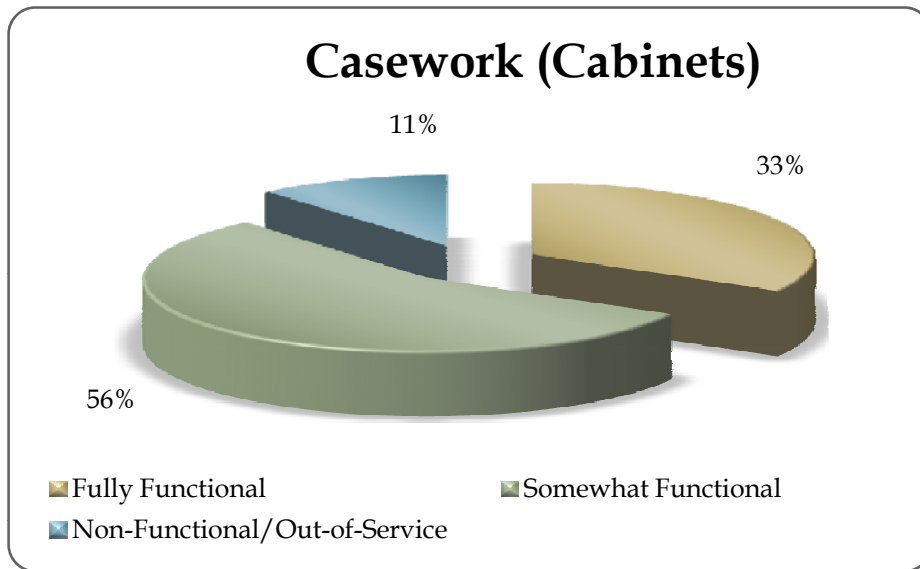
8





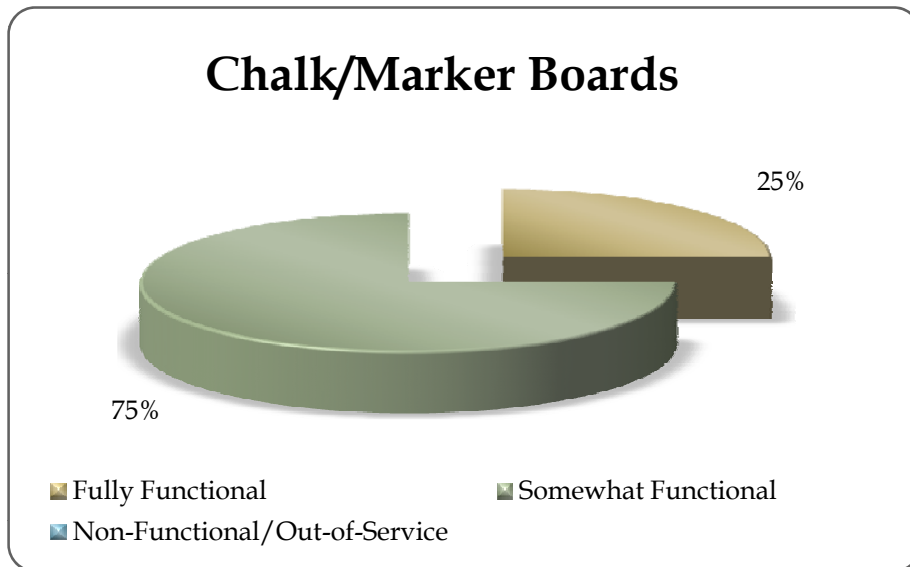
<b>Casework (Cabinets)</b>	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	<b>3</b>
Somewhat Functional	<b>5</b>
Non-Functional/Out-of-Service	<b>1</b>

9



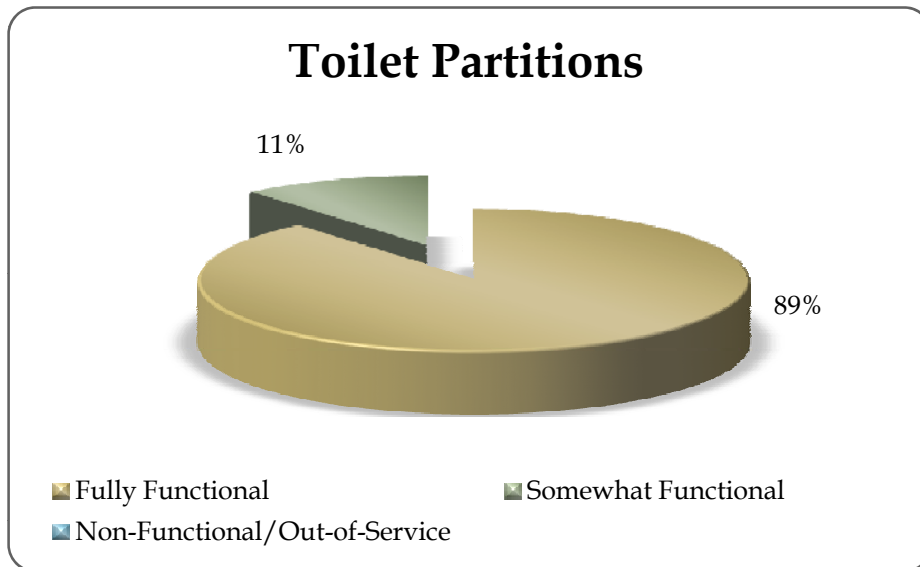
Chalk/Marker Boards	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	2
Somewhat Functional	6
Non-Functional/Out-of-Service	0

8



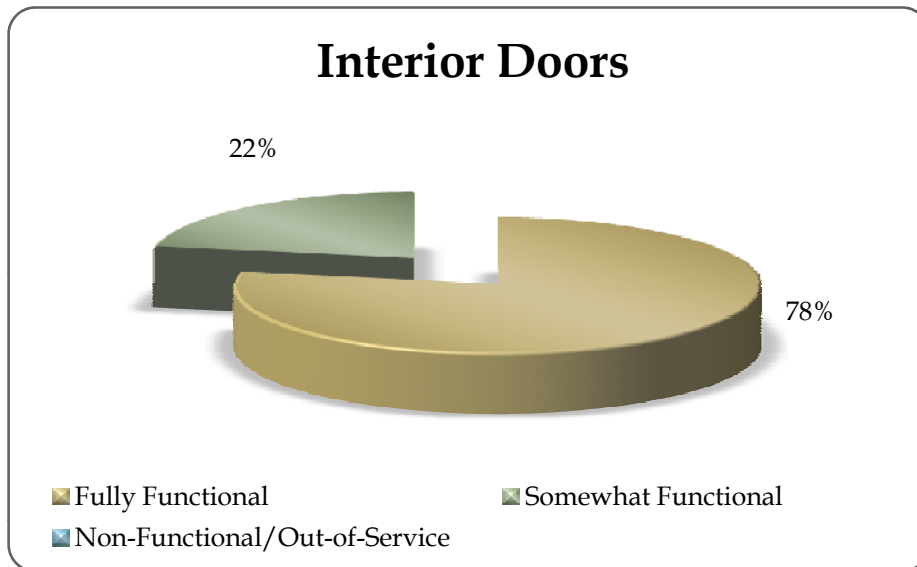
Toilet Partitions	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	8
Somewhat Functional	1
Non-Functional/Out-of-Service	0

9



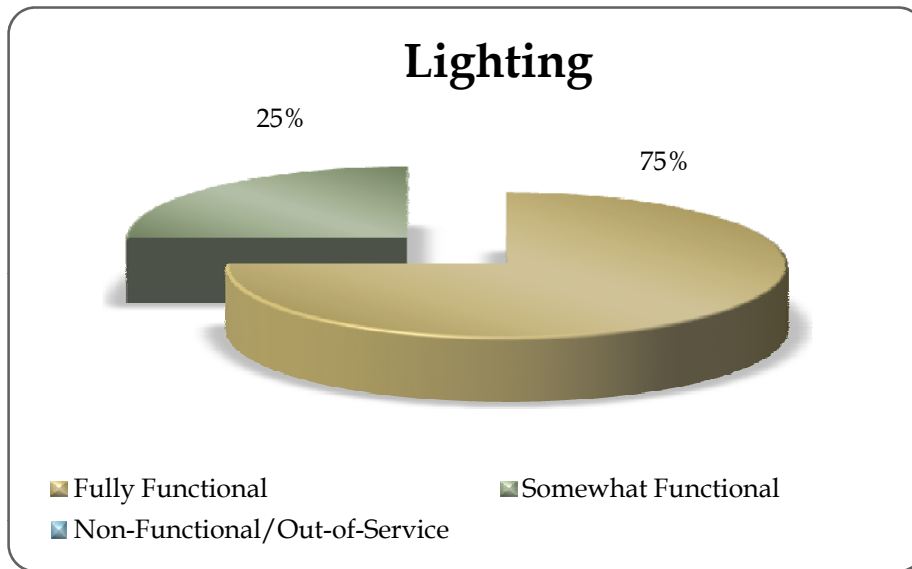
Interior Doors	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	7
Somewhat Functional	2
Non-Functional/Out-of-Service	0

9



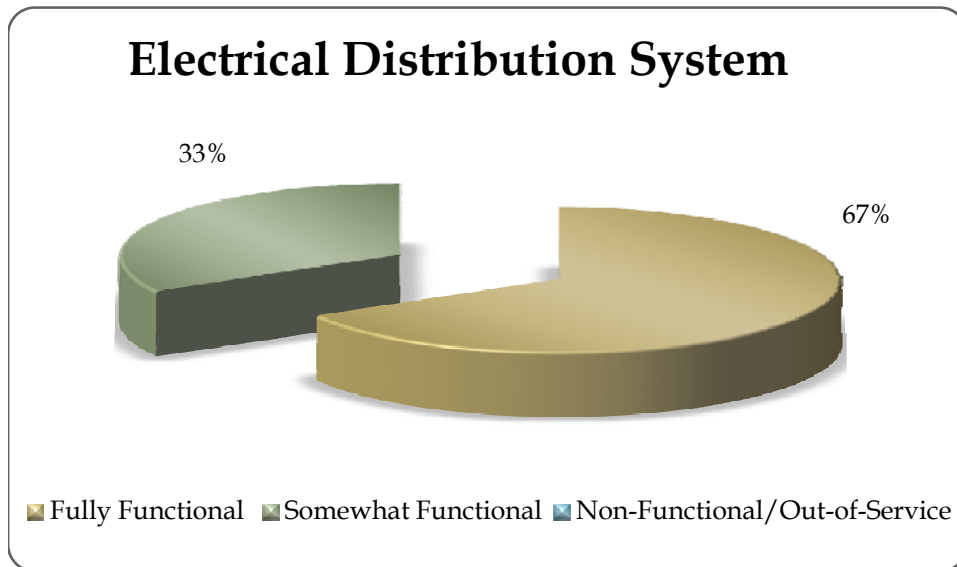
Lighting	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	6
Somewhat Functional	2
Non-Functional/Out-of-Service	0

8



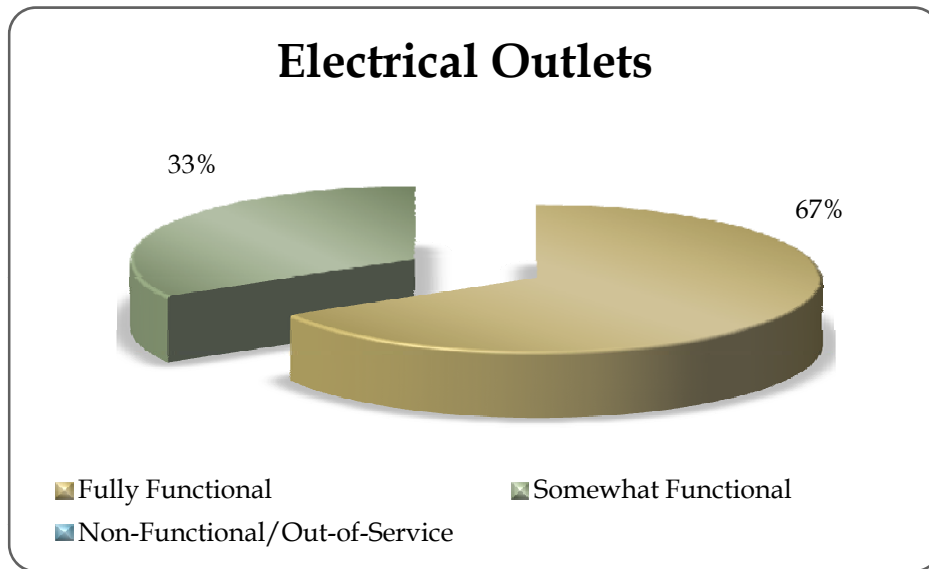
Electrical Distribution System	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	6
Somewhat Functional	3
Non-Functional/Out-of-Service	0

9



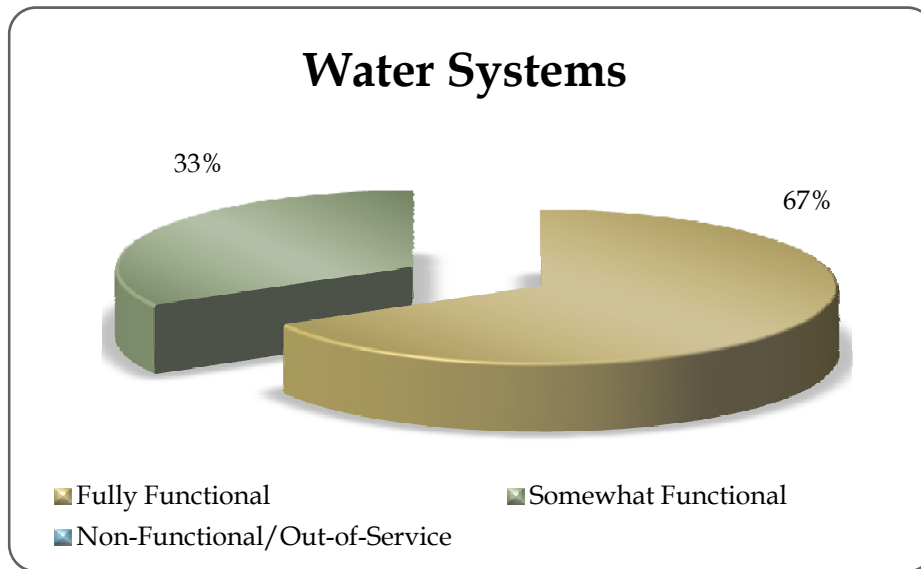
Electrical Outlets	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	6
Somewhat Functional	3
Non-Functional/Out-of-Service	0

9



Water Systems	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	6
Somewhat Functional	3
Non-Functional/Out-of-Service	0

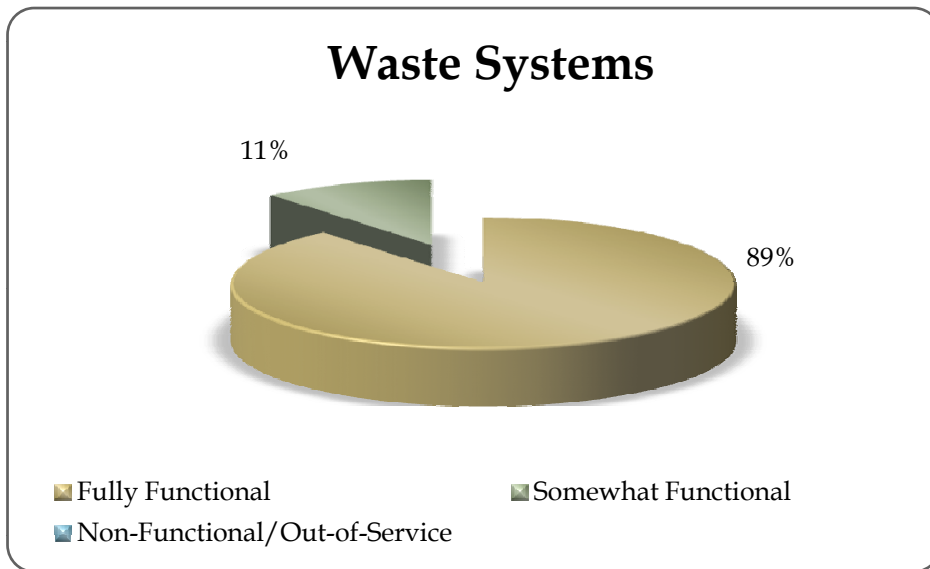
9





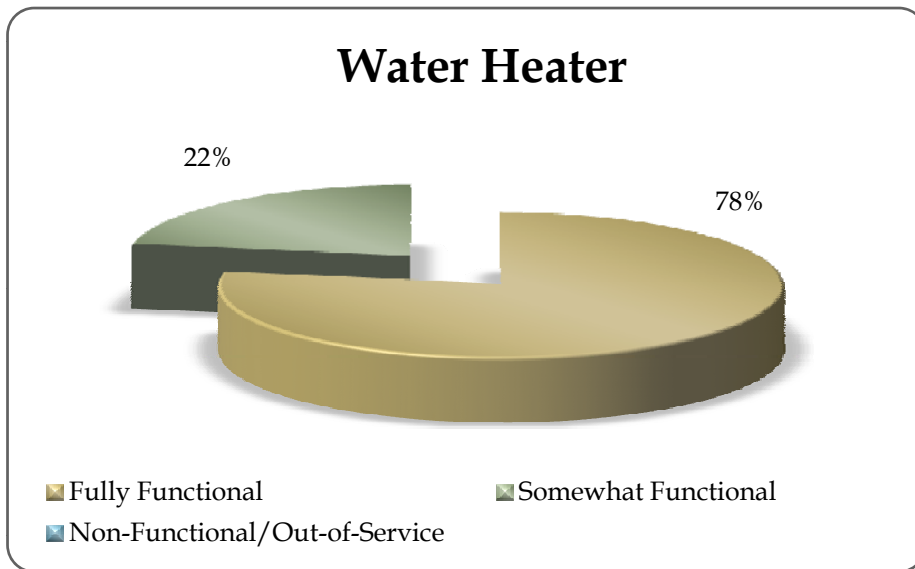
Waste Systems	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	8
Somewhat Functional	1
Non-Functional/Out-of-Service	0

9



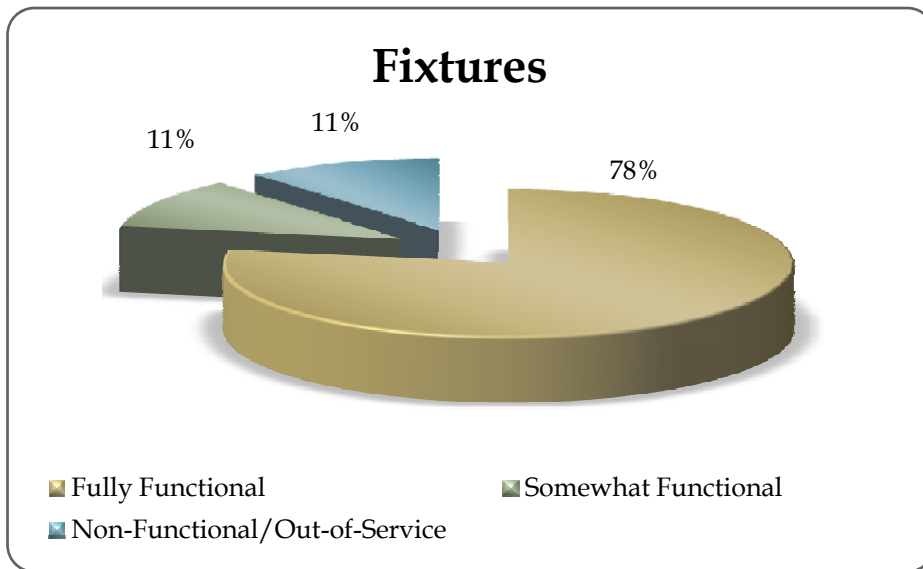
Water Heater	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	7
Somewhat Functional	2
Non-Functional/Out-of-Service	0

9



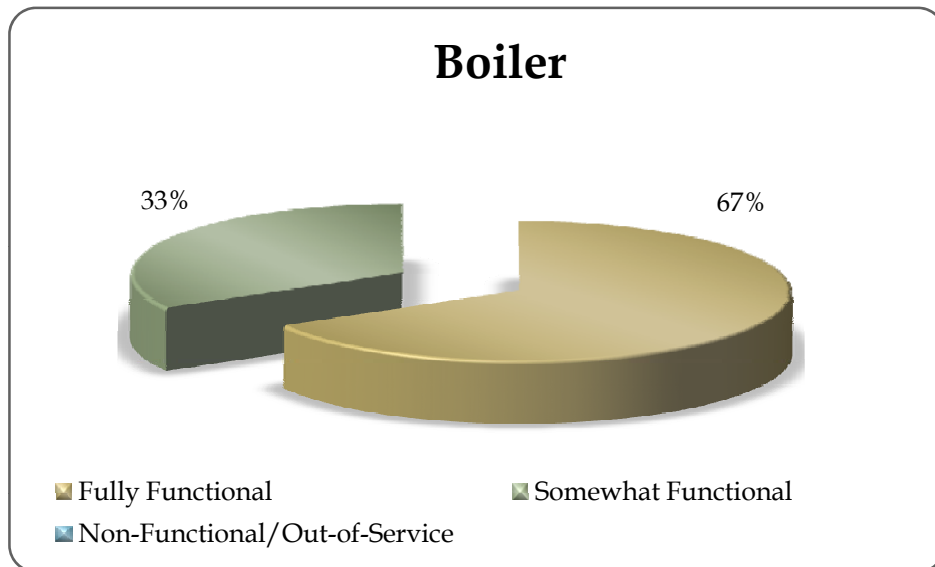
Fixtures	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	7
Somewhat Functional	1
Non-Functional/Out-of-Service	1

9



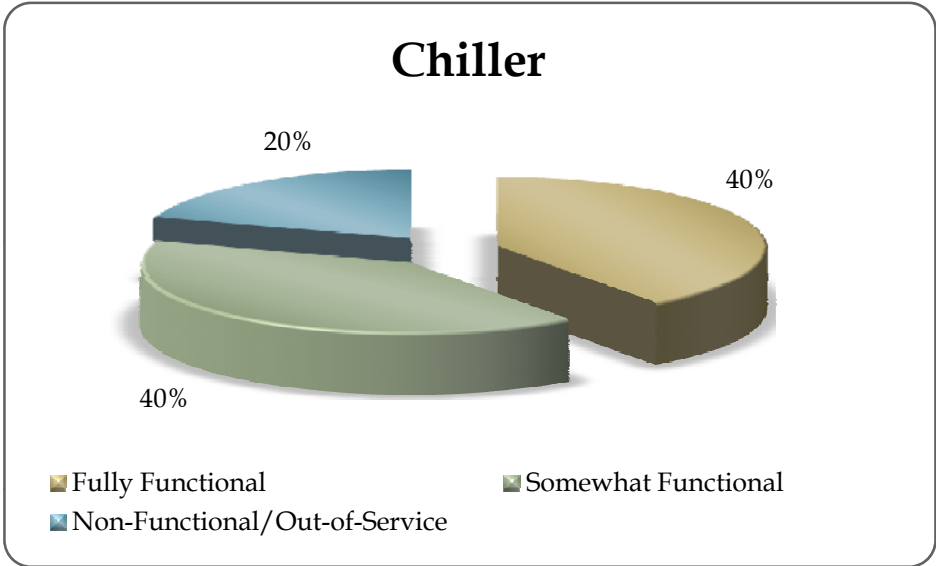
<b>Boiler</b>	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	<b>6</b>
Somewhat Functional	<b>3</b>
Non-Functional/Out-of-Service	<b>0</b>

9



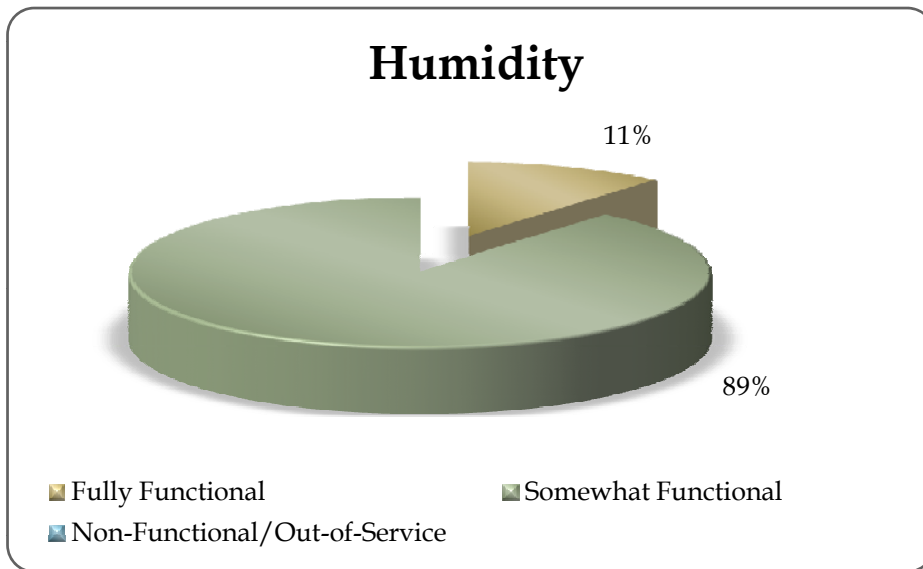
Chiller	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	2
Somewhat Functional	2
Non-Functional/Out-of-Service	1

5



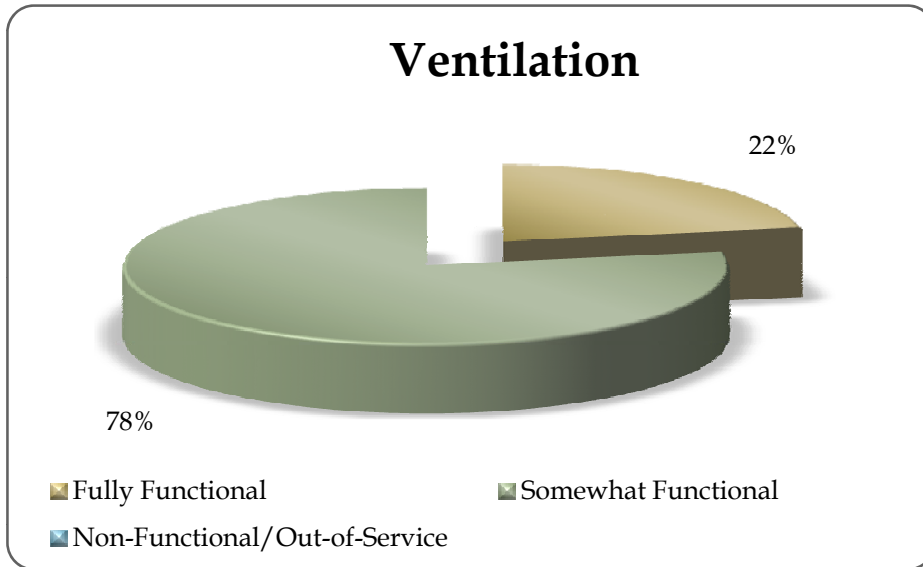
Humidity	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	1
Somewhat Functional	8
Non-Functional/Out-of-Service	0

9



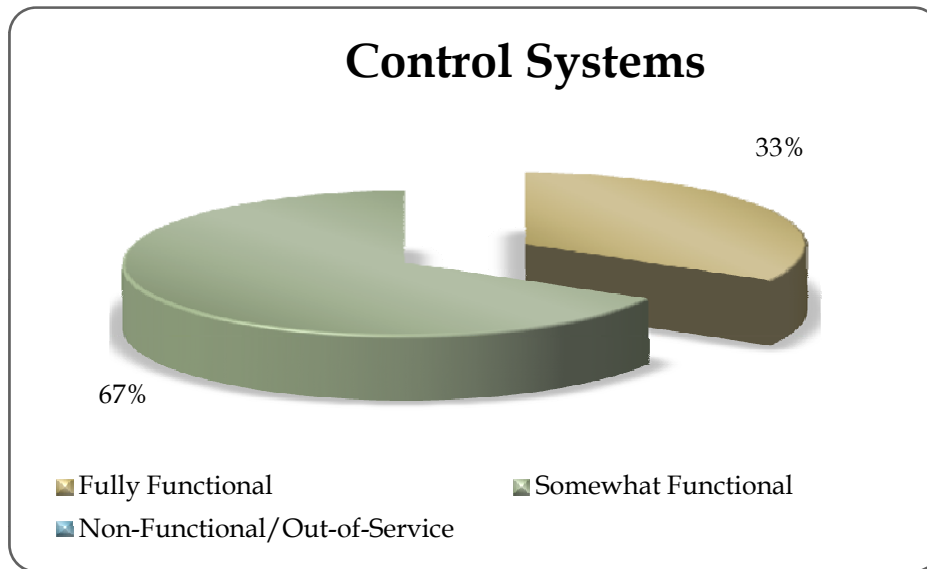
Ventilation	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	2
Somewhat Functional	7
Non-Functional/Out-of-Service	0

9



<b>Control Systems</b>	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	<b>3</b>
Somewhat Functional	<b>6</b>
Non-Functional/Out-of-Service	<b>0</b>

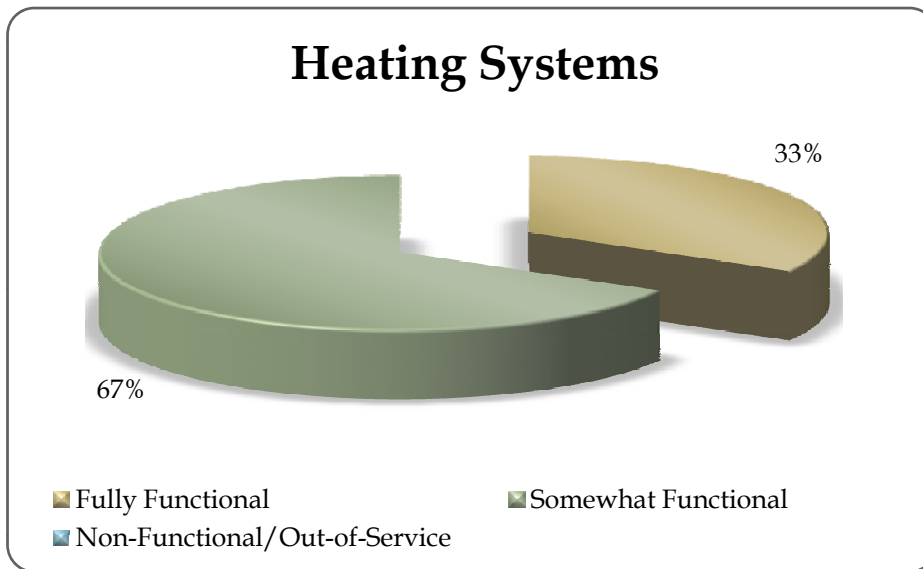
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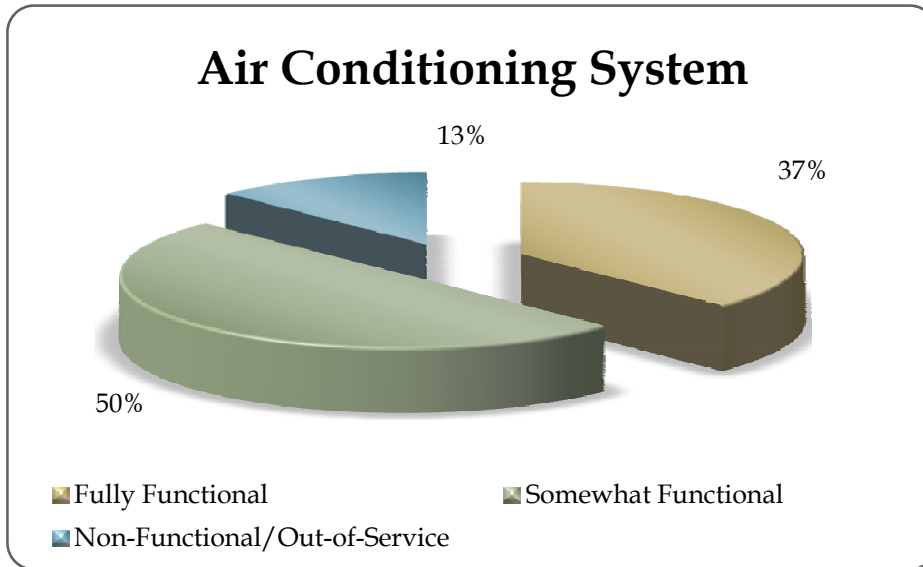
Heating Systems	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	3
Somewhat Functional	6
Non-Functional/Out-of-Service	0

9



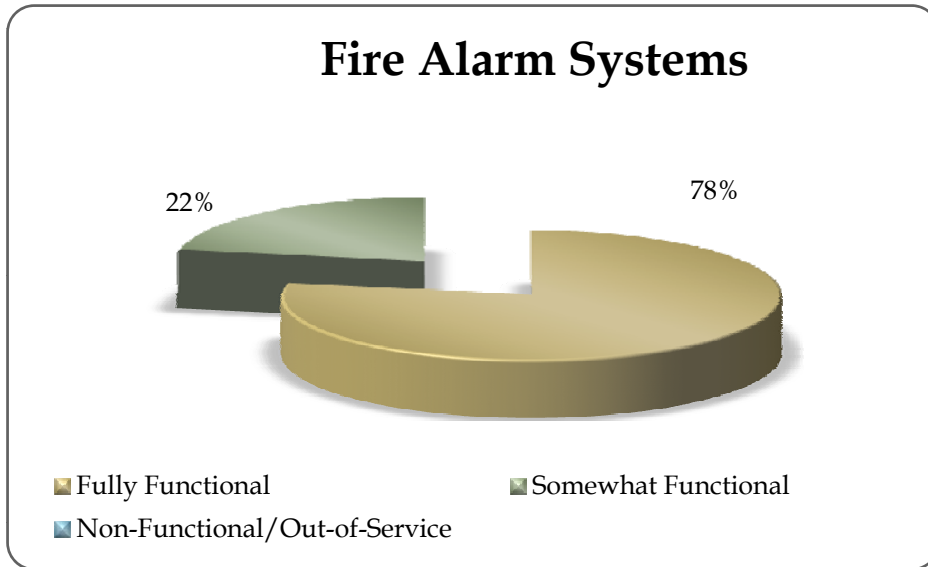
Air Conditioning System	
Scale	Number of responses
Fully Functional	3
Somewhat Functional	4
Non-Functional/Out-of-Service	1

8



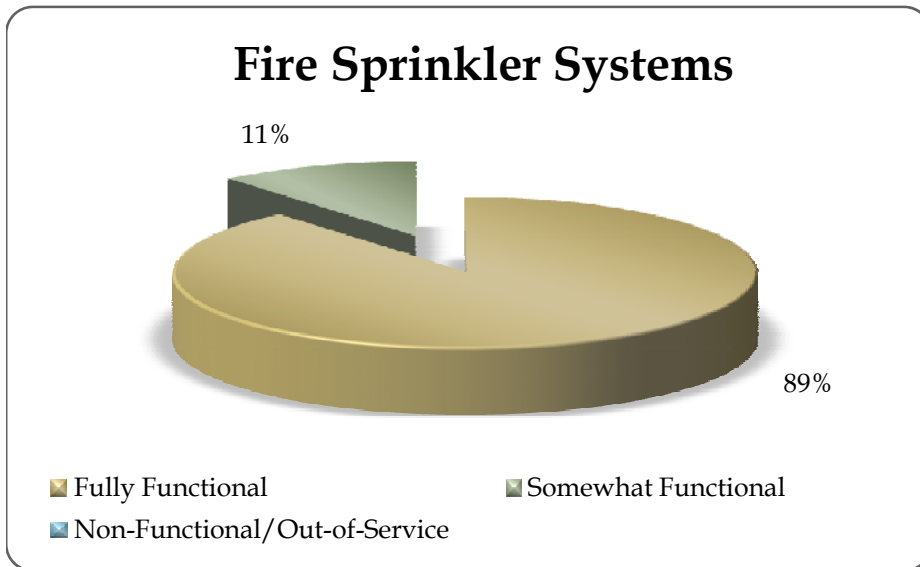
Fire Alarm Systems	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	7
Somewhat Functional	2
Non-Functional/Out-of-Service	0

9



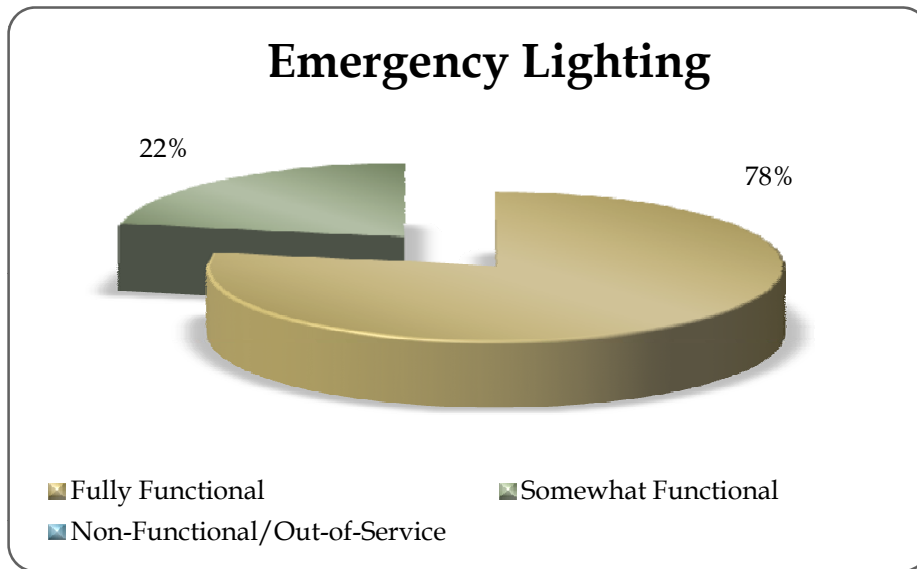
<b>Fire Sprinkler Systems</b>	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	<b>8</b>
Somewhat Functional	<b>1</b>
Non-Functional/Out-of-Service	<b>0</b>

9



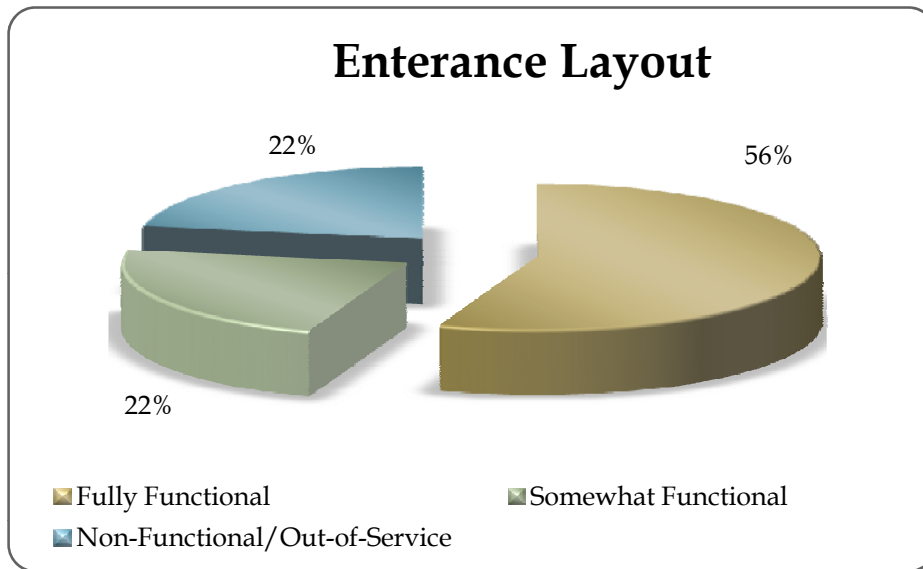
Emergency Lighting	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	7
Somewhat Functional	2
Non-Functional/Out-of-Service	0

9



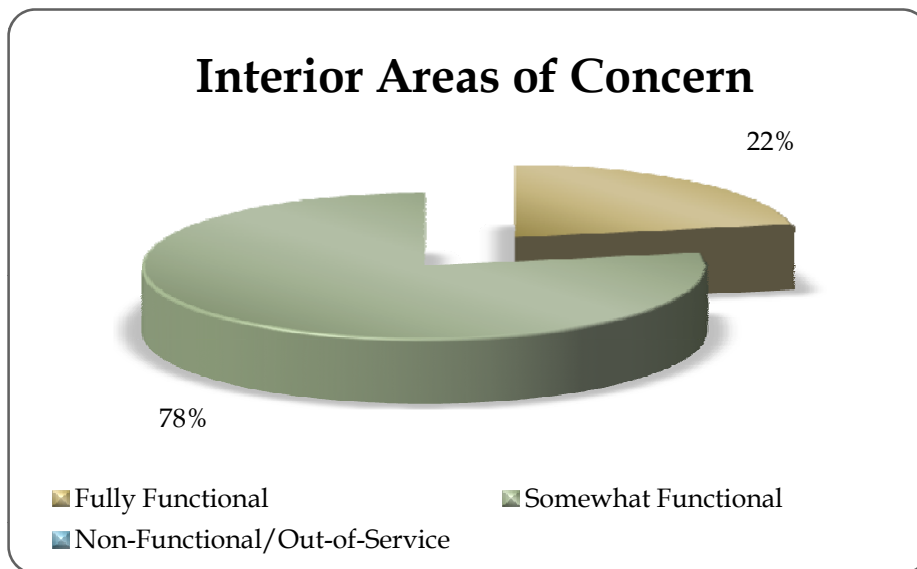
Entrance Layout	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	5
Somewhat Functional	2
Non-Functional/Out-of-Service	2

9



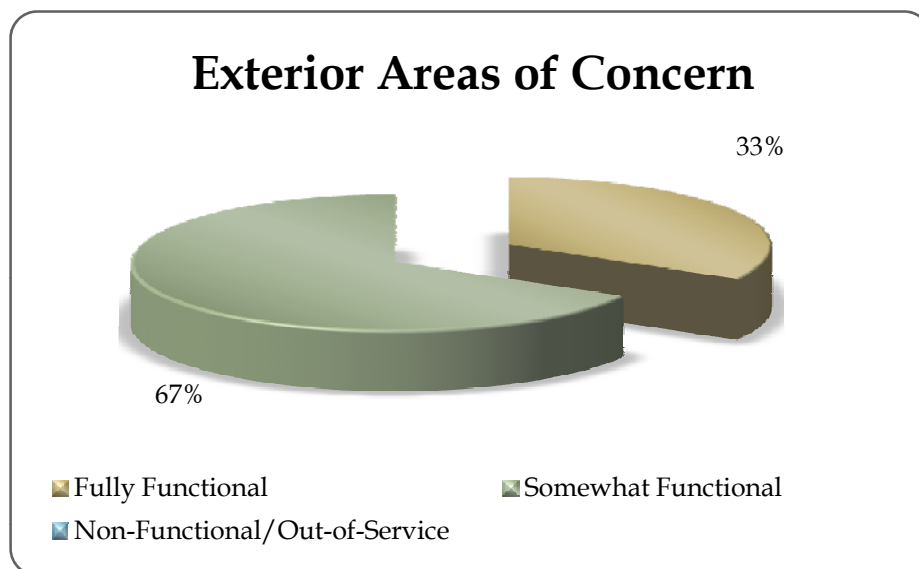
Interior Areas of Concern	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	2
Somewhat Functional	7
Non-Functional/Out-of-Service	0

9



Exterior Areas of Concern	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	3
Somewhat Functional	6
Non-Functional/Out-of-Service	0

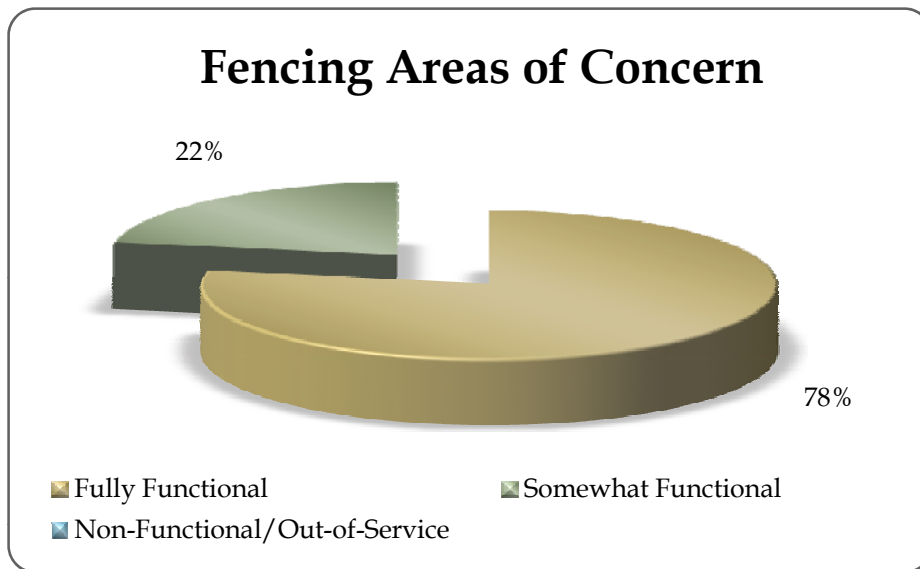
9





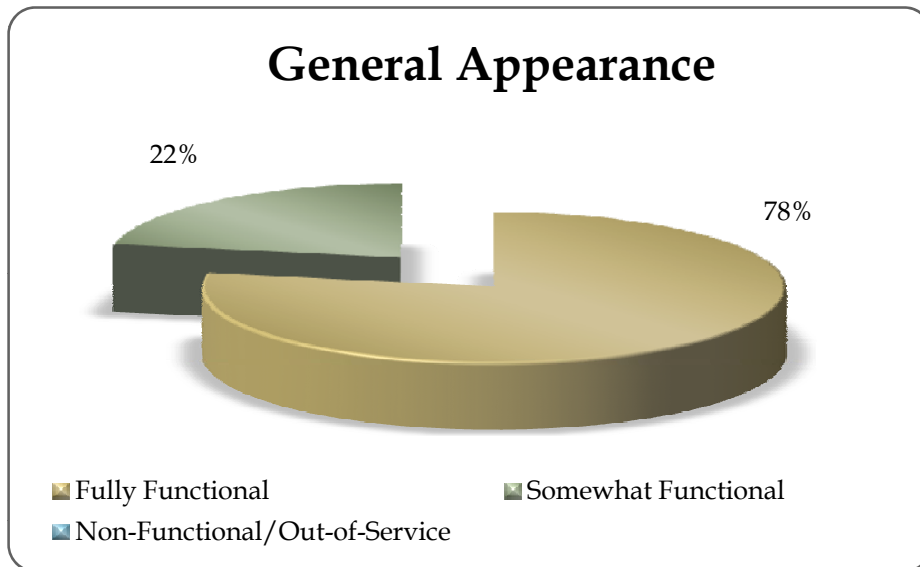
Fencing Areas of Concern	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	7
Somewhat Functional	2
Non-Functional/Out-of-Service	0

9



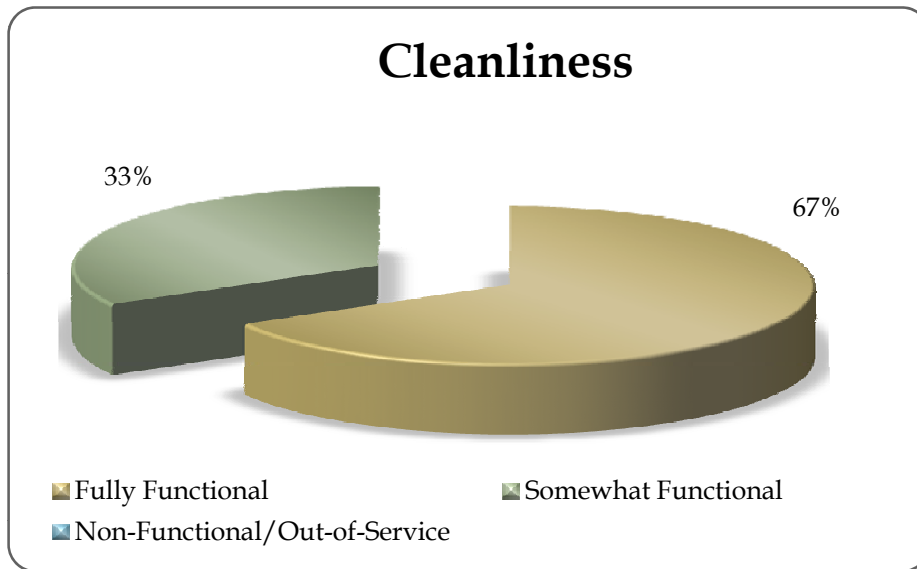
General Appearance	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	7
Somewhat Functional	2
Non-Functional/Out-of-Service	0

9



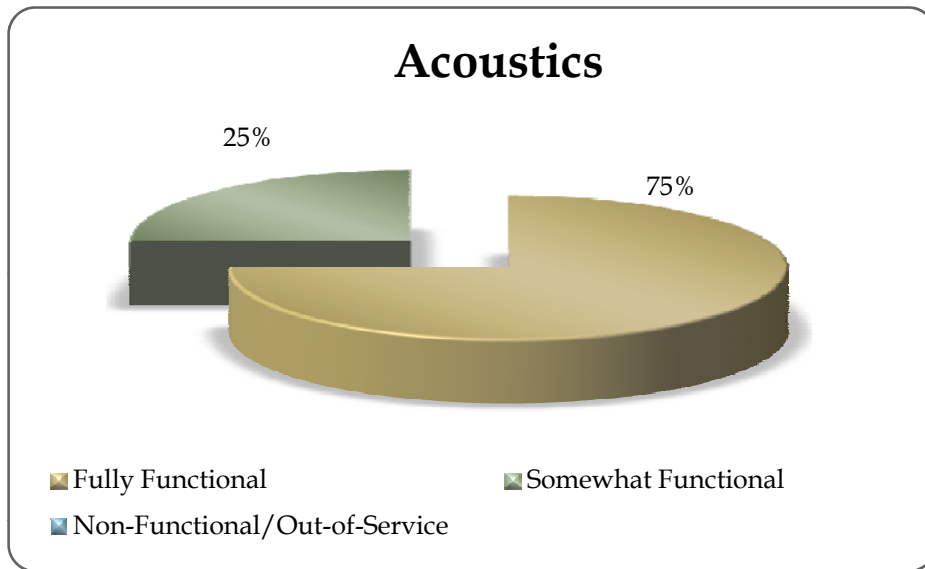
Cleanliness	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	6
Somewhat Functional	3
Non-Functional/Out-of-Service	0

9



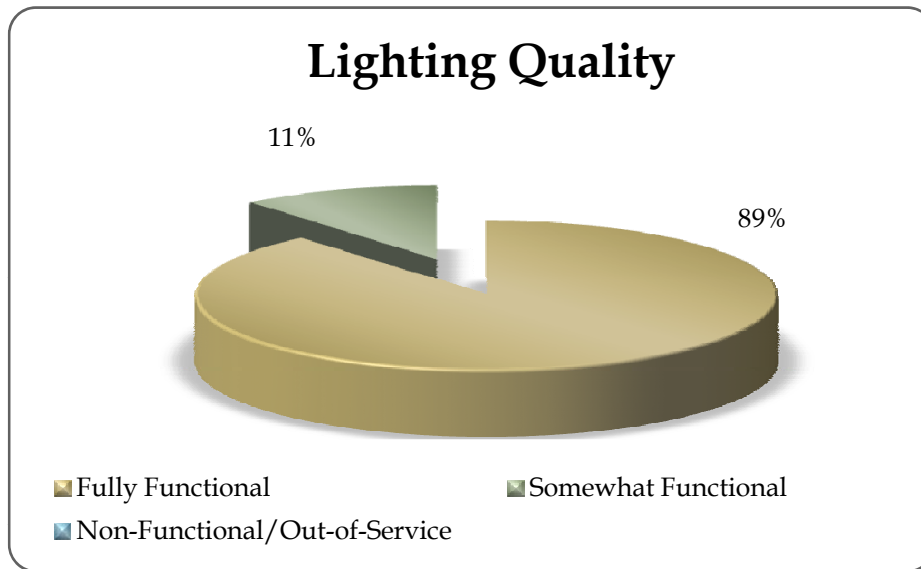
Acoustics	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	6
Somewhat Functional	2
Non-Functional/Out-of-Service	0

8



Lighting Quality	
<i>Scale</i>	<i>Number of responses</i>
Fully Functional	8
Somewhat Functional	1
Non-Functional/Out-of-Service	0

9



## | Example Assessment Models & Criteria

Item Name	Possible Points	Rating	Pct
<b>Suitability - High School</b>	<b>100.000</b>		
<b>Site</b>	<b>6.853</b>		
<b>Traffic</b>	<b>1.000</b>		
Traffic routing is characterized by safety and good separation. Bus, parent, service lanes are "off-street" and do not conflict with each other, or playground, or parking areas. There is adequate bus parking near entrances to the building.		<b>Good</b>	<b>100%</b>
Traffic routing has some safety and separation problems. At least one of the bus, parent, or service delivery access lanes is missing or has circulation conflict.		<b>Fair</b>	<b>67%</b>
Traffic routing has numerous safety and separation problems. Most, but not all, of the bus, parent, or service delivery access lanes are missing or have circulation conflict due to separation problems.		<b>Poor</b>	<b>33%</b>
All traffic routing has safety and separation problems. The bus, parent, or service delivery access lanes are missing and there are circulation conflicts due to separation problems.		<b>Unsat</b>	<b>0%</b>
<b>Pedestrian Traffic</b>	<b>0.980</b>		
Pedestrian traffic routing is characterized by safety and good separation. Routes funnel students to main entrances. Routing adequately meets needs for pedestrian access to the school.		<b>Good</b>	<b>100%</b>
Pedestrian traffic routing has some safety and separation problems. Routes generally funnel students to main entrances. Routing typically meets the needs for pedestrian access to the school.		<b>Fair</b>	<b>67%</b>
Pedestrian traffic routing has numerous safety and separation problems. Few routes funnel students to main entrances. Routing typically does not meet the needs for pedestrian access to the school.		<b>Poor</b>	<b>33%</b>
Pedestrian traffic routing has safety and separation problems. Routes do not funnel students to main entrances. Routing does not meet the needs for pedestrian access to the school.		<b>Unsat</b>	<b>0%</b>
<b>Parking</b>	<b>2.108</b>		
There is adequate off-street parking for staff and visitors. Parking lots have reasonable access to main school entrances.		<b>Good</b>	<b>100%</b>
There is adequate off-street parking for most staff and visitors. Parking lots have reasonable access to main school entrances.		<b>Fair</b>	<b>67%</b>
Most parking for staff and visitors is on-street. Parking lots do not have reasonable access to main school entrances.		<b>Poor</b>	<b>33%</b>
All, or nearly all, parking for staff and visitors is on-street. Parking lots do not have reasonable access to main school entrances.		<b>Unsat</b>	<b>0%</b>
<b>Play Courts &amp; Fields</b>	<b>2.765</b>		
All play courts/fields are large enough to allow organized and free play. Play courts/fields are adjacent to the school, accessible, and well developed. Equipment is age-appropriate.		<b>Good</b>	<b>100%</b>
Most play courts/fields are large enough to allow organized and free play and are adjacent to the school. There may be minor accessibility problems and may have minor development problems. Some equipment is not age appropriate.		<b>Fair</b>	<b>67%</b>
Most play courts/fields are too small to allow organized and free play and are not adjacent to the school. There are major accessibility problems and major development problems. Most equipment is not age appropriate.		<b>Poor</b>	<b>33%</b>
Play courts/fields are nonexistent or are severely undersized. Organized and free play is not practical.		<b>Unsat</b>	<b>0%</b>
<b>Safety and Security</b>	<b>6.847</b>		
<b>Fencing</b>	<b>0.847</b>		
The school site is adequately fenced. Entrances and egresses are limited, where appropriate.		<b>Good</b>	<b>100%</b>
Most of the school site is adequately fenced, but there are minor problems. Most entrances and egresses are limited, where appropriate.		<b>Fair</b>	<b>67%</b>
The school site has major fencing inadequacies. Many entrances and egresses are not limited where needed for safety.		<b>Poor</b>	<b>33%</b>
The school site has no fencing. Entrances and egresses are unlimited. There are significant resultant safety problems.		<b>Unsat</b>	<b>0%</b>
<b>Signage &amp; Way Finding</b>	<b>1.000</b>		
The site has adequate large signage or graphics to direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school building and grounds. All rooms are identified with signs.		<b>Good</b>	<b>100%</b>
The site has some large signage or graphics to direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school building and grounds. Most rooms are identified with signs.		<b>Fair</b>	<b>67%</b>
The site has few or no large signage or graphics to direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school building and grounds. Some rooms are identified with signs.		<b>Poor</b>	<b>33%</b>
The site has few or no large signage or graphics to direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school building and grounds. Most rooms are not identified with signs.		<b>Unsat</b>	<b>0%</b>
<b>Ease of Supervision</b>	<b>4.000</b>		
AGREE: The facility is designed so that supervision is enhanced through proper sightlines, few or no "hiding areas", good visibility both inside and outside the building, and visual access to appropriate areas.		<b>G/F</b>	<b>100%</b>
DISAGREE: The facility is designed so that supervision is enhanced through proper sightlines, few or no "hiding areas", good visibility both inside and outside the building, and visual access to appropriate areas.		<b>P/U</b>	<b>0%</b>
<b>Limited Entrances</b>	<b>0.500</b>		
AGREE: School design or configuration has limited the number of entrances to the school. Public entrances are easily supervised.		<b>G/F</b>	<b>100%</b>
DISAGREE: School design or configuration has limited the number of entrances to the school. Public entrances are easily supervised.		<b>P/U</b>	<b>0%</b>
<b>Interior Circulation</b>	<b>0.500</b>		
AGREE: Hallways, and stairwells are large enough to accommodate student movement. Intersections and corridors are not congested and the commons area is large enough for the school and its programs.		<b>G/F</b>	<b>100%</b>
DISAGREE: Hallways, and stairwells are large enough to accommodate student movement. Intersections and corridors are not congested and the commons area is large enough for the school and its programs.		<b>P/U</b>	<b>0%</b>
<b>School Climate</b>	<b>11.000</b>		
<b>Learning Style Variety</b>	<b>5.000</b>		
AGREE: Facility is designed to allow for small group discussions and work projects, individual workstations and distance learning as well as traditional classrooms. Spaces are flexible, allowing for different teaching, administrative and learning styles.		<b>G/F</b>	<b>100%</b>
DISAGREE: Facility is designed to allow for small group discussions and wk projects, individual wk stations and distance learning as well as traditional classrooms. Spaces are flexible, allowing for different teaching, administrative and learning styles.		<b>P/U</b>	<b>0%</b>
<b>School Environment</b>	<b>5.000</b>		
AGREE: The facility provides an inviting and stimulating environment. Spatial configurations, acoustics, lighting levels, natural light and the overall aesthetics support and promote learning.		<b>G/F</b>	<b>100%</b>
DISAGREE: The facility provides an inviting and stimulating environment. Spatial configurations, acoustics, lighting levels, natural light and the overall aesthetics support and promote learning.		<b>P/U</b>	<b>0%</b>
<b>Landscaping</b>	<b>1.000</b>		
AGREE: Facility landscaping (including grass, shrubs and trees) provides an inviting environment.		<b>G/F</b>	<b>100%</b>

Item Name	Possible Points	Rating	Pct
<b>Limited Entrances</b>	<b>0.500</b>		
AGREE: School design or configuration has limited the number of entrances to the school. Public entrances are easily supervised.		G/F	100%
DISAGREE: School design or configuration has limited the number of entrances to the school. Public entrances are easily supervised.		P/U	0%
<b>Interior Circulation</b>	<b>0.500</b>		
AGREE: Hallways, and stairwells are large enough to accommodate student movement. Intersections and corridors are not congested and the commons area is large enough for the school and its programs.		G/F	100%
DISAGREE: Hallways, and stairwells are large enough to accommodate student movement. Intersections and corridors are not congested and the commons area is large enough for the school and its programs.		P/U	0%
<b>School Climate</b>	<b>11.000</b>		
<b>Learning Style Variety</b>	<b>5.000</b>		
AGREE: Facility is designed to allow for small group discussions and work projects, individual workstations and distance learning as well as traditional classrooms. Spaces are flexible, allowing for different teaching, administrative and learning styles.		G/F	100%
DISAGREE: Facility is designed to allow for small group discussions and wk projects, individual wk stations and distance learning as well as traditional classrooms. Spaces are flexible, allowing for different teaching, administrative and learning styles.		P/U	0%
<b>School Environment</b>	<b>5.000</b>		
AGREE: The facility provides an inviting and stimulating environment. Spatial configurations, acoustics, lighting levels, natural light and the overall aesthetics support and promote learning.		G/F	100%
DISAGREE: The facility provides an inviting and stimulating environment. Spatial configurations, acoustics, lighting levels, natural light and the overall aesthetics support and promote learning.		P/U	0%
<b>Landscaping</b>	<b>1.000</b>		
AGREE: Facility landscaping (including grass, shrubs and trees) provides an inviting environment.		G/F	100%
DISAGREE: Facility landscaping (including grass, shrubs and trees) provides an inviting environment.		P/U	0%
<b>General Classrooms</b>	<b>19.500</b>		
<b>Size</b>	<b>13.650</b>		
All, or nearly all, of the general classrooms are appropriate for the class size and instructional program.		Good	100%
Most of the general classrooms are appropriate for the class size and instructional program. A few classrooms are undersized.		Fair	67%
Some of the general classrooms are appropriate for the class size and instructional program. Many classrooms are undersized, even for small classes.		Poor	33%
Few or none of the general classrooms are appropriate for the class size and instructional program. Most classrooms are undersized, even for small classes.		Unsat	0%
<b>Adjacencies</b>	<b>2.925</b>		
All or nearly all of the general classrooms are near the media cntr, computer rms, and support spaces. They are acoustically isolated from noisy spaces & acoustics are internally appropriate (e.g. gyms, kitchens, music).		Good	100%
Most of the general classrooms are near the media cntr, computer rms, and support spaces. They are acoustically isolated from most noisy spaces & acoustics are internally appropriate (e.g. gyms, kitchens, music).		Fair	67%
Some of the general classrooms are near the media cntr, computer rms, and support spaces. They are not acoustically isolated from noisy spaces & have internal acoustic problems (eg. gyms, kitchens, music).		Poor	33%
Few or none of the general classrms are near the media cntr, computer rms, and support spaces. They are not acoustically isolated from noisy spaces & have internal acoustic problems (eg. gyms, kitchens, music).		Unsat	0%
<b>Storage\Fixed Equip.</b>	<b>2.925</b>		
All, or nearly all, of the general classrooms have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		Good	100%
Most of the general classrooms have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		Fair	67%
Some of the general classrooms have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		Poor	33%
Few or none of the general classrooms have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		Unsat	0%
<b>Remedial - Special Needs</b>	<b>4.157</b>		
<b>Size</b>	<b>2.910</b>		
All, or nearly all, of the remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) are large enough for the typical group size and instructional program.		Good	100%
Most of the remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) are large enough for the typical group size and instructional program.		Fair	50%
Few or none of the remedial and special education spaces (including therapy rooms, testing rooms, offices, etc.) are large enough for the typical group size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.624</b>		
AGREE: Remedial and special education spaces are near the media center, computer rooms, and general classrooms. Therapy rooms, testing rooms, offices, etc. are near programs they serve. They are acoustically isolated from noisy spaces.		G/F	100%
DISAGREE: Remedial and special education spaces are near the media center, computer rooms, and general classrooms. Therapy rooms, testing rooms, offices, etc. are near programs they serve. They are acoustically isolated from noisy spaces.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.624</b>		
AGREE: Remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		G/F	100%
DISAGREE: Remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		P/U	0%
<b>Library</b>	<b>4.216</b>		
<b>Size</b>	<b>2.951</b>		
All, or nearly all, of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		Good	100%
Most of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		Fair	50%



Item Name	Possible Points	Rating	Pct
Few or none of the remedial and special education spaces (including therapy rooms, testing rooms, offices, etc.) are large enough for the typical group size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.624</b>		
AGREE: Remedial and special education spaces are near the media center, computer rooms, and general classrooms. Therapy rooms, testing rooms, offices, etc. are near programs they serve. They are acoustically isolated from noisy spaces.		G/F	100%
DISAGREE: Remedial and special education spaces are near the media center, computer rooms, and general classrooms. Therapy rooms, testing rooms, offices, etc. are near programs they serve. They are acoustically isolated from noisy spaces.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.624</b>		
AGREE: Remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		G/F	100%
DISAGREE: Remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		P/U	0%
<b>Library</b>	<b>4.216</b>		
<b>Size</b>	<b>2.951</b>		
All, or nearly all, of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		Good	100%
Most of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		Fair	50%
Few or none of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		P/U	0%
<b>Adjacencies</b>	<b>0.632</b>		
AGREE: Library spaces (including office, work rooms, conference room, etc.) are near the academic programs they serve. The spaces are acoustically isolated from the noisy spaces of the school (e.g. gyms, kitchens, music, shops, etc.).		G/F	100%
DISAGREE: Library spaces (including office, work rooms, conference room, etc.) are near the academic programs they serve. The spaces are acoustically isolated from the noisy spaces of the school (e.g. gyms, kitchens, music, shops, etc.).		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.632</b>		
AGREE: The library spaces (including office, work rooms, conference room, etc.) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, counter-tops for production, equipment storage, and technology equipment.		G/F	100%
DISAGREE: The library spaces (including office, work rooms, conference room, etc.) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, counter-tops for production, equipment storage, and technology equipment.		P/U	0%
<b>P.E.</b>	<b>12.000</b>		
<b>Size</b>	<b>8.400</b>		
All, or nearly all, of the physical education spaces (e.g. gym, storage, PE teacher office) are large enough for the school size and instructional program.		Good	100%
Most of the physical education spaces (e.g. gym, storage, PE teacher office) are large enough for the school size and instructional program.		Fair	50%
Few or none of the physical education spaces (e.g. gym, storage, PE teacher office) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>1.800</b>		
AGREE: Physical education spaces are near the other "noisy" programs (music, kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces and provide convenient public & after-school access and separation from other spaces.		G/F	100%
DISAGREE: Physical education spaces are near the other "noisy" programs (music, kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces and provide convenient public & after-school access and separation from other spaces.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>1.800</b>		
AGREE: The physical education spaces have adequate casework and cabinets and appropriate storage, water fountains and fixed equipment (backboards, etc.).		G/F	100%
DISAGREE: The physical education spaces have adequate casework and cabinets and appropriate storage, water fountains and fixed equipment (backboards, etc.).		P/U	0%
<b>Music</b>	<b>2.969</b>		
<b>Size</b>	<b>2.078</b>		
All, or nearly all, of the music spaces (including office) are large enough for the school size and instructional program.		Good	100%
Most of the music spaces (including office) are large enough for the school size and instructional program.		Fair	50%
Few or none of the music spaces (including office) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.445</b>		
AGREE: Music spaces are near the other "noisy" programs (P.E., kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces of the school.		G/F	100%
DISAGREE: Music spaces are near the other "noisy" programs (P.E., kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces of the school.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.445</b>		
AGREE: Music spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, and technology equipment.		G/F	100%
DISAGREE: Music spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, and technology equipment.		P/U	0%
<b>Art</b>	<b>3.325</b>		
<b>Size</b>	<b>2.328</b>		
All, or nearly all, of the art spaces are large enough for the school size and instructional program.		Good	100%
Most of the art spaces are large enough for the school size and instructional program.		Fair	50%
Few or none of the art spaces are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.499</b>		
AGREE: Art spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		G/F	100%

Item Name	Possible Points	Rating	Pct
Few or none of the music spaces (including office) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.445</b>		
AGREE: Music spaces are near the other "noisy" programs (P.E., kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces of the school.		G/F	100%
DISAGREE: Music spaces are near the other "noisy" programs (P.E., kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces of the school.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.445</b>		
AGREE: Music spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, and technology equipment.		G/F	100%
DISAGREE: Music spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, and technology equipment.		P/U	0%
<b>Art</b>	<b>3.325</b>		
<b>Size</b>	<b>2.328</b>		
All, or nearly all, of the art spaces are large enough for the school size and instructional program.		Good	100%
Most of the art spaces are large enough for the school size and instructional program.		Fair	50%
Few or none of the art spaces are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.499</b>		
AGREE: Art spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		G/F	100%
DISAGREE: Art spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.499</b>		
AGREE: The art spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks & clay traps, whiteboards, drying racks, lighting, and technology equipment. The flooring is a VCT or tile.		G/F	100%
DISAGREE: The art spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks & clay traps, whiteboards, drying racks, lighting, and technology equipment. The flooring is a VCT or tile.		P/U	0%
<b>Performing Arts\Auditorium</b>	<b>1.603</b>		
<b>Size</b>	<b>1.122</b>		
All, or nearly all, of the performing arts/auditorium spaces (stage, green room, storage, dressing room, light sound booth, etc.) are large enough for the group size and instructional program.		Good	100%
Most of the performing arts/auditorium spaces (stage, green room, storage, dressing room, light sound booth, etc.) are large enough for the group size and instructional program.		Fair	67%
Some of the performing arts/auditorium spaces (stage, green room, storage, dressing room, light sound booth, etc.) are large enough for the group size and instructional program.		Poor	33%
Few or none of the performing arts/auditorium spaces (stage, green room, storage, dressing room, light sound booth, etc.) are large enough for the group size and instructional program.		Unsat	0%
<b>Adjacencies</b>	<b>0.241</b>		
All, or nearly all, of the performing arts/auditorium spaces are near each other and other performing arts spaces (e.g. music, drama, etc.). They provide convenient public and after hours access plus separation from other spaces in the building.		Good	100%
Most of the performing arts/auditorium spaces are near each other and other performing arts spaces (e.g. music, drama, etc.). They provide convenient public and after hours access plus separation from other spaces in the building.		Fair	67%
Some of the performing arts/auditorium spaces are near each other and other performing arts spaces (e.g. music, drama, etc.). They do not provide convenient public and after hours access plus separation from other spaces in the building.		Poor	33%
Few or none of the performing arts/auditorium spaces are near each other and other performing arts spaces (e.g. music, drama, etc.). They do not provide convenient public and after hours access plus separation from other spaces in the building.		Unsat	0%
<b>Storage\Fixed Equip.</b>	<b>0.241</b>		
All or nearly all of the performing arts/auditorium spaces have adequate casework and appropriate storage, water fountains, fixed equipment and technology equipment.		Good	100%
50-75% of the performing arts/auditorium spaces have adequate casework and cabinets and appropriate storage, water fountains, fixed equipment and technology equipment.		Fair	50%
Fewer than 50% of the performing arts/auditorium spaces have adequate casework and cabinets and appropriate storage, water fountains, fixed equipment and technology equipment.		P/U	0%
<b>Vocational Technical</b>	<b>8.545</b>		
<b>Size</b>	<b>5.982</b>		
All, or nearly all, of the vocational/technical lab spaces are large enough for the school size and instructional program.		Good	100%
Most of the vocational/technical lab spaces are large enough for the school size and instructional program.		Fair	67%
Some of the vocational/technical lab spaces are large enough for the school size and instructional program.		Poor	33%
Few or none of the vocational/technical lab spaces are large enough for the school size and instructional program.		Unsat	0%
<b>Adjacencies</b>	<b>1.282</b>		
All, or nearly all, of the vocational/technical lab spaces are near the other academic programs. The technology lab spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Good	100%
Most of the vocational/technical lab spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Fair	67%
Some of the vocational/technical lab spaces are near other academic programs. The spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Poor	33%
Few or none of the vocational/technical lab spaces are near other academic programs. The spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Unsat	0%
<b>Storage\Fixed Equip.</b>	<b>1.282</b>		
AGREE: Vocational/technical lab spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment.		G/F	100%
DISAGREE: Vocational/technical lab spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment.		P/U	0%
<b>Science</b>	<b>4.149</b>		
<b>Size</b>	<b>2.904</b>		
All, or nearly all, of the science spaces (including prep room) are large enough for the school size and instructional program.		Good	100%
Most of the science spaces (including prep room) are large enough for the school size and instructional program.		Fair	50%

Item Name	Possible Points	Rating	Pct
Most of the vocational/technical lab spaces are large enough for the school size and instructional program.		Fair	67%
Some of the vocational/technical lab spaces are large enough for the school size and instructional program.		Poor	33%
Few or none of the vocational/technical lab spaces are large enough for the school size and instructional program.		Unsat	0%
<b>Adjacencies</b>	<b>1.282</b>		
All, or nearly all, of the vocational/technical lab spaces are near the other academic programs. The technology lab spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Good	100%
Most of the vocational/technical lab spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Fair	67%
Some of the vocational/technical lab spaces are near other academic programs. The spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Poor	33%
Few or none of the vocational/technical lab spaces are near other academic programs. The spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Unsat	0%
<b>Storage\Fixed Equip.</b>	<b>1.282</b>		
AGREE: Vocational/technical lab spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment.		G/F	100%
DISAGREE: Vocational/technical lab spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment.		P/U	0%
<b>Science</b>	<b>4.149</b>		
<b>Size</b>	<b>2.904</b>		
All, or nearly all, of the science spaces (including prep room) are large enough for the school size and instructional program.		Good	100%
Most of the science spaces (including prep room) are large enough for the school size and instructional program.		Fair	50%
Few or none of the science spaces (including prep room) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.622</b>		
All, or nearly all, of the science spaces are near the other academic programs. The science spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Good	100%
50-75% of the science spaces are near other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Fair	50%
Fewer than 50% of the science spaces are near other academic programs. Most of the spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.622</b>		
AGREE: Science spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment. The flooring is a VCT or tile.		G/F	100%
DISAGREE: Science spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment. The flooring is a VCT or tile.		P/U	0%
<b>Administration</b>	<b>2.610</b>		
<b>Size</b>	<b>1.827</b>		
All, or nearly all, of the administrative spaces (reception, office, work rooms, conf. rooms, restrooms, etc.) are large enough for the school size.		Good	100%
Most of the administrative spaces (reception, office, work rooms, conf. rooms, restrooms, etc.) are large enough for the school size.		Fair	50%
Few or none of administrative spaces (reception, office, work rooms, conf. rooms, restrooms, etc.) are large enough for the school size.		P/U	0%
<b>Adjacencies</b>	<b>0.392</b>		
AGREE: The administration and reception spaces are located near the main entrance areas, have sight lines of the school entrance, and are near instructional areas.		G/F	100%
DISAGREE: The administration and reception spaces are located near the main entrance areas, have sight lines of the school entrance, and are near instructional areas.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.392</b>		
AGREE: The administration and reception spaces have adequate and appropriate storage, utilities, technology equipment and fixed equipment.		G/F	100%
DISAGREE: The administration and reception spaces have adequate and appropriate storage, utilities, technology equipment and fixed equipment.		P/U	0%
<b>Restrooms (Student)</b>	<b>0.912</b>		
All, or nearly all, of the restroom spaces are adequately ventilated. Fixtures are age-appropriate. Floor and wall surfaces are washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are in place & functional.		Good	100%
50-75% of the restroom spaces are adequately ventilated. Fixtures are age-appropriate. Floor and wall surfaces are washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are in place & functional.		Fair	50%
Fewer than 50% of the restroom spaces are adequately ventilated. Fixtures are not age-appropriate. Floor and wall surfaces are not washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are not in place & functional.		P/U	0%
<b>Teacher Lounge and Work Room(s)</b>	<b>0.713</b>		
All, or nearly all, of the teacher lounge, workrooms, and restrooms are large enough for the school size. They are located near the main instructional areas, and have appropriate storage, utilities, technology equipment and fixed equipment.		Good	100%
50-75% of the teacher lounge, workrooms, and restrooms are large enough for the school size. They are located near the main instructional areas, and have appropriate storage, utilities, technology equipment and fixed equipment.		Fair	50%
Fewer than 50% of the teacher lounge, workrooms, and restrooms are large enough for the school size. They're not located near the main instructional areas, and have inadequate storage, utilities, technology equipment and fixed equipment.		P/U	0%
<b>Cafeteria</b>	<b>4.000</b>		
All, or nearly all, of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Good	100%
Most of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Fair	67%
Some of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Poor	33%
Few or none of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Unsat	0%
<b>Food Prep</b>	<b>5.106</b>		
All, or nearly all, of the food prep spaces (kitchen, freezer, cooler, storage, office, etc.) are sized correctly. They are acoustically isolated, have provisions for pickup and delivery, & have adequate storage, utilities, and fixed equip.		Good	100%

Item Name	Possible Points	Rating	Pct
50-75% of the restroom spaces are adequately ventilated. Fixtures are age-appropriate. Floor and wall surfaces are washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are in place & functional.		Fair	50%
Fewer than 50% of the rstrm spaces are adequately ventilated. Fixtures are not age-appropriate. Floor and wall surfaces are not washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are not in place & functional.		P/U	0%
<b>Teacher Lounge and Work Room(s)</b>	<b>0.713</b>		
All, or nearly all, of the teacher lounge, workrooms, and restrooms are large enough for the school size. They are located near the main instructional areas, and have appropriate storage, utilities, technology equipment and fixed equipment.		Good	100%
50-75% of the teacher lounge, workrooms, and restrooms are large enough for the school size. They are located near the main instructional areas, and have appropriate storage, utilities, technology equipment and fixed equipment.		Fair	50%
Fewer than 50% of the teacher lounge, workrooms, and restrooms are large enough for the school size. They're not located near the main instructional areas, and have inadequate storage, utilities, technology equipment and fixed equipment.		P/U	0%
<b>Cafeteria</b>	<b>4.000</b>		
All, or nearly all, of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Good	100%
Most of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Fair	67%
Some of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Poor	33%
Few or none of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Unsat	0%
<b>Food Prep</b>	<b>5.106</b>		
All, or nearly all, of the food prep spaces (kitchen, freezer, cooler, storage, office, etc.) are sized correctly. They are acoustically isolated, have provisions for pickup and delivery, & have adequate storage, utilities, and fixed equip.		Good	100%
Most of the food prep spaces (kitchen, freezer, cooler, storage, office, etc.) are sized correctly. They are acoustically isolated, have provisions for pickup and delivery, & have adequate storage, utilities, and fixed equip.		Fair	67%
Some of the food prep spaces (kitchen, freezer, cooler, storage, office, etc.) are sized correctly. They are not acoustically isolated, have no provisions for pickup and delivery, and inadequate storage, utilities, and fixed equip.		Poor	33%
Few or none of the food prep spaces (kitchen, freezer, cooler, storage, office, etc.) are sized correctly. They are not acoustically isolated, have no provisions for pickup and delivery, and inadequate storage, utilities, and fixed equip.		Unsat	0%
<b>Counseling</b>	<b>0.757</b>		
All, or nearly all, of the counseling spaces (offices, reception, etc.) are large enough for the school size. They are located near the main instructional areas, and have adequate storage, utilities, and fixed equipment.		Good	100%
Most of the counseling spaces (offices, reception, etc.) are large enough for the school size. They are located near the main instructional areas, and have adequate storage, utilities, and fixed equipment.		Fair	50%
Few or none of the counseling spaces (offices, reception, etc.) are large enough for the school size. They are located away from the main instructional areas, and have inadequate storage, utilities, and fixed equipment.		P/U	0%
<b>Clinic</b>	<b>0.238</b>		
AGREE: Clinic spaces (office, restroom, clinic, etc.) are large enough for the school size. They are located near the main administrative area, and have adequate storage, utilities, and fixed equipment.		G/F	100%
DISAGREE: Clinic spaces (office, restroom, clinic, etc.) are large enough for the school size. They are located near the main administrative area, and have adequate storage, utilities, and fixed equipment.		P/U	0%
<b>Custodial &amp; Maintenance</b>	<b>0.500</b>		
AGREE: Custodial and maintenance spaces (custodial closets, fire proof equipment storage, etc.) are large enough for the school size. They are conveniently located and have adequate storage, utilities, and fixed equipment.		G/F	100%
DISAGREE: Custodial and maintenance spaces (custodial closets, fire proof equipment storage, etc.) are large enough for the school size. They are conveniently located and have adequate storage, utilities, and fixed equipment.		P/U	0%

Item Name	Possible Points	Rating	Pct
<b>Suitability - K-8</b>	<b>100.000</b>		
<b>Site</b>	<b>6.994</b>		
<b>Traffic</b>	<b>3.000</b>		
Traffic routing is characterized by safety and good separation. Bus, parent, service lanes are "off-street" and do not conflict with each other, or playground, or parking areas. There is adequate bus parking near entrances to the building.		<b>Good</b>	<b>100%</b>
Traffic routing has some safety and separation problems. At least one of the bus, parent, or service delivery access lanes is missing or has circulation conflict.		<b>Fair</b>	<b>67%</b>
Traffic routing has numerous safety and separation problems. Most, but not all, of the bus, parent, or service delivery access lanes are missing or have circulation conflict due to separation problems.		<b>Poor</b>	<b>33%</b>
All traffic routing has safety and separation problems. The bus, parent, or service delivery access lanes are missing and there are circulation conflicts due to separation problems.		<b>Unsat</b>	<b>0%</b>
<b>Pedestrian Traffic</b>	<b>1.000</b>		
Pedestrian traffic routing is characterized by safety and good separation. Routes funnel students to main entrances. Routing adequately meets needs for pedestrian access to the school.		<b>Good</b>	<b>100%</b>
Pedestrian traffic routing has some safety and separation problems. Routes generally funnel students to main entrances. Routing typically meets the needs for pedestrian access to the school.		<b>Fair</b>	<b>67%</b>
Pedestrian traffic routing has numerous safety and separation problems. Few routes funnel students to main entrances. Routing typically does not meet the needs for pedestrian access to the school.		<b>Poor</b>	<b>33%</b>
Pedestrian traffic routing has safety and separation problems. Routes do not funnel students to main entrances. Routing does not meet the needs for pedestrian access to the school.		<b>Unsat</b>	<b>0%</b>
<b>Parking</b>	<b>1.351</b>		
There is adequate off-street parking for staff and visitors. Parking lots have reasonable access to main school entrances.		<b>Good</b>	<b>100%</b>
There is adequate off-street parking for most staff and visitors. Parking lots have reasonable access to main school entrances.		<b>Fair</b>	<b>67%</b>
Most parking for staff and visitors is on-street. Parking lots do not have reasonable access to main school entrances.		<b>Poor</b>	<b>33%</b>
All, or nearly all, parking for staff and visitors is on-street. Parking lots do not have reasonable access to main school entrances.		<b>Unsat</b>	<b>0%</b>
<b>Play Courts &amp; Fields</b>	<b>1.644</b>		
All play courts/fields are large enough to allow organized and free play. Play courts/fields are adjacent to the school, accessible, and well developed. Equipment is age-appropriate.		<b>Good</b>	<b>100%</b>
Most play courts/fields are large enough to allow organized and free play and are adjacent to the school. There may be minor accessibility problems and may have minor development problems. Some equipment is not age appropriate.		<b>Fair</b>	<b>67%</b>
Most play courts/fields are too small to allow organized and free play and are not adjacent to the school. There are major accessibility problems and major development problems. Most equipment is not age appropriate.		<b>Poor</b>	<b>33%</b>
Play courts/fields are nonexistent or are severely undersized. Organized and free play is not practical.		<b>Unsat</b>	<b>0%</b>
<b>Safety and Security</b>	<b>5.371</b>		
<b>Fencing</b>	<b>1.218</b>		
The school site is adequately fenced. Entrances and egresses are limited, where appropriate.		<b>Good</b>	<b>100%</b>
Most of the school site is adequately fenced, but there are minor problems. Most entrances and egresses are limited, where appropriate.		<b>Fair</b>	<b>67%</b>
The school site has major fencing inadequacies. Many entrances and egresses are not limited where needed for safety.		<b>Poor</b>	<b>33%</b>
The school site has no fencing. Entrances and egresses are unlimited. There are significant resultant safety problems.		<b>Unsat</b>	<b>0%</b>
<b>Signage &amp; Way Finding</b>	<b>0.152</b>		
The site has adequate large signage or graphics to direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school building and grounds. All rooms are identified with signs.		<b>Good</b>	<b>100%</b>
The site has some large signage or graphics to direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school building and grounds. Most rooms are identified with signs.		<b>Fair</b>	<b>67%</b>
The site has few or no large signage or graphics to direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school building and grounds. Some rooms are identified with signs.		<b>Poor</b>	<b>33%</b>
The site has few or no large signage or graphics to direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school building and grounds. Most rooms are not identified with signs.		<b>Unsat</b>	<b>0%</b>
<b>Ease of Supervision</b>	<b>3.000</b>		
AGREE: The facility is designed so that supervision is enhanced through proper sightlines, few or no "hiding areas", good visibility both inside and outside the building, and visual access to appropriate areas.		<b>G/F</b>	<b>100%</b>
DISAGREE: The facility is designed so that supervision is enhanced through proper sightlines, few or no "hiding areas", good visibility both inside and outside the building, and visual access to appropriate areas.		<b>P/U</b>	<b>0%</b>
<b>Limited Entrances</b>	<b>0.500</b>		
AGREE: School design or configuration has limited the number of entrances to the school. Public entrances are easily supervised.		<b>G/F</b>	<b>100%</b>
DISAGREE: School design or configuration has limited the number of entrances to the school. Public entrances are easily supervised.		<b>P/U</b>	<b>0%</b>
<b>Interior Circulation</b>	<b>0.500</b>		
AGREE: Hallways, and stairwells are large enough to accommodate student movement. Intersections and corridors are not congested and the commons area is large enough for the school and its programs.		<b>G/F</b>	<b>100%</b>
DISAGREE: Hallways, and stairwells are large enough to accommodate student movement. Intersections and corridors are not congested and the commons area is large enough for the school and its programs.		<b>P/U</b>	<b>0%</b>
<b>School Climate</b>	<b>11.000</b>		
<b>Learning Style Variety</b>	<b>5.000</b>		
AGREE: Facility is designed to allow for small group discussions and work projects, individual workstations and distance learning as well as traditional classrooms. Spaces are flexible, allowing for different teaching, administrative and learning styles.		<b>G/F</b>	<b>100%</b>
DISAGREE: Facility is designed to allow for small group discussions and wk projects, individual wk stations and distance learning as well as traditional classrooms. Spaces are flexible, allowing for different teaching, administrative and learning styles.		<b>P/U</b>	<b>0%</b>
<b>School Environment</b>	<b>5.000</b>		
AGREE: The facility provides an inviting and stimulating environment. Spatial configurations, acoustics, lighting levels, natural light and the overall aesthetics support and promote learning.		<b>G/F</b>	<b>100%</b>
DISAGREE: The facility provides an inviting and stimulating environment. Spatial configurations, acoustics, lighting levels, natural light and the overall aesthetics support and promote learning.		<b>P/U</b>	<b>0%</b>
<b>Landscaping</b>	<b>1.000</b>		
AGREE: Facility landscaping (including grass, shrubs and trees) provides an inviting environment.		<b>G/F</b>	<b>100%</b>

Item Name	Possible Points	Rating	Pct
<b>Limited Entrances</b>	<b>0.500</b>		
AGREE: School design or configuration has limited the number of entrances to the school. Public entrances are easily supervised.		G/F	100%
DISAGREE: School design or configuration has limited the number of entrances to the school. Public entrances are easily supervised.		P/U	0%
<b>Interior Circulation</b>	<b>0.500</b>		
AGREE: Hallways, and stairwells are large enough to accommodate student movement. Intersections and corridors are not congested and the commons area is large enough for the school and its programs.		G/F	100%
DISAGREE: Hallways, and stairwells are large enough to accommodate student movement. Intersections and corridors are not congested and the commons area is large enough for the school and its programs.		P/U	0%
<b>School Climate</b>	<b>11.000</b>		
<b>Learning Style Variety</b>	<b>5.000</b>		
AGREE: Facility is designed to allow for small group discussions and work projects, individual workstations and distance learning as well as traditional classrooms. Spaces are flexible, allowing for different teaching, administrative and learning styles.		G/F	100%
DISAGREE: Facility is designed to allow for small group discussions and wk projects, individual wk stations and distance learning as well as traditional classrooms. Spaces are flexible, allowing for different teaching, administrative and learning styles.		P/U	0%
<b>School Environment</b>	<b>5.000</b>		
AGREE: The facility provides an inviting and stimulating environment. Spatial configurations, acoustics, lighting levels, natural light and the overall aesthetics support and promote learning.		G/F	100%
DISAGREE: The facility provides an inviting and stimulating environment. Spatial configurations, acoustics, lighting levels, natural light and the overall aesthetics support and promote learning.		P/U	0%
<b>Landscaping</b>	<b>1.000</b>		
AGREE: Facility landscaping (including grass, shrubs and trees) provides an inviting environment.		G/F	100%
DISAGREE: Facility landscaping (including grass, shrubs and trees) provides an inviting environment.		P/U	0%
<b>General Classrooms</b>	<b>18.500</b>		
<b>Size</b>	<b>12.950</b>		
All, or nearly all, of the general classrooms are appropriate for the class size and instructional program.		Good	100%
Most of the general classrooms are appropriate for the class size and instructional program. A few classrooms are undersized.		Fair	67%
Some of the general classrooms are appropriate for the class size and instructional program. Many classrooms are undersized, even for small classes.		Poor	33%
Few or none of the general classrooms are appropriate for the class size and instructional program. Most classrooms are undersized, even for small classes.		Unsat	0%
<b>Adjacencies</b>	<b>2.775</b>		
All or nearly all of the general classrooms are near the media cntr, computer rms, and support spaces. They are acoustically isolated from noisy spaces & acoustics are internally appropriate (e.g. gyms, kitchens, music).		Good	100%
Most of the general classrooms are near the media cntr, computer rms, and support spaces. They are acoustically isolated from most noisy spaces & acoustics are internally appropriate (e.g. gyms, kitchens, music).		Fair	67%
Some of the general classrooms are near the media cntr, computer rms, and support spaces. They are not acoustically isolated from noisy spaces & have internal acoustic problems (eg. gyms, kitchens, music).		Poor	33%
Few or none of the general classrms are near the media cntr, computer rms, and support spaces. They are not acoustically isolated from noisy spaces & have internal acoustic problems (eg. gyms, kitchens, music).		Unsat	0%
<b>Storage\Fixed Equip.</b>	<b>2.775</b>		
All, or nearly all, of the general classrooms have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		Good	100%
Most of the general classrooms have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		Fair	67%
Some of the general classrooms have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		Poor	33%
Few or none of the general classrooms have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		Unsat	0%
<b>Remedial - Special Needs</b>	<b>4.530</b>		
<b>Size</b>	<b>3.171</b>		
All, or nearly all, of the remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) are large enough for the typical group size and instructional program.		Good	100%
Most of the remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) are large enough for the typical group size and instructional program.		Fair	50%
Few or none of the remedial and special education spaces (including therapy rooms, testing rooms, offices, etc.) are large enough for the typical group size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.680</b>		
AGREE: Remedial and special education spaces are near the media center, computer rooms, and general classrooms. Therapy rooms, testing rooms, offices, etc. are near programs they serve. They are acoustically isolated from noisy spaces.		G/F	100%
DISAGREE: Remedial and special education spaces are near the media center, computer rooms, and general classrooms. Therapy rooms, testing rooms, offices, etc. are near programs they serve. They are acoustically isolated from noisy spaces.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.680</b>		
AGREE: Remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		G/F	100%
DISAGREE: Remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		P/U	0%
<b>Library</b>	<b>3.473</b>		
<b>Size</b>	<b>2.431</b>		
All, or nearly all, of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		Good	100%
Most of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		Fair	50%

Item Name	Possible Points	Rating	Pct
Few or none of the remedial and special education spaces (including therapy rooms, testing rooms, offices, etc.) are large enough for the typical group size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.680</b>		
AGREE: Remedial and special education spaces are near the media center, computer rooms, and general classrooms. Therapy rooms, testing rooms, offices, etc. are near programs they serve. They are acoustically isolated from noisy spaces.		G/F	100%
DISAGREE: Remedial and special education spaces are near the media center, computer rooms, and general classrooms. Therapy rooms, testing rooms, offices, etc. are near programs they serve. They are acoustically isolated from noisy spaces.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.680</b>		
AGREE: Remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		G/F	100%
DISAGREE: Remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		P/U	0%
<b>Library</b>	<b>3.473</b>		
<b>Size</b>	<b>2.431</b>		
All, or nearly all, of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		Good	100%
Most of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		Fair	50%
Few or none of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		P/U	0%
<b>Adjacencies</b>	<b>0.521</b>		
AGREE: Library spaces (including office, work rooms, conference room, etc.) are near the academic programs they serve. The spaces are acoustically isolated from the noisy spaces of the school (e.g. gyms, kitchens, music, shops, etc.).		G/F	100%
DISAGREE: Library spaces (including office, work rooms, conference room, etc.) are near the academic programs they serve. The spaces are acoustically isolated from the noisy spaces of the school (e.g. gyms, kitchens, music, shops, etc.).		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.521</b>		
AGREE: The library spaces (including office, work rooms, conference room, etc.) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, counter-tops for production, equipment storage, and technology equipment.		G/F	100%
DISAGREE: The library spaces (including office, work rooms, conference room, etc.) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, counter-tops for production, equipment storage, and technology equipment.		P/U	0%
<b>P.E.</b>	<b>12.000</b>		
<b>Size</b>	<b>8.400</b>		
All, or nearly all, of the physical education spaces (e.g. gym, storage, PE teacher office) are large enough for the school size and instructional program.		Good	100%
Most of the physical education spaces (e.g. gym, storage, PE teacher office) are large enough for the school size and instructional program.		Fair	50%
Few or none of the physical education spaces (e.g. gym, storage, PE teacher office) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>1.800</b>		
AGREE: Physical education spaces are near the other "noisy" programs (music, kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces and provide convenient public & after-school access and separation from other spaces.		G/F	100%
DISAGREE: Physical education spaces are near the other "noisy" programs (music, kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces and provide convenient public & after-school access and separation from other spaces.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>1.800</b>		
AGREE: The physical education spaces have adequate casework and cabinets and appropriate storage, water fountains and fixed equipment (backboards, etc.).		G/F	100%
DISAGREE: The physical education spaces have adequate casework and cabinets and appropriate storage, water fountains and fixed equipment (backboards, etc.).		P/U	0%
<b>Music</b>	<b>3.775</b>		
<b>Size</b>	<b>2.643</b>		
All, or nearly all, of the music spaces (including office) are large enough for the school size and instructional program.		Good	100%
Most of the music spaces (including office) are large enough for the school size and instructional program.		Fair	50%
Few or none of the music spaces (including office) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.566</b>		
AGREE: Music spaces are near the other "noisy" programs (P.E., kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces of the school.		G/F	100%
DISAGREE: Music spaces are near the other "noisy" programs (P.E., kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces of the school.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.566</b>		
AGREE: Music spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, and technology equipment.		G/F	100%
DISAGREE: Music spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, and technology equipment.		P/U	0%
<b>Art</b>	<b>2.189</b>		
<b>Size</b>	<b>1.533</b>		
All, or nearly all, of the art spaces are large enough for the school size and instructional program.		Good	100%
Most of the art spaces are large enough for the school size and instructional program.		Fair	50%
Few or none of the art spaces are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.328</b>		
AGREE: Art spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		G/F	100%

Item Name	Possible Points	Rating	Pct
Few or none of the music spaces (including office) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.586</b>		
AGREE: Music spaces are near the other "noisy" programs (P.E., kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces of the school.		G/F	100%
DISAGREE: Music spaces are near the other "noisy" programs (P.E., kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces of the school.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.586</b>		
AGREE: Music spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, and technology equipment.		G/F	100%
DISAGREE: Music spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, and technology equipment.		P/U	0%
<b>Art</b>	<b>2.189</b>		
<b>Size</b>	<b>1.533</b>		
All, or nearly all, of the art spaces are large enough for the school size and instructional program.		Good	100%
Most of the art spaces are large enough for the school size and instructional program.		Fair	50%
Few or none of the art spaces are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.328</b>		
AGREE: Art spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		G/F	100%
DISAGREE: Art spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.328</b>		
AGREE: The art spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks & clay traps, whiteboards, drying racks, lighting, and technology equipment. The flooring is a VCT or tile.		G/F	100%
DISAGREE: The art spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks & clay traps, whiteboards, drying racks, lighting, and technology equipment. The flooring is a VCT or tile.		P/U	0%
<b>Performing Arts\Auditorium</b>	<b>2.341</b>		
<b>Size</b>	<b>1.638</b>		
All, or nearly all, of the performing arts/auditorium spaces (stage, green room, storage, dressing room, light sound booth, etc.) are large enough for the group size and instructional program.		Good	100%
Most of the performing arts/auditorium spaces (stage, green room, storage, dressing room, light sound booth, etc.) are large enough for the group size and instructional program.		Fair	67%
Some of the performing arts/auditorium spaces (stage, green room, storage, dressing room, light sound booth, etc.) are large enough for the group size and instructional program.		Poor	33%
Few or none of the performing arts/auditorium spaces (stage, green room, storage, dressing room, light sound booth, etc.) are large enough for the group size and instructional program.		Unsat	0%
<b>Adjacencies</b>	<b>0.351</b>		
All, or nearly all, of the performing arts/auditorium spaces are near each other and other performing arts spaces (e.g. music, drama, etc.). They provide convenient public and after hours access plus separation from other spaces in the building.		Good	100%
Most of the performing arts/auditorium spaces are near each other and other performing arts spaces (e.g. music, drama, etc.). They provide convenient public and after hours access plus separation from other spaces in the building.		Fair	67%
Some of the performing arts/auditorium spaces are near each other and other performing arts spaces (e.g. music, drama, etc.). They do not provide convenient public and after hours access plus separation from other spaces in the building.		Poor	33%
Few or none of the performing arts/auditorium spaces are near each other and other performing arts spaces (e.g. music, drama, etc.). They do not provide convenient public and after hours access plus separation from other spaces in the building.		Unsat	0%
<b>Storage\Fixed Equip.</b>	<b>0.351</b>		
All or nearly all of the performing arts/auditorium spaces have adequate casework and appropriate storage, water fountains, fixed equipment and technology equipment.		Good	100%
50-75% of the performing arts/auditorium spaces have adequate casework and cabinets and appropriate storage, water fountains, fixed equipment and technology equipment.		Fair	50%
Fewer than 50% of the performing arts/auditorium spaces have adequate casework and cabinets and appropriate storage, water fountains, fixed equipment and technology equipment.		P/U	0%
<b>Vocational Technical</b>	<b>6.123</b>		
<b>Size</b>	<b>4.286</b>		
All, or nearly all, of the vocational/technical lab spaces are large enough for the school size and instructional program.		Good	100%
Most of the vocational/technical lab spaces are large enough for the school size and instructional program.		Fair	67%
Some of the vocational/technical lab spaces are large enough for the school size and instructional program.		Poor	33%
Few or none of the vocational/technical lab spaces are large enough for the school size and instructional program.		Unsat	0%
<b>Adjacencies</b>	<b>0.919</b>		
All, or nearly all, of the vocational/technical lab spaces are near the other academic programs. The technology lab spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Good	100%
Most of the vocational/technical lab spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Fair	67%
Some of the vocational/technical lab spaces are near other academic programs. The spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Poor	33%
Few or none of the vocational/technical lab spaces are near other academic programs. The spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Unsat	0%
<b>Storage\Fixed Equip.</b>	<b>0.919</b>		
AGREE: Vocational/technical lab spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment.		G/F	100%
DISAGREE: Vocational/technical lab spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment.		P/U	0%
<b>Science</b>	<b>3.851</b>		
<b>Size</b>	<b>2.695</b>		
All, or nearly all, of the science spaces (including prep room) are large enough for the school size and instructional program.		Good	100%
Most of the science spaces (including prep room) are large enough for the school size and instructional program.		Fair	50%



Item Name	Possible Points	Rating	Pct
Most of the vocational/technical lab spaces are large enough for the school size and instructional program.		Fair	67%
Some of the vocational/technical lab spaces are large enough for the school size and instructional program.		Poor	33%
Few or none of the vocational/technical lab spaces are large enough for the school size and instructional program.		Unsat	0%
<b>Adjacencies</b>	<b>0.919</b>		
All, or nearly all, of the vocational/technical lab spaces are near the other academic programs. The technology lab spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Good	100%
Most of the vocational/technical lab spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Fair	67%
Some of the vocational/technical lab spaces are near other academic programs. The spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Poor	33%
Few or none of the vocational/technical lab spaces are near other academic programs. The spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Unsat	0%
<b>Storage\Fixed Equip.</b>	<b>0.919</b>		
AGREE: Vocational/technical lab spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment.		G/F	100%
DISAGREE: Vocational/technical lab spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment.		P/U	0%
<b>Science</b>	<b>3.851</b>		
<b>Size</b>	<b>2.695</b>		
All, or nearly all, of the science spaces (including prep room) are large enough for the school size and instructional program.		Good	100%
Most of the science spaces (including prep room) are large enough for the school size and instructional program.		Fair	50%
Few or none of the science spaces (including prep room) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.578</b>		
All, or nearly all, of the science spaces are near the other academic programs. The science spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Good	100%
50-75% of the science spaces are near other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Fair	50%
Fewer than 50% of the science spaces are near other academic programs. Most of the spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.578</b>		
AGREE: Science spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment. The flooring is a VCT or tile.		G/F	100%
DISAGREE: Science spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment. The flooring is a VCT or tile.		P/U	0%
<b>Kindergarten</b>	<b>1.684</b>		
<b>Size</b>	<b>1.179</b>		
All, or nearly all, of the kindergarten spaces (including restroom) are large enough for the school size and instructional program.		Good	100%
Most of the kindergarten spaces (including restroom) are large enough for the school size and instructional program.		Fair	50%
Few or none of the kindergarten spaces (including restroom) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.253</b>		
AGREE: Kindergarten spaces are near the other academic programs and an adjacent restroom. Spaces provide convenient access from parent drop-off areas. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		G/F	100%
DISAGREE: Kindergarten spaces are near the other academic programs and an adjacent restroom. Spaces provide convenient access from parent drop-off areas. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.253</b>		
AGREE: Kindergarten spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment. Some of the flooring is a "wet area".		G/F	100%
DISAGREE: Kindergarten spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment. Some of the flooring is a "wet area".		P/U	0%
<b>Administration</b>	<b>2.269</b>		
<b>Size</b>	<b>1.588</b>		
All, or nearly all, of the administrative spaces (reception, office, work rooms, conf. rooms, restrooms, etc.) are large enough for the school size.		Good	100%
Most of the administrative spaces (reception, office, work rooms, conf. rooms, restrooms, etc.) are large enough for the school size.		Fair	50%
Few or none of administrative spaces (reception, office, work rooms, conf. rooms, restrooms, etc.) are large enough for the school size.		P/U	0%
<b>Adjacencies</b>	<b>0.340</b>		
AGREE: The administration and reception spaces are located near the main entrance areas, have sight lines of the school entrance, and are near instructional areas.		G/F	100%
DISAGREE: The administration and reception spaces are located near the main entrance areas, have sight lines of the school entrance, and are near instructional areas.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.340</b>		
AGREE: The administration and reception spaces have adequate and appropriate storage, utilities, technology equipment and fixed equipment.		G/F	100%
DISAGREE: The administration and reception spaces have adequate and appropriate storage, utilities, technology equipment and fixed equipment.		P/U	0%
<b>Restrooms (Student)</b>	<b>0.906</b>		
All, or nearly all, of the restroom spaces are adequately ventilated. Fixtures are age-appropriate. Floor and wall surfaces are washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are in place & functional.		Good	100%
50-75% of the restroom spaces are adequately ventilated. Fixtures are age-appropriate. Floor and wall surfaces are washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are in place & functional.		Fair	50%
Fewer than 50% of the rstrm spaces are adequately ventilated. Fixtures are not age-appropriate. Floor and wall surfaces are not washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are not in place & functional.		P/U	0%
<b>Teacher Lounge and Work Room(s)</b>	<b>0.906</b>		

Item Name	Possible Points	Rating	Pct
Most of the administrative spaces (reception, office, work rooms, conf. rooms, restrooms, etc.) are large enough for the school size.		Fair	50%
Few or none of administrative spaces (reception, office, work rooms, conf. rooms, restrooms, etc.) are large enough for the school size.		P/U	0%
<b>Adjacencies</b>	<b>0.340</b>		
AGREE: The administration and reception spaces are located near the main entrance areas, have sight lines of the school entrance, and are near instructional areas.		G/F	100%
DISAGREE: The administration and reception spaces are located near the main entrance areas, have sight lines of the school entrance, and are near instructional areas.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.340</b>		
AGREE: The administration and reception spaces have adequate and appropriate storage, utilities, technology equipment and fixed equipment.		G/F	100%
DISAGREE: The administration and reception spaces have adequate and appropriate storage, utilities, technology equipment and fixed equipment.		P/U	0%
<b>Restrooms (Student)</b>	<b>0.906</b>		
All, or nearly all, of the restroom spaces are adequately ventilated. Fixtures are age-appropriate. Floor and wall surfaces are washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are in place & functional.		Good	100%
50-75% of the restroom spaces are adequately ventilated. Fixtures are age-appropriate. Floor and wall surfaces are washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are in place & functional.		Fair	50%
Fewer than 50% of the restroom spaces are adequately ventilated. Fixtures are not age-appropriate. Floor and wall surfaces are not washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are not in place & functional.		P/U	0%
<b>Teacher Lounge and Work Room(s)</b>	<b>0.906</b>		
All, or nearly all, of the teacher lounge, workrooms, and restrooms are large enough for the school size. They are located near the main instructional areas, and have appropriate storage, utilities, technology equipment and fixed equipment.		Good	100%
50-75% of the teacher lounge, workrooms, and restrooms are large enough for the school size. They are located near the main instructional areas, and have appropriate storage, utilities, technology equipment and fixed equipment.		Fair	50%
Fewer than 50% of the teacher lounge, workrooms, and restrooms are large enough for the school size. They're not located near the main instructional areas, and have inadequate storage, utilities, technology equipment and fixed equipment.		P/U	0%
<b>Cafeteria</b>	<b>5.000</b>		
All, or nearly all, of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Good	100%
Most of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Fair	67%
Some of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Poor	33%
Few or none of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Unsat	0%
<b>Food Prep</b>	<b>7.842</b>		
All, or nearly all, of the food prep spaces (kitchen, freezer, cooler, storage, office, etc.) are sized correctly. They are acoustically isolated, have provisions for pickup and delivery, & have adequate storage, utilities, and fixed equip.		Good	100%
Most of the food prep spaces (kitchen, freezer, cooler, storage, office, etc.) are sized correctly. They are acoustically isolated, have provisions for pickup and delivery, & have adequate storage, utilities, and fixed equip.		Fair	67%
Some of the food prep spaces (kitchen, freezer, cooler, storage, office, etc.) are sized correctly. They are not acoustically isolated, have no provisions for pickup and delivery, and inadequate storage, utilities, and fixed equip.		Poor	33%
Few or none of the food prep spaces (kitchen, freezer, cooler, storage, office, etc.) are sized correctly. They are not acoustically isolated, have no provisions for pickup and delivery, and inadequate storage, utilities, and fixed equip.		Unsat	0%
<b>Counseling</b>	<b>0.408</b>		
All, or nearly all, of the counseling spaces (offices, reception, etc.) are large enough for the school size. They are located near the main instructional areas, and have adequate storage, utilities, and fixed equipment.		Good	100%
Most of the counseling spaces (offices, reception, etc.) are large enough for the school size. They are located near the main instructional areas, and have adequate storage, utilities, and fixed equipment.		Fair	50%
Few or none of the counseling spaces (offices, reception, etc.) are large enough for the school size. They are located away from the main instructional areas, and have inadequate storage, utilities, and fixed equipment.		P/U	0%
<b>Clinic</b>	<b>0.340</b>		
AGREE: Clinic spaces (office, restroom, clinic, etc.) are large enough for the school size. They are located near the main administrative area, and have adequate storage, utilities, and fixed equipment.		G/F	100%
DISAGREE: Clinic spaces (office, restroom, clinic, etc.) are large enough for the school size. They are located near the main administrative area, and have adequate storage, utilities, and fixed equipment.		P/U	0%
<b>Custodial &amp; Maintenance</b>	<b>0.500</b>		
AGREE: Custodial and maintenance spaces (custodial closets, fire proof equipment storage, etc.) are large enough for the school size. They are conveniently located and have adequate storage, utilities, and fixed equipment.		G/F	100%
DISAGREE: Custodial and maintenance spaces (custodial closets, fire proof equipment storage, etc.) are large enough for the school size. They are conveniently located and have adequate storage, utilities, and fixed equipment.		P/U	0%

Item Name	Possible Points	Rating	Pct
AGREE: Clinic spaces (office, restroom, clinic, etc.) are large enough for the school size. They are located near the main administrative area, and have adequate storage, utilities, and fixed equipment.		G/F	100%
DISAGREE: Clinic spaces (office, restroom, clinic, etc.) are large enough for the school size. They are located near the main administrative area, and have adequate storage, utilities, and fixed equipment.		P/U	0%
<b>Custodial &amp; Maintenance</b>	<b>0.500</b>		
AGREE: Custodial and maintenance spaces (custodial closets, fire proof equipment storage, etc.) are large enough for the school size. They are conveniently located and have adequate storage, utilities, and fixed equipment.		G/F	100%
DISAGREE: Custodial and maintenance spaces (custodial closets, fire proof equipment storage, etc.) are large enough for the school size. They are conveniently located and have adequate storage, utilities, and fixed equipment.		P/U	0%

Item Name	Possible Points	Rating	Pct
<b>Suitability - K-12</b>	<b>100.000</b>		
<b>Site</b>	<b>11.547</b>		
<b>Traffic</b>	<b>3.000</b>		
Traffic routing is characterized by safety and good separation. Bus, parent, service lanes are "off-street" and do not conflict with each other, or playground, or parking areas. There is adequate bus parking near entrances to the building.		Good	100%
Traffic routing has some safety and separation problems. At least one of the bus, parent, or service delivery access lanes is missing or has circulation conflict.		Fair	67%
Traffic routing has numerous safety and separation problems. Most, but not all, of the bus, parent, or service delivery access lanes are missing or have circulation conflict due to separation problems.		Poor	33%
All traffic routing has safety and separation problems. The bus, parent, or service delivery access lanes are missing and there are circulation conflicts due to separation problems.		Unsat	0%
<b>Pedestrian Traffic</b>	<b>0.336</b>		
Pedestrian traffic routing is characterized by safety and good separation. Routes funnel students to main entrances. Routing adequately meets needs for pedestrian access to the school.		Good	100%
Pedestrian traffic routing has some safety and separation problems. Routes generally funnel students to main entrances. Routing typically meets the needs for pedestrian access to the school.		Fair	67%
Pedestrian traffic routing has numerous safety and separation problems. Few routes funnel students to main entrances. Routing typically does not meet the needs for pedestrian access to the school.		Poor	33%
Pedestrian traffic routing has safety and separation problems. Routes do not funnel students to main entrances. Routing does not meet the needs for pedestrian access to the school.		Unsat	0%
<b>Parking</b>	<b>3.552</b>		
There is adequate off-street parking for staff and visitors. Parking lots have reasonable access to main school entrances.		Good	100%
There is adequate off-street parking for most staff and visitors. Parking lots have reasonable access to main school entrances.		Fair	67%
Most parking for staff and visitors is on-street. Parking lots do not have reasonable access to main school entrances.		Poor	33%
All, or nearly all, parking for staff and visitors is on-street. Parking lots do not have reasonable access to main school entrances.		Unsat	0%
<b>Play Courts &amp; Fields</b>	<b>4.659</b>		
All play courts/fields are large enough to allow organized and free play. Play courts/fields are adjacent to the school, accessible, and well developed. Equipment is age-appropriate.		Good	100%
Most play courts/fields are large enough to allow organized and free play and are adjacent to the school. There may be minor accessibility problems and may have minor development problems. Some equipment is not age appropriate.		Fair	67%
Most play courts/fields are too small to allow organized and free play and are not adjacent to the school. There are major accessibility problems and major development problems. Most equipment is not age appropriate.		Poor	33%
Play courts/fields are nonexistent or are severely undersized. Organized and free play is not practical.		Unsat	0%
<b>Safety and Security</b>	<b>5.605</b>		
<b>Fencing</b>	<b>1.427</b>		
The school site is adequately fenced. Entrances and egresses are limited, where appropriate.		Good	100%
Most of the school site is adequately fenced, but there are minor problems. Most entrances and egresses are limited, where appropriate.		Fair	67%
The school site has major fencing inadequacies. Many entrances and egresses are not limited where needed for safety.		Poor	33%
The school site has no fencing. Entrances and egresses are unlimited. There are significant resultant safety problems.		Unsat	0%
<b>Signage &amp; Way Finding</b>	<b>0.178</b>		
The site has adequate large signage or graphics to direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school building and grounds. All rooms are identified with signs.		Good	100%
The site has some large signage or graphics to direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school building and grounds. Most rooms are identified with signs.		Fair	67%
The site has few or no large signage or graphics to direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school building and grounds. Some rooms are identified with signs.		Poor	33%
The site has few or no large signage or graphics to direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school building and grounds. Most rooms are not identified with signs.		Unsat	0%
<b>Ease of Supervision</b>	<b>3.000</b>		
AGREE: The facility is designed so that supervision is enhanced through proper sightlines, few or no "hiding areas", good visibility both inside and outside the building, and visual access to appropriate areas.		G/F	100%
DISAGREE: The facility is designed so that supervision is enhanced through proper sightlines, few or no "hiding areas", good visibility both inside and outside the building, and visual access to appropriate areas.		P/U	0%
<b>Limited Entrances</b>	<b>0.500</b>		
AGREE: School design or configuration has limited the number of entrances to the school. Public entrances are easily supervised.		G/F	100%
DISAGREE: School design or configuration has limited the number of entrances to the school. Public entrances are easily supervised.		P/U	0%
<b>Interior Circulation</b>	<b>0.500</b>		
AGREE: Hallways, and stairwells are large enough to accommodate student movement. Intersections and corridors are not congested and the commons area is large enough for the school and its programs.		G/F	100%
DISAGREE: Hallways, and stairwells are large enough to accommodate student movement. Intersections and corridors are not congested and the commons area is large enough for the school and its programs.		P/U	0%
<b>School Climate</b>	<b>11.000</b>		
<b>Learning Style Variety</b>	<b>5.000</b>		
AGREE: Facility is designed to allow for small group discussions and work projects, individual workstations and distance learning as well as traditional classrooms. Spaces are flexible, allowing for different teaching, administrative and learning styles.		G/F	100%
DISAGREE: Facility is designed to allow for small group discussions and wk projects, individual wk stations and distance learning as well as traditional classrooms. Spaces are flexible, allowing for different teaching, administrative and learning styles.		P/U	0%
<b>School Environment</b>	<b>5.000</b>		
AGREE: The facility provides an inviting and stimulating environment. Spatial configurations, acoustics, lighting levels, natural light and the overall aesthetics support and promote learning.		G/F	100%
DISAGREE: The facility provides an inviting and stimulating environment. Spatial configurations, acoustics, lighting levels, natural light and the overall aesthetics support and promote learning.		P/U	0%
<b>Landscaping</b>	<b>1.000</b>		
AGREE: Facility landscaping (including grass, shrubs and trees) provides an inviting environment.		G/F	100%

Item Name	Possible Points	Rating	Pct
<b>Limited Entrances</b>	<b>0.500</b>		
AGREE: School design or configuration has limited the number of entrances to the school. Public entrances are easily supervised.		G/F	100%
DISAGREE: School design or configuration has limited the number of entrances to the school. Public entrances are easily supervised.		P/U	0%
<b>Interior Circulation</b>	<b>0.500</b>		
AGREE: Hallways, and stairwells are large enough to accommodate student movement. Intersections and corridors are not congested and the commons area is large enough for the school and its programs.		G/F	100%
DISAGREE: Hallways, and stairwells are large enough to accommodate student movement. Intersections and corridors are not congested and the commons area is large enough for the school and its programs.		P/U	0%
<b>School Climate</b>	<b>11.000</b>		
<b>Learning Style Variety</b>	<b>5.000</b>		
AGREE: Facility is designed to allow for small group discussions and work projects, individual workstations and distance learning as well as traditional classrooms. Spaces are flexible, allowing for different teaching, administrative and learning styles.		G/F	100%
DISAGREE: Facility is designed to allow for small group discussions and wk projects, individual wk stations and distance learning as well as traditional classrooms. Spaces are flexible, allowing for different teaching, administrative and learning styles.		P/U	0%
<b>School Environment</b>	<b>5.000</b>		
AGREE: The facility provides an inviting and stimulating environment. Spatial configurations, acoustics, lighting levels, natural light and the overall aesthetics support and promote learning.		G/F	100%
DISAGREE: The facility provides an inviting and stimulating environment. Spatial configurations, acoustics, lighting levels, natural light and the overall aesthetics support and promote learning.		P/U	0%
<b>Landscaping</b>	<b>1.000</b>		
AGREE: Facility landscaping (including grass, shrubs and trees) provides an inviting environment.		G/F	100%
DISAGREE: Facility landscaping (including grass, shrubs and trees) provides an inviting environment.		P/U	0%
<b>General Classrooms</b>	<b>17.500</b>		
<b>Size</b>	<b>12.250</b>		
All, or nearly all, of the general classrooms are appropriate for the class size and instructional program.		Good	100%
Most of the general classrooms are appropriate for the class size and instructional program. A few classrooms are undersized.		Fair	67%
Some of the general classrooms are appropriate for the class size and instructional program. Many classrooms are undersized, even for small classes.		Poor	33%
Few or none of the general classrooms are appropriate for the class size and instructional program. Most classrooms are undersized, even for small classes.		Unsat	0%
<b>Adjacencies</b>	<b>2.625</b>		
All or nearly all of the general classrooms are near the media cntr, computer rms, and support spaces. They are acoustically isolated from noisy spaces & acoustics are internally appropriate (e.g. gyms, kitchens, music).		Good	100%
Most of the general classrooms are near the media cntr, computer rms, and support spaces. They are acoustically isolated from most noisy spaces & acoustics are internally appropriate (e.g. gyms, kitchens, music).		Fair	67%
Some of the general classrooms are near the media cntr, computer rms, and support spaces. They are not acoustically isolated from noisy spaces & have internal acoustic problems (eg. gyms, kitchens, music).		Poor	33%
Few or none of the general classrms are near the media cntr, computer rms, and support spaces. They are not acoustically isolated from noisy spaces & have internal acoustic problems (eg. gyms, kitchens, music).		Unsat	0%
<b>Storage\Fixed Equip.</b>	<b>2.625</b>		
All, or nearly all, of the general classrooms have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		Good	100%
Most of the general classrooms have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		Fair	67%
Some of the general classrooms have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		Poor	33%
Few or none of the general classrooms have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		Unsat	0%
<b>Remedial - Special Needs</b>	<b>3.404</b>		
<b>Size</b>	<b>2.383</b>		
All, or nearly all, of the remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) are large enough for the typical group size and instructional program.		Good	100%
Most of the remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) are large enough for the typical group size and instructional program.		Fair	50%
Few or none of the remedial and special education spaces (including therapy rooms, testing rooms, offices, etc.) are large enough for the typical group size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.511</b>		
AGREE: Remedial and special education spaces are near the media center, computer rooms, and general classrooms. Therapy rooms, testing rooms, offices, etc. are near programs they serve. They are acoustically isolated from noisy spaces.		G/F	100%
DISAGREE: Remedial and special education spaces are near the media center, computer rooms, and general classrooms. Therapy rooms, testing rooms, offices, etc. are near programs they serve. They are acoustically isolated from noisy spaces.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.511</b>		
AGREE: Remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		G/F	100%
DISAGREE: Remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		P/U	0%
<b>Library</b>	<b>2.610</b>		
<b>Size</b>	<b>1.827</b>		
All, or nearly all, of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		Good	100%
Most of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		Fair	50%

Item Name	Possible Points	Rating	Pct
Few or none of the remedial and special education spaces (including therapy rooms, testing rooms, offices, etc.) are large enough for the typical group size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.511</b>		
AGREE: Remedial and special education spaces are near the media center, computer rooms, and general classrooms. Therapy rooms, testing rooms, offices, etc. are near programs they serve. They are acoustically isolated from noisy spaces.		G/F	100%
DISAGREE: Remedial and special education spaces are near the media center, computer rooms, and general classrooms. Therapy rooms, testing rooms, offices, etc. are near programs they serve. They are acoustically isolated from noisy spaces.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.511</b>		
AGREE: Remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		G/F	100%
DISAGREE: Remedial and special education spaces (including therapy rooms, testing rooms, offices, etc) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment.		P/U	0%
<b>Library</b>	<b>2.610</b>		
<b>Size</b>	<b>1.827</b>		
All, or nearly all, of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		Good	100%
Most of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		Fair	50%
Few or none of the library spaces (including office, work rooms, conference room, etc.) are large enough for the school size and instructional programs.		P/U	0%
<b>Adjacencies</b>	<b>0.392</b>		
AGREE: Library spaces (including office, work rooms, conference room, etc.) are near the academic programs they serve. The spaces are acoustically isolated from the noisy spaces of the school (e.g. gyms, kitchens, music, shops, etc.).		G/F	100%
DISAGREE: Library spaces (including office, work rooms, conference room, etc.) are near the academic programs they serve. The spaces are acoustically isolated from the noisy spaces of the school (e.g. gyms, kitchens, music, shops, etc.).		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.392</b>		
AGREE: The library spaces (including office, work rooms, conference room, etc.) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, counter-tops for production, equipment storage, and technology equipment.		G/F	100%
DISAGREE: The library spaces (including office, work rooms, conference room, etc.) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, counter-tops for production, equipment storage, and technology equipment.		P/U	0%
<b>P.E.</b>	<b>12.000</b>		
<b>Size</b>	<b>8.400</b>		
All, or nearly all, of the physical education spaces (e.g. gym, storage, PE teacher office) are large enough for the school size and instructional program.		Good	100%
Most of the physical education spaces (e.g. gym, storage, PE teacher office) are large enough for the school size and instructional program.		Fair	50%
Few or none of the physical education spaces (e.g. gym, storage, PE teacher office) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>1.800</b>		
AGREE: Physical education spaces are near the other "noisy" programs (music, kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces and provide convenient public & after-school access and separation from other spaces.		G/F	100%
DISAGREE: Physical education spaces are near the other "noisy" programs (music, kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces and provide convenient public & after-school access and separation from other spaces.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>1.800</b>		
AGREE: The physical education spaces have adequate casework and cabinets and appropriate storage, water fountains and fixed equipment (backboards, etc.).		G/F	100%
DISAGREE: The physical education spaces have adequate casework and cabinets and appropriate storage, water fountains and fixed equipment (backboards, etc.).		P/U	0%
<b>Music</b>	<b>3.404</b>		
<b>Size</b>	<b>2.383</b>		
All, or nearly all, of the music spaces (including office) are large enough for the school size and instructional program.		Good	100%
Most of the music spaces (including office) are large enough for the school size and instructional program.		Fair	50%
Few or none of the music spaces (including office) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.511</b>		
AGREE: Music spaces are near the other "noisy" programs (P.E., kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces of the school.		G/F	100%
DISAGREE: Music spaces are near the other "noisy" programs (P.E., kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces of the school.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.511</b>		
AGREE: Music spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, and technology equipment.		G/F	100%
DISAGREE: Music spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, and technology equipment.		P/U	0%
<b>Art</b>	<b>1.645</b>		
<b>Size</b>	<b>1.152</b>		
All, or nearly all, of the art spaces are large enough for the school size and instructional program.		Good	100%
Most of the art spaces are large enough for the school size and instructional program.		Fair	50%
Few or none of the art spaces are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.247</b>		
AGREE: Art spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		G/F	100%

Item Name	Possible Points	Rating	Pct
Few or none of the music spaces (including office) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.511</b>		
AGREE: Music spaces are near the other "noisy" programs (P.E., kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces of the school.		G/F	100%
DISAGREE: Music spaces are near the other "noisy" programs (P.E., kitchen, etc.). The spaces are acoustically isolated from the quiet academic spaces of the school.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.511</b>		
AGREE: Music spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, and technology equipment.		G/F	100%
DISAGREE: Music spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, and technology equipment.		P/U	0%
<b>Art</b>	<b>1.645</b>		
<b>Size</b>	<b>1.152</b>		
All, or nearly all, of the art spaces are large enough for the school size and instructional program.		Good	100%
Most of the art spaces are large enough for the school size and instructional program.		Fair	50%
Few or none of the art spaces are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.247</b>		
AGREE: Art spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		G/F	100%
DISAGREE: Art spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.247</b>		
AGREE: The art spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks & clay traps, whiteboards, drying racks, lighting, and technology equipment. The flooring is a VCT or tile.		G/F	100%
DISAGREE: The art spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks & clay traps, whiteboards, drying racks, lighting, and technology equipment. The flooring is a VCT or tile.		P/U	0%
<b>Performing Arts\Auditorium</b>	<b>5.787</b>		
<b>Size</b>	<b>4.051</b>		
All, or nearly all, of the performing arts/auditorium spaces (stage, green room, storage, dressing room, light sound booth, etc.) are large enough for the group size and instructional program.		Good	100%
Most of the performing arts/auditorium spaces (stage, green room, storage, dressing room, light sound booth, etc.) are large enough for the group size and instructional program.		Fair	67%
Some of the performing arts/auditorium spaces (stage, green room, storage, dressing room, light sound booth, etc.) are large enough for the group size and instructional program.		Poor	33%
Few or none of the performing arts/auditorium spaces (stage, green room, storage, dressing room, light sound booth, etc.) are large enough for the group size and instructional program.		Unsat	0%
<b>Adjacencies</b>	<b>0.868</b>		
All, or nearly all, of the performing arts/auditorium spaces are near each other and other performing arts spaces (e.g. music, drama, etc.). They provide convenient public and after hours access plus separation from other spaces in the building.		Good	100%
Most of the performing arts/auditorium spaces are near each other and other performing arts spaces (e.g. music, drama, etc.). They provide convenient public and after hours access plus separation from other spaces in the building.		Fair	67%
Some of the performing arts/auditorium spaces are near each other and other performing arts spaces (e.g. music, drama, etc.). They do not provide convenient public and after hours access plus separation from other spaces in the building.		Poor	33%
Few or none of the performing arts/auditorium spaces are near each other and other performing arts spaces (e.g. music, drama, etc.). They do not provide convenient public and after hours access plus separation from other spaces in the building.		Unsat	0%
<b>Storage\Fixed Equip.</b>	<b>0.868</b>		
All or nearly all of the performing arts/auditorium spaces have adequate casework and appropriate storage, water fountains, fixed equipment and technology equipment.		Good	100%
50-75% of the performing arts/auditorium spaces have adequate casework and cabinets and appropriate storage, water fountains, fixed equipment and technology equipment.		Fair	50%
Fewer than 50% of the performing arts/auditorium spaces have adequate casework and cabinets and appropriate storage, water fountains, fixed equipment and technology equipment.		P/U	0%
<b>Vocational Technical</b>	<b>5.339</b>		
<b>Size</b>	<b>3.737</b>		
All, or nearly all, of the vocational/technical lab spaces are large enough for the school size and instructional program.		Good	100%
Most of the vocational/technical lab spaces are large enough for the school size and instructional program.		Fair	67%
Some of the vocational/technical lab spaces are large enough for the school size and instructional program.		Poor	33%
Few or none of the vocational/technical lab spaces are large enough for the school size and instructional program.		Unsat	0%
<b>Adjacencies</b>	<b>0.801</b>		
All, or nearly all, of the vocational/technical lab spaces are near the other academic programs. The technology lab spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Good	100%
Most of the vocational/technical lab spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Fair	67%
Some of the vocational/technical lab spaces are near other academic programs. The spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Poor	33%
Few or none of the vocational/technical lab spaces are near other academic programs. The spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Unsat	0%
<b>Storage\Fixed Equip.</b>	<b>0.801</b>		
AGREE: Vocational/technical lab spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment.		G/F	100%
DISAGREE: Vocational/technical lab spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment.		P/U	0%
<b>Science</b>	<b>2.893</b>		
<b>Size</b>	<b>2.025</b>		
All, or nearly all, of the science spaces (including prep room) are large enough for the school size and instructional program.		Good	100%
Most of the science spaces (including prep room) are large enough for the school size and instructional program.		Fair	50%

Item Name	Possible Points	Rating	Pct
Most of the vocational/technical lab spaces are large enough for the school size and instructional program.		Fair	67%
Some of the vocational/technical lab spaces are large enough for the school size and instructional program.		Poor	33%
Few or none of the vocational/technical lab spaces are large enough for the school size and instructional program.		Unsat	0%
<b>Adjacencies</b>	<b>0.801</b>		
All, or nearly all, of the vocational/technical lab spaces are near the other academic programs. The technology lab spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Good	100%
Most of the vocational/technical lab spaces are near the other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Fair	67%
Some of the vocational/technical lab spaces are near other academic programs. The spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Poor	33%
Few or none of the vocational/technical lab spaces are near other academic programs. The spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Unsat	0%
<b>Storage\Fixed Equip.</b>	<b>0.801</b>		
AGREE: Vocational/technical lab spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment.		G/F	100%
DISAGREE: Vocational/technical lab spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment.		P/U	0%
<b>Science</b>	<b>2.893</b>		
<b>Size</b>	<b>2.025</b>		
All, or nearly all, of the science spaces (including prep room) are large enough for the school size and instructional program.		Good	100%
Most of the science spaces (including prep room) are large enough for the school size and instructional program.		Fair	50%
Few or none of the science spaces (including prep room) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.434</b>		
All, or nearly all, of the science spaces are near the other academic programs. The science spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Good	100%
50-75% of the science spaces are near other academic programs. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		Fair	50%
Fewer than 50% of the science spaces are near other academic programs. Most of the spaces are near the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.434</b>		
AGREE: Science spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment. The flooring is a VCT or tile.		G/F	100%
DISAGREE: Science spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment. The flooring is a VCT or tile.		P/U	0%
<b>Kindergarten</b>	<b>1.265</b>		
<b>Size</b>	<b>0.886</b>		
All, or nearly all, of the kindergarten spaces (including restroom) are large enough for the school size and instructional program.		Good	100%
Most of the kindergarten spaces (including restroom) are large enough for the school size and instructional program.		Fair	50%
Few or none of the kindergarten spaces (including restroom) are large enough for the school size and instructional program.		P/U	0%
<b>Adjacencies</b>	<b>0.190</b>		
AGREE: Kindergarten spaces are near the other academic programs and an adjacent restroom. Spaces provide convenient access from parent drop-off areas. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		G/F	100%
DISAGREE: Kindergarten spaces are near the other academic programs and an adjacent restroom. Spaces provide convenient access from parent drop-off areas. The spaces are isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.).		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.190</b>		
AGREE: Kindergarten spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment. Some of the flooring is a "wet area".		G/F	100%
DISAGREE: Kindergarten spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment. Some of the flooring is a "wet area".		P/U	0%
<b>Administration</b>	<b>1.734</b>		
<b>Size</b>	<b>1.214</b>		
All, or nearly all, of the administrative spaces (reception, office, work rooms, conf. rooms, restrooms, etc.) are large enough for the school size.		Good	100%
Most of the administrative spaces (reception, office, work rooms, conf. rooms, restrooms, etc.) are large enough for the school size.		Fair	50%
Few or none of administrative spaces (reception, office, work rooms, conf. rooms, restrooms, etc.) are large enough for the school size.		P/U	0%
<b>Adjacencies</b>	<b>0.260</b>		
AGREE: The administration and reception spaces are located near the main entrance areas, have sight lines of the school entrance, and are near instructional areas.		G/F	100%
DISAGREE: The administration and reception spaces are located near the main entrance areas, have sight lines of the school entrance, and are near instructional areas.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.260</b>		
AGREE: The administration and reception spaces have adequate and appropriate storage, utilities, technology equipment and fixed equipment.		G/F	100%
DISAGREE: The administration and reception spaces have adequate and appropriate storage, utilities, technology equipment and fixed equipment.		P/U	0%
<b>Restrooms (Student)</b>	<b>0.886</b>		
All, or nearly all, of the restroom spaces are adequately ventilated. Fixtures are age-appropriate. Floor and wall surfaces are washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are in place & functional.		Good	100%
50-75% of the restroom spaces are adequately ventilated. Fixtures are age-appropriate. Floor and wall surfaces are washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are in place & functional.		Fair	50%
Fewer than 50% of the restroom spaces are adequately ventilated. Fixtures are not age-appropriate. Floor and wall surfaces are not washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are not in place & functional.		P/U	0%
<b>Teacher Lounge and Work Room(s)</b>	<b>0.681</b>		



Item Name	Possible Points	Rating	Pct
Most of the administrative spaces (reception, office, work rooms, conf. rooms, restrooms, etc.) are large enough for the school size.		Fair	50%
Few or none of administrative spaces (reception, office, work rooms, conf. rooms, restrooms, etc.) are large enough for the school size.		P/U	0%
<b>Adjacencies</b>	<b>0.280</b>		
AGREE: The administration and reception spaces are located near the main entrance areas, have sight lines of the school entrance, and are near instructional areas.		G/F	100%
DISAGREE: The administration and reception spaces are located near the main entrance areas, have sight lines of the school entrance, and are near instructional areas.		P/U	0%
<b>Storage\Fixed Equip.</b>	<b>0.260</b>		
AGREE: The administration and reception spaces have adequate and appropriate storage, utilities, technology equipment and fixed equipment.		G/F	100%
DISAGREE: The administration and reception spaces have adequate and appropriate storage, utilities, technology equipment and fixed equipment.		P/U	0%
<b>Restrooms (Student)</b>	<b>0.886</b>		
All, or nearly all, of the restroom spaces are adequately ventilated. Fixtures are age-appropriate. Floor and wall surfaces are washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are in place & functional.		Good	100%
50-75% of the restroom spaces are adequately ventilated. Fixtures are age-appropriate. Floor and wall surfaces are washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are in place & functional.		Fair	50%
Fewer than 50% of the restroom spaces are adequately ventilated. Fixtures are not age-appropriate. Floor and wall surfaces are not washable. Toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers are not in place & functional.		P/U	0%
<b>Teacher Lounge and Work Room(s)</b>	<b>0.681</b>		
All, or nearly all, of the teacher lounge, workrooms, and restrooms are large enough for the school size. They are located near the main instructional areas, and have appropriate storage, utilities, technology equipment and fixed equipment.		Good	100%
50-75% of the teacher lounge, workrooms, and restrooms are large enough for the school size. They are located near the main instructional areas, and have appropriate storage, utilities, technology equipment and fixed equipment.		Fair	50%
Fewer than 50% of the teacher lounge, workrooms, and restrooms are large enough for the school size. They're not located near the main instructional areas, and have inadequate storage, utilities, technology equipment and fixed equipment.		P/U	0%
<b>Cafeteria</b>	<b>5.000</b>		
All, or nearly all, of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Good	100%
Most of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Fair	67%
Some of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Poor	33%
Few or none of the cafeteria spaces (cafeteria, table and chair storage, etc.) are sized correctly. Circulation and routing are good. They are acoustically isolated, have appropriate storage and seating.		Unsat	0%
<b>Food Prep</b>	<b>6.632</b>		
All, or nearly all, of the food prep spaces (kitchen, freezer, cooler, storage, office, etc.) are sized correctly. They are acoustically isolated, have provisions for pickup and delivery, & have adequate storage, utilities, and fixed equip.		Good	100%
Most of the food prep spaces (kitchen, freezer, cooler, storage, office, etc.) are sized correctly. They are acoustically isolated, have provisions for pickup and delivery, & have adequate storage, utilities, and fixed equip.		Fair	67%
Some of the food prep spaces (kitchen, freezer, cooler, storage, office, etc.) are sized correctly. They are not acoustically isolated, have no provisions for pickup and delivery, and inadequate storage, utilities, and fixed equip.		Poor	33%
Few or none of the food prep spaces (kitchen, freezer, cooler, storage, office, etc.) are sized correctly. They are not acoustically isolated, have no provisions for pickup and delivery, and inadequate storage, utilities, and fixed equip.		Unsat	0%
<b>Counseling</b>	<b>0.312</b>		
All, or nearly all, of the counseling spaces (offices, reception, etc.) are large enough for the school size. They are located near the main instructional areas, and have adequate storage, utilities, and fixed equipment.		Good	100%
Most of the counseling spaces (offices, reception, etc.) are large enough for the school size. They are located near the main instructional areas, and have adequate storage, utilities, and fixed equipment.		Fair	50%
Few or none of the counseling spaces (offices, reception, etc.) are large enough for the school size. They are located away from the main instructional areas, and have inadequate storage, utilities, and fixed equipment.		P/U	0%
<b>Clinic</b>	<b>0.255</b>		
AGREE: Clinic spaces (office, restroom, clinic, etc.) are large enough for the school size. They are located near the main administrative area, and have adequate storage, utilities, and fixed equipment.		G/F	100%
DISAGREE: Clinic spaces (office, restroom, clinic, etc.) are large enough for the school size. They are located near the main administrative area, and have adequate storage, utilities, and fixed equipment.		P/U	0%
<b>Custodial &amp; Maintenance</b>	<b>0.500</b>		
AGREE: Custodial and maintenance spaces (custodial closets, fire proof equipment storage, etc.) are large enough for the school size. They are conveniently located and have adequate storage, utilities, and fixed equipment.		G/F	100%
DISAGREE: Custodial and maintenance spaces (custodial closets, fire proof equipment storage, etc.) are large enough for the school size. They are conveniently located and have adequate storage, utilities, and fixed equipment.		P/U	0%

Item Name	Possible Points	Rating	Pct
AGREE: Clinic spaces (office, restroom, clinic, etc.) are large enough for the school size. They are located near the main administrative area, and have adequate storage, utilities, and fixed equipment.		G/F	100%
DISAGREE: Clinic spaces (office, restroom, clinic, etc.) are large enough for the school size. They are located near the main administrative area, and have adequate storage, utilities, and fixed equipment.		P/U	0%
<b>Custodial &amp; Maintenance</b>	<b>0.500</b>		
AGREE: Custodial and maintenance spaces (custodial closets, fire proof equipment storage, etc.) are large enough for the school size. They are conveniently located and have adequate storage, utilities, and fixed equipment.		G/F	100%
DISAGREE: Custodial and maintenance spaces (custodial closets, fire proof equipment storage, etc.) are large enough for the school size. They are conveniently located and have adequate storage, utilities, and fixed equipment.		P/U	0%

Item Name	Possible Points	Rating	Pct
<b>Technology Readiness</b>	<b>100.000</b>		
<b>Comm/IT Equipment Environment</b>	<b>15.000</b>		
AGREE: Equipment is located in a place designed for comm./IT equipment. Space is properly conditioned, secure, easily accessible, and within 90 meters (295 ft) of the equipment it serves. The area has adequate storage, utilities, and fixed equipment.		Good	100%
MOST: Equipment is located in a place designed for comm./IT equipment. Space is properly conditioned, secure, easily accessible, and within 90 meters (295 ft) of the equipment it serves. The area has adequate storage, utilities, and fixed equipment.		Fair	50%
DISAGREE: Equipment is located in a place designed for comm./IT equipment. Space is properly conditioned, secure, easily accessible, and within 90 meters (295 ft) of the equipment it serves. The area has adequate storage, utilities, and fixed equipment.		Unsat	0%
<b>Electrical Power</b>	<b>10.000</b>		
AGREE: Each instructional space (classrooms, library, etc. has sufficient electrical power requirements and outlets for a minimum of five computers.		Good	100%
MORE THAN HALF: Each instructional space (classrooms, library, etc. has sufficient electrical power requirements and outlets for a minimum of five computers.		Fair	50%
DISAGREE: Each instructional space (classrooms, library, etc. has sufficient electrical power requirements and outlets for a minimum of five computers.		Unsat	0%
<b>Cooling</b>	<b>10.000</b>		
AGREE: Each classroom or computer lab has sufficient HVAC capacity for the number of computers present. The spaces have adequate year round cooling and ventilation.		Good	100%
MORE THAN HALF: Each classroom or computer lab has sufficient HVAC capacity for the number of computers present. The spaces have adequate year round cooling and ventilation.		Fair	50%
DISAGREE: Each classroom or computer lab has sufficient HVAC capacity for the number of computers present. The spaces have adequate year round cooling and ventilation.		Unsat	0%
<b>Drops &amp; Wireless</b>	<b>10.000</b>		
AGREE: Each instructional space (classrooms, library, etc.) has computer drops for a minimum of five computers or the facility has wireless capability.		Good	100%
MOST: Each instructional space (classrooms, library, etc.) has computer drops for a minimum of five computers or the facility has wireless capability.		Fair	67%
SOME: Each instructional space (classrooms, library, etc.) has computer drops for a minimum of five computers or the facility has wireless capability.		Poor	33%
DISAGREE: Each instructional space (classrooms, library, etc.) has computer drops for a minimum of five computers or the facility has wireless capability.		Unsat	0%
<b>LAN Connectivity</b>	<b>15.000</b>		
All, or nearly all, Computers are connected to the local area network.		Good	100%
MOST: Computers are connected to the local area network.		Fair	67%
SOME: Computers are connected to the local area network.		Poor	33%
NONE: Computers are connected to the local area network.		Unsat	0%
<b>WAN Backbone</b>	<b>10.000</b>		
FIBER: The facility has fiber based connectivity to the Internet.		Good	100%
T1: The facility has T1 based connectivity to the Internet.		Fair	67%
DSL: The facility has DSL based connectivity to the Internet.		Poor	33%
DIAL-UP: The facility has dial-up based connectivity to the Internet.		Unsat	0%
<b>LAN-WAN Performance</b>	<b>10.000</b>		
AGREE: Internet connectivity is available and reliable all of the time.		Good	100%
MOST: Internet connectivity is available and reliable a majority of the time.		Fair	67%
SOME: Internet connectivity is available and reliable some of the time.		Poor	33%
DISAGREE: Internet connectivity is available and reliable all of the time.		Unsat	0%
<b>Video Distribution</b>	<b>5.000</b>		
AGREE: The facility has infrastructure for video distribution (e.g. cable TV, satellite, streaming, or other video system).		Good	100%
MORE THAN HALF: The facility has infrastructure for video distribution (e.g. cable TV, satellite, streaming, or other video system).		Fair	50%
DISAGREE: The facility has infrastructure for video distribution (e.g. cable TV, satellite, streaming, or other video system).		Unsat	0%
<b>Voice Distribution</b>	<b>5.000</b>		
PHONE AND INTERCOM AND OUTSIDE LINE ACCESS AND VM: The facility has 2-way voice communication to the classrooms via phone with intercom services including access to outside lines. Faculty and staff have voice mail access.		Good	100%
PHONE OR INTERCOM: More than half of the facility has 2-way voice communication to the classrooms via phone or intercom services and access to outside lines. Faculty and staff have voice mail access.		Fair	50%
DISAGREE: The facility has 2-way voice communication to the classrooms via phone or intercom services and access to outside lines. Faculty and staff have voice mail access.		Unsat	0%
<b>Faculty &amp; Staff Technology</b>	<b>10.000</b>		
AGREE: Faculty stations have hardwire connections and sufficient electrical power to run computers and multimedia equipment in classrooms. Staff stations have appropriately located computer drops and electrical outlets.		Good	100%
MOST: Faculty stations have hardwire connections and sufficient electrical power to run computers and multimedia equipment in classrooms. Staff stations have appropriately located computer drops and electrical outlets.		Fair	67%
SOME: Faculty stations have hardwire connections and sufficient electrical power to run computers and multimedia equipment in classrooms. Staff stations have appropriately located computer drops and electrical outlets.		Poor	33%
DISAGREE: Faculty stations have hardwire connections and sufficient electrical power to run computers and multimedia equipment in classrooms. Staff stations have appropriately located computer drops and electrical outlets.		Unsat	0%

Item Name	Possible Points	Rating	Pct
PHONE OR INTERCOM: More than half of the facility has 2-way voice communication to the classrooms via phone or intercom services and access to outside lines. Faculty and staff have voice mail access.		Fair	50%
DISAGREE: The facility has 2-way voice communication to the classrooms via phone or intercom services and access to outside lines. Faculty and staff have voice mail access.		Unsat	0%
<b>Faculty &amp; Staff Technology</b>	<b>10.000</b>		
AGREE: Faculty stations have hardwire connections and sufficient electrical power to run computers and multimedia equipment in classrooms. Staff stations have appropriately located computer drops and electrical outlets.		Good	100%
MOST: Faculty stations have hardwire connections and sufficient electrical power to run computers and multimedia equipment in classrooms. Staff stations have appropriately located computer drops and electrical outlets.		Fair	67%
SOME: Faculty stations have hardwire connections and sufficient electrical power to run computers and multimedia equipment in classrooms. Staff stations have appropriately located computer drops and electrical outlets.		Poor	33%
DISAGREE: Faculty stations have hardwire connections and sufficient electrical power to run computers and multimedia equipment in classrooms. Staff stations have appropriately located computer drops and electrical outlets.		Unsat	0%

Item Name	Possible Points	Rating	Pct
Building is accessible, however all rooms are not accessible or, all levels are not directly accessible (e.g. travel between levels requires exiting the building or using a long indirect route). Some restrooms are accessible. Deficiencies in reachability		Fair	0%
Building accessible but not up to ADA standards (e.g. remote or service entrance). Special measures have to be taken to assist persons with disabilities to function. Some levels or areas not accessible. No restrooms meet requirements. Deficiencies in reachability and signage also exist.		Poor	0%
Building inaccessible. No access to any level.		Unsat	0%

Item Name	Possible Points	Rating	Pct
<b>2-3 Story, 130,000 GSF</b>	<b>100.000</b>		
<b>Structural</b>	<b>52.713</b>		
<b>Foundation\Structure</b>	<b>19.264</b>		
NEW: Foundation/Structure less than one year old and shows no visible signs of distress or failure in building. Preventative maintenance will be adequate.		New	100%
ROUTINE MAINTENANCE: No visible signs of distress or failure in building. Routine maintenance will be adequate.		Good	90%
MINOR REPAIR: Minor shrinkage cracks in floor. No disruption of service in facility. A few minor cracks in walls with no water intrusion into building. Continuous observation recommended. Repair to cracks should occur.		Fair	60%
MAJOR REPAIR: Settlement cracks in floor affecting building function. Distinct signs of roof or wall leaks and water penetrating into building. Corrective action should take place at once to stop any further damage.		Poor	30%
REPLACEMENT: Foundations, columns, beams or structural walls showing signs of failure or distress such as cracking or crushing. Emergency attention required, such as shoring and possible excavation or restricted access.		Unsat	0%
<b>Exterior Walls</b>	<b>5.162</b>		
NEW: Exterior walls less than one year old and show no apparent problems. Total systems in sound condition. No sign of water intrusion or damage. Preventative maintenance adequate.		New	100%
ROUTINE MAINTENANCE: No apparent problems. Total systems in sound condition. No sign of water intrusion or damage. Routine maintenance adequate.		Good	90%
MINOR REPAIR: Slight cracking or damage of face wall. Any water intrusion inconsequential. Flashing systems working well to expel water away from wall. Continual monitoring required and schedule timely corrective work.		Fair	60%
MAJOR REPAIR: Major cracking/damage apparent. Water intrusion apparent. Signs of water entrance into building and penetration into other areas. Calls for immediate attention and corrective work.		Poor	30%
REPLACEMENT: Extensive damage to building interior materials/systems obvious. Emergency attention/possible replacement required.		Unsat	0%
<b>Roof</b>	<b>2.437</b>		
NEW: Roof less than one year old and roof membranes, flashing and entire system sound and complete. No failure or problems of any kind apparent. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: Roof membranes, flashing and entire system sound and complete. No failure or problems of any kind apparent. Routine maintenance sufficient.		Good	90%
MINOR REPAIR: No apparent failure evident. Minor repairable problems visible such as built-up membrane blisters, loose or displaced flashing and broken tiles/shingles on a sloped tile/shingle roof. Timely repair and attention called for.		Fair	60%
MAJOR REPAIR: Some system failure apparent. Water intrusion evident. Immediate repair and attention called for. Emergency and stop-gap temporary measures called for should extreme weather conditions occur such as high wind or severe temperatures.		Poor	30%
REPLACEMENT: Severe and extensive failure of system apparent, resulting in extensive damage to building, disruption of operation or damage to systems or equipment. Conditions call for immediate intervention and replacement.		Unsat	0%
<b>Exterior Windows</b>	<b>3.710</b>		
NEW: Windows less than one year old and windows are in new condition with all operations normal. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: Windows in good condition with all operations normal. Routine maintenance sufficient.		Good	90%
MINOR REPAIR: Slight problems with windows which are easily repaired or adjusted such as individual broken panes, hardware missing or inoperative, caulking, etc. Schedule repair to stop further deterioration. Windows lack good thermal characteristics.		Fair	60%
MAJOR REPAIR: Significant problems affecting the operation of most windows such as missing or inoperative locking devices or poor ease of operation. Failure of any emergency devices call for immediate attention. Windows in need of prompt repair.		Poor	30%
REPLACEMENT: Extensive failure of emergency devices, windows inoperable due to broken parts, or windows themselves are broken. Immediate attention and correction required.		Unsat	0%
<b>Exterior Doors</b>	<b>0.383</b>		
NEW: Exterior doors less than one year old and doors in new condition with all operations normal. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: Doors in good condition with all operations normal. Routine maintenance sufficient.		Good	90%
MINOR REPAIR: Slight problems with doors which are easily repaired or adjusted such as individual hardware missing or inoperative, painting, etc. Schedule timely repair to stop further deterioration.		Fair	60%
MAJOR REPAIR: Significant problems affecting the operation of doors such as locking devices inoperative or poor ease of operation. Failure of any emergency devices call for immediate attention and repair. Doors in need of prompt repair.		Poor	30%
REPLACEMENT: Extensive failure of emergency devices, doors inoperable due to broken parts, or doors themselves are broken. Immediate attention and correction required.		Unsat	0%
<b>Interior Floors</b>	<b>7.147</b>		
NEW: Floors less than one year old and preventative maintenance is adequate to preserve quality of finishes and prevent premature aging.		New	100%
ROUTINE MAINTENANCE: Routine maintenance is adequate to preserve quality of finishes and prevent premature aging.		Good	90%
MINOR REPAIR: Signs of wear apparent. Carpets have tears or stains, tiles are worn or chipped.		Fair	60%
MAJOR REPAIR: Significant signs of wear apparent. Material nearing end of service life. Replacement and renewal of finish or covering should be scheduled.		Poor	30%
REPLACEMENT: Possible hazardous conditions present including friable asbestos. Needs immediate attention. Finish or floor worn out. Carpets soiled to unsightly condition. Floor tile broken or chipped.		Unsat	0%
<b>Interior Walls</b>	<b>6.695</b>		
NEW: Interior walls less than one year old and preventative maintenance adequate. Material is clean and in good condition.		New	100%
ROUTINE MAINTENANCE: Routine maintenance adequate. Material is clean and in good condition.		Good	90%
MINOR REPAIR: Soiled, worn, or cracked surfaces beginning to appear.		Fair	60%
MAJOR REPAIR: Badly soiled or stained surfaces, cracking, which can be repaired and patched, evident, timely repair can correct problems.		Poor	30%
REPLACEMENT: Fallen plaster or severely impaired surfaces. Wall tile broke or missing. Deficiencies causing conditions resulting in damage to substrate and surface. Material may contain friable asbestos. Corrective action should be taken immediately.		Unsat	0%
<b>Interior Doors</b>	<b>1.054</b>		
NEW: Interior doors and hardware are less than a year old and in good working condition. Requires only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: Interior doors and hardware are in good working order and only requires routine maintenance.		Good	90%

Item Name	Possible Points	Rating	Pct
<b>Interior Floors</b>	<b>7.147</b>		
NEW: Floors less than one year old and preventative maintenance is adequate to preserve quality of finishes and prevent premature aging.		New	100%
ROUTINE MAINTENANCE: Routine maintenance is adequate to preserve quality of finishes and prevent premature aging.		Good	90%
MINOR REPAIR: Signs of wear apparent. Carpets have tears or stains, tiles are worn or chipped.		Fair	60%
MAJOR REPAIR: Significant signs of wear apparent. Material nearing end of service life. Replacement and renewal of finish or covering should be scheduled.		Poor	30%
REPLACEMENT: Possible hazardous conditions present including friable asbestos. Needs immediate attention. Finish or floor worn out. Carpets soiled to unsightly condition. Floor tile broken or chipped.		Unsat	0%
<b>Interior Walls</b>	<b>6.695</b>		
NEW: Interior walls less than one year old and preventative maintenance adequate. Material is clean and in good condition.		New	100%
ROUTINE MAINTENANCE: Routine maintenance adequate. Material is clean and in good condition.		Good	90%
MINOR REPAIR: Soiled, worn, or cracked surfaces beginning to appear.		Fair	60%
MAJOR REPAIR: Badly soiled or stained surfaces, cracking, which can be repaired and patched, evident; timely repair can correct problems.		Poor	30%
REPLACEMENT: Fallen plaster or severely impaired surfaces. Wall tile broke or missing. Deficiencies causing conditions resulting in damage to substrate and surface. Material may contain friable asbestos. Corrective action should be taken immediately.		Unsat	0%
<b>Interior Doors</b>	<b>1.054</b>		
NEW: Interior doors and hardware are less than a year old and in good working condition. Requires only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: Interior doors and hardware are in good working order and only requires routine maintenance.		Good	90%
MINOR REPAIR: The system is in working order but needs maintenance. Deficiencies can be repaired for no more than 30% of the systems value. Deficiencies include; damaged doors, doors that need painting, broken or malfunctioning hardware items.		Fair	60%
MAJOR REPAIR: System in working order with numerous problems. Deficiencies can be repaired for no more than 60% of system value. Deficiencies include; damaged doors, doors that need painting, broken or malfunctioning hardware items.		Poor	30%
REPLACEMENT: A majority of the doors and hardware not in working order. Deficiencies will cost more than 60% of system value.		Unsat	0%
<b>Ceiling</b>	<b>5.080</b>		
NEW: Ceiling less than one year old and in good condition. Preventative maintenance adequate.		New	100%
ROUTINE MAINTENANCE: No apparent deficiencies or problems. Routine maintenance adequate to preserve and maintain.		Good	90%
MINOR REPAIR: Slight soiling or discoloration visible. Prompt corrective action can bring surfaces back to good appearance and routine maintenance capable of preserving use.		Fair	60%
MAJOR REPAIR: Soiled, stained, cracked conditions. Evidence of water intrusion. Lay-in ceiling tiles missing, broken or discolored, tiles should be replaced. Plaster should be repaired and surfaces painted. Maintenance will restore to usable condition.		Poor	30%
REPLACEMENT: Broken, chipped, sagging and severely stained material widely evident. Substrate and finish must be repaired. Unsafe and hazardous conditions must be corrected.		Unsat	0%
<b>Fixed Equipment</b>	<b>1.780</b>		
NEW: Fixed Equipment less than one year old in good working condition. Preventative maintenance adequate.		New	100%
ROUTINE MAINTENANCE: Equipment in good working condition. Routine maintenance adequate.		Good	90%
MINOR REPAIR: Equipment worn and well used. Parts may need to be replaced. Equipment in working order but may require more than routine maintenance.		Fair	60%
MAJOR REPAIR: Maintenance costs high. Fairly frequent breakdowns with some loss of service time. Parts may be difficult to obtain or are expensive. Equipment may be inefficient. Service life is limited and replacement should be scheduled.		Poor	30%
REPLACEMENT: Breakdowns are frequent. Parts are no longer available or cost prohibitive. Equipment out of service most of the time. Immediate replacement called for. Safety devices missing or inadequate.		Unsat	0%
<b>Mechanical</b>	<b>39.606</b>		
<b>Electrical</b>	<b>6.558</b>		
<b>Main Service</b>	<b>3.279</b>		
NEW: The main electrical service is less than a year old and requires only preventive maintenance. There is a single disconnect. Service has some spare capacity.		New	100%
ROUTINE MAINTENANCE: The main service is sized appropriately, in good condition, safe, and only requires routine maintenance. There is a single disconnect. Service has some spare capacity.		Good	90%
MINOR REPAIR: The main service needs minor upgrades such as some additional capacity. Deficiencies can be repaired for no more than 30% of the system value. There is a single main disconnect.		Fair	60%
MAJOR REPAIR: The main service needs significant upgrades or additional capacity. Deficiencies can be corrected for no more than 60% of system value. There is not a single main disconnect.		Poor	30%
REPLACEMENT: The main service does not meet the needs of the facility, is in significant disrepair, lacks sufficient capacity, and/or is unsafe. The service should be replaced.		Unsat	0%
<b>Distribution</b>	<b>3.279</b>		
NEW: The electrical distribution system (conduits, wiring, outlets, and switches) is less than a year old and requires only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: The electrical distribution system is in good condition, safe, and only requires routine maintenance. Conduits, junction boxes, switches, outlets good, appropriately mounted, and in sufficient quantity. GFI and ground outlets exist.		Good	90%
MINOR REPAIR: The distribution system needs repairs and upgrades, which do not exceed 30% of the system value. Some conduits, junction boxes, switches or outlets need to be replaced. Additional outlets may be needed. GFI's not present.		Fair	60%
MAJOR REPAIR: The system needs repairs, which do not exceed 60% of the system value. Numerous outlets are not grounded, conduits are rusted, damaged or not securely mounted. No GFI's.		Poor	30%
REPLACEMENT: The system does not meet the needs of the facility, is in significant disrepair, lacks sufficient capacity, and/or is unsafe. The system should be replaced.		Unsat	0%
<b>Plumbing</b>	<b>4.915</b>		
<b>Supply</b>	<b>1.638</b>		
NEW: The plumbing supply system is less than a year old and in good working condition. Requires only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: The system is in good working order and only requires routine maintenance. Insulation is in place. No leaking parts. No rust or corrosion. Water heater efficient. Sound and vibration controls exist. Sufficient shut-off valves exist.		Good	90%
MINOR REPAIR: System works but needs maint. Deficiencies can be repaired for no more than 30% of the systems value. Missing insulation, leaks, rust, mineral deposits, no shut-off valves, excessive noise, no backflow prevention, inefficient water heater.		Fair	60%

Item Name	Possible Points	Rating	Pct
MAJOR REPAIR: The main service needs significant upgrades or additional capacity. Deficiencies can be corrected for no more than 60% of system value. There is not a single main disconnect.		Poor	30%
REPLACEMENT: The main service does not meet the needs of the facility, is in significant disrepair, lacks sufficient capacity, and/or is unsafe. The service should be replaced.		Unsat	0%
<b>Distribution</b>	<b>3.279</b>		
NEW: The electrical distribution system (conduits, wiring, outlets, and switches) is less than a year old and requires only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: The electrical distribution system is in good condition, safe, and only requires routine maintenance. Conduits, junction boxes, switches, outlets good, appropriately mounted, and in sufficient quantity. GFI and ground outlets exist.		Good	90%
MINOR REPAIR: The distribution system needs repairs and upgrades, which do not exceed 30% of the system value. Some conduits, junction boxes, switches or outlets need to be replaced. Additional outlets may be needed. GFIs not present.		Fair	60%
MAJOR REPAIR: The system needs repairs, which do not exceed 60% of the system value. Numerous outlets are not grounded, conduits are rusted, damaged or not securely mounted. No GFIs.		Poor	30%
REPLACEMENT: The system does not meet the needs of the facility, is in significant disrepair, lacks sufficient capacity, and/or is unsafe. The system should be replaced.		Unsat	0%
<b>Plumbing</b>	<b>4.915</b>		
<b>Supply</b>	<b>1.638</b>		
NEW: The plumbing supply system is less than a year old and in good working condition. Requires only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: The system is in good working order and only requires routine maintenance. Insulation is in place. No leaking parts. No rust or corrosion. Water heater efficient. Sound and vibration controls exist. Sufficient shut-off valves exist.		Good	90%
MINOR REPAIR: System works but needs maint. Deficiencies can be repaired for no more than 30% of the systems value. Missing insulation, leaks, rust, mineral deposits, no shut-off valves, excessive noise, no backflow prevention, inefficient water heater.		Fair	60%
MAJOR REPAIR: System works but has many problems. Deficiencies can be repaired for no more than 60% of system value. Missing insulation, leaks, rust, mineral deposits, no shut-off valves, excessive noise, no backflow prevention, inefficient water heater.		Poor	30%
REPLACEMENT: System is not working or requires repairs in excess of 60% of system value. Frequent leaks. Damage to other building systems. Significant rust, corrosion, or mineral deposits.		Unsat	0%
<b>Fixtures</b>	<b>1.638</b>		
NEW: The plumbing fixtures are less than a year old and in good working condition. Require only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: The fixtures are in good working order and only require routine maintenance. Insulation is in place. No leaking parts. No rust, cracked or stained fixtures.		Good	90%
MINOR REPAIR: The fixtures are in working order but need maintenance. Deficiencies can be repaired for no more than 30% of the systems value. Leaks, rust, stained or broken/inoperative fixtures, and mineral deposits noted.		Fair	60%
MAJOR REPAIR: Fixtures have many problems. Deficiencies can be repaired for no more than 60% of system value. Leaks, rust, stained or broken/inoperative fixtures, and mineral deposits noted.		Poor	30%
REPLACEMENT: System is not working or requires repairs in excess of 60% of system value. Frequent leaks. Broken or inoperative fixtures causing damage to other building systems. Extensive rust, corrosion, or mineral deposits.		Unsat	0%
<b>Waste</b>	<b>1.638</b>		
NEW: The plumbing waste water system is less than a year old and in good working condition. Requires only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: The system is in good working order and only requires routine maintenance. No leaking parts. No rust or corrosion. Sound and vibration controls exist. Sufficient clean-outs exist. Sump pumps where necessary are automatic.		Good	90%
MINOR REPAIR: The system is in working order but needs maintenance. Deficiencies can be repaired for no more than 30% of the systems value. Deficiencies include; leaks rust/corrosion, insufficient clean-outs, inoperative sump pumps.		Fair	60%
MAJOR REPAIR: System in working order but has numerous problems. Deficiencies can be repaired for no more than 60% of system value. Deficiencies include; leaks rust/corrosion, insufficient clean-outs, inoperative sump pumps.		Poor	30%
REPLACEMENT: System is not working or requires repairs in excess of 60% of system value. Frequent leaks. Damage to other building systems occurs. Extensive rust or corrosion.		Unsat	0%
<b>HVAC</b>	<b>19.456</b>		
<b>Energy Generation</b>	<b>9.728</b>		
NEW: The heating/cooling generation system is less than a year old and in good working condition. Requires only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: The system is in good working order, efficient, and only requires routine maintenance. Insulation is in place. No leaking parts. No rust or corrosion. Automatic controls in working order. Sound and vibration controls exist.		Good	90%
MINOR REPAIR: The system is in working order but needs maintenance. Deficiencies can be repaired for no more than 30% of the systems value. Deficiencies include: missing insulation, leaks, rust, excessive noise, inefficient operation.		Fair	60%
MAJOR REPAIR: System in working order but has frequent breakdowns. Deficiencies can be repaired for no more than 60% of system value. Deficiencies include; missing insulation, leaks, rust, excessive noise, and inefficient operation.		Poor	30%
REPLACEMENT: System is not working or requires repairs in excess of 60% of system value. Frequent breakdowns. Inefficient operation. Safety concerns. Age of system makes parts expensive or difficult to obtain.		Unsat	0%
<b>Distribution</b>	<b>5.837</b>		
NEW: The distribution system is less than a year old and in good working condition. Requires only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: The system is in good working order, efficient, and only requires routine maintenance. Insulation is in place. System is balanced. No excessive noise.		Good	90%
MINOR REPAIR: System works but needs maintenance. Deficiencies can be repaired for no more than 30% of the sys. value. Missing insulation, leaks, rust/dirt, excessive noise, broken dampers/valves, lack of fin-type heat exchngrs, and inefficient operation.		Fair	60%
MAJOR REPAIR: System works, unbalanced and inefficient. Deficiencies can be repaired for no more than 60% of sys. value. Missing insulation, leaks, rust/dirt, excessive noise, broken dampers/valves, no fin-type heat exchangers.		Poor	30%
REPLACEMENT: System is not working or requires repairs in excess of 60% of system value. Frequent breakdowns. Inefficient operation. Safety concerns. Age of system may make parts expensive or difficult to obtain.		Unsat	0%
<b>Controls</b>	<b>3.891</b>		
NEW: The controls are less than a year old, state of the art, computer controlled and centrally monitored, and in good working condition. Require only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: The controls are in good working order and only require routine maintenance. Controls not necessarily state of the art or centrally controlled.		Good	90%
MINOR REPAIR: The controls are in working order but need maintenance. Deficiencies can be repaired for no more than 30% of the systems value. Some controls inoperable.		Fair	60%



Item Name	Possible Points	Rating	Pct
MINOR REPAIR: The system is in working order but needs maintenance. Deficiencies can be repaired for no more than 30% of the systems value. Deficiencies include: missing insulation, leaks, rust, excessive noise, inefficient operation.		Fair	60%
MAJOR REPAIR: System in working order but has frequent breakdowns. Deficiencies can be repaired for no more than 60% of system value. Deficiencies include; missing insulation, leaks, rust, excessive noise, and inefficient operation.		Poor	30%
REPLACEMENT: System is not working or requires repairs in excess of 60% of system value. Frequent breakdowns. Inefficient operation. Safety concerns. Age of system makes parts expensive or difficult to obtain.		Unsat	0%
<b>Distribution</b>	<b>5.837</b>		
NEW: The distribution system is less than a year old and in good working condition. Requires only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: The system is in good working order, efficient, and only requires routine maintenance. Insulation is in place. System is balanced. No excessive noise.		Good	90%
MINOR REPAIR: System works but needs maintenance. Deficiencies can be repaired for no more than 30% of the sys. value. Missing insulation, leaks, rust/dirt, excessive noise, broken dampers/valves, lack of fin-type heat exchngs, and inefficient operation.		Fair	60%
MAJOR REPAIR: System works, unbalanced and inefficient. Deficiencies can be repaired for no more than 60% of sys. value. Missing insulation, leaks, rust/dirt, excessive noise, broken dampers/valves, no fin-type heat exchangers.		Poor	30%
REPLACEMENT: System is not working or requires repairs in excess of 60% of system value. Frequent breakdowns. Inefficient operation. Safety concerns. Age of system may make parts expensive or difficult to obtain.		Unsat	0%
<b>Controls</b>	<b>3.891</b>		
NEW: The controls are less than a year old, state of the art, computer controlled and centrally monitored, and in good working condition. Require only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: The controls are in good working order and only require routine maintenance. Controls not necessarily state of the art or centrally controlled.		Good	90%
MINOR REPAIR: The controls are in working order but need maintenance. Deficiencies can be repaired for no more than 30% of the systems value. Some controls inoperable.		Fair	60%
MAJOR REPAIR: Controls are in poor working order. Deficiencies can be repaired for no more than 60% of the systems value. Poor heating/cooling in numerous rooms due to malfunctioning controls.		Poor	30%
REPLACEMENT: Controls are not working, non-existent, or require repairs in excess of 60% of system value.		Unsat	0%
<b>Lighting</b>	<b>4.792</b>		
NEW: The lighting system is less than a year old, energy efficient, and in good working condition. Requires only preventive maintenance.		New	100%
ROUTINE MAINTENANCE: The system is in good working order, energy efficient and only requires routine maintenance. No broken fixtures or lenses. Appropriate lighting levels. No bare fixtures in public areas.		Good	90%
MINOR REPAIR: The system is in working order but needs maintenance. Deficiencies can be repaired for no more than 30% of the systems value. Deficiencies include: non-functioning fixtures, poor light levels, unprotected bulbs, inefficient fixtures.		Fair	60%
MAJOR REPAIR: System in working order with numerous problems. Deficiencies can be repaired for no more than 60% of system value. Deficiencies include: non-functioning fixtures, poor light levels, unprotected bulbs, inefficient fixtures.		Poor	30%
REPLACEMENT: System is not working or requires repairs in excess of 60% of system value. Extensive broken fixtures, low light levels everywhere, inefficient fixtures.		Unsat	0%
<b>Elevators and Conveyances</b>	<b>0.548</b>		
NEW: System less than one year old and state/local inspection certifies that all components are in working condition. No evidence of malfunction or imminent decline in performance. Continued preventative maintenance adequate to sustain this condition.		New	100%
ROUTINE MAINTENANCE: State/local inspection certifies that all components are in working condition. No evidence of malfunction or imminent decline in performance. Continued routine maintenance adequate to sustain this condition.		Good	90%
MINOR REPAIR: State/local inspection requires some minor items to be repaired. System continues to perform within acceptable standards, but there is some increase in down time. Some elements require adjustment, service or other repair.		Fair	60%
MAJOR REPAIR: State/local inspections require frequent and/or major systems repairs. System performs below acceptable standards. Major components require constant attention and should be extensively repaired or replaced. Down-time is high relative to use.		Poor	30%
REPLACEMENT: State/local inspection recommends replacement or decertification. System at end of its useful life and cannot feasibly be restored to acceptable standards. Down-time and/or repair frequency is high and/or parts are difficult to obtain.		Unsat	0%
<b>Special Lab</b>	<b>1.369</b>		
NEW: System less than one year old and all components are in good condition. Continued preventative maintenance adequate to sustain this condition.		New	100%
ROUTINE MAINTENANCE: All components are in good condition. No evidence of dysfunction. Continued routine maintenance adequate to sustain this condition.		Good	90%
MINOR REPAIR: System continues to perform within acceptable standards to provide adequate functionality and service, but there is some increase in down time. Some elements require adjustment, service or repair.		Fair	60%
MAJOR REPAIR: System performs below acceptable standards for service and functionality. Major components require constant attention and should be extensively repaired or replaced. Down time is high relative to system use.		Poor	30%
REPLACEMENT: System has reached the end of its useful service life and cannot feasibly be restored to acceptable standards of service and functionality. Down time and/or repair frequency is high and/or parts and subcomponents are difficult to obtain.		Unsat	0%
<b>Connectivity</b>	<b>1.988</b>		
NEW: Recently installed wiring, connectors and equipment supporting connectivity for data and telephone systems. All system connectivity elements operational. Only preventative maintenance required.		New	100%
ROUTINE MAINTENANCE: All system connectivity elements in good working condition. Only routine maintenance required.		Good	90%
MINOR REPAIR: System is in working order but needs maintenance. Deficiencies can be repaired for no more than 30% of the systems value. Deficiencies include; inoperable plugs, broken or outdated wiring and the need for additional wall plugs.		Fair	60%
MAJOR REPAIR: System needs repairs that do not exceed more than 60% of the systems value. Deficiencies include; inoperable plugs, broken or outdated wiring and the need for additional wall plugs.		Poor	30%
REPLACEMENT: The system does not meet the needs of the facility, is in significant disrepair, lacks sufficient capacity, and/or does not support the technical direction of the facility. The system should be replaced.		Unsat	0%
<b>Safety/Fire Protection</b>	<b>7.881</b>		
<b>Means of Exit</b>	<b>1.369</b>		
<b>Exit Operation</b>	<b>0.685</b>		

Item Name	Possible Points	Rating	Pct
ROUTINE MAINTENANCE: All components are in good condition. No evidence of dysfunction. Continued routine maintenance adequate to sustain this condition.		Good	90%
MINOR REPAIR: System continues to perform within acceptable standards to provide adequate functionality and service, but there is some increase in down time. Some elements require adjustment, service or repair.		Fair	60%
MAJOR REPAIR: System performs below acceptable standards for service and functionality. Major components require constant attention and should be extensively repaired or replaced. Down time is high relative to system use.		Poor	30%
REPLACEMENT: System has reached the end of its useful service life and cannot feasibly be restored to acceptable standards of service and functionality. Down time and/or repair frequency is high and/or parts and subcomponents are difficult to obtain.		Unsat	0%
<b>Connectivity</b>	<b>1.968</b>		
NEW: Recently installed wiring, connectors and equipment supporting connectivity for data and telephone systems. All system connectivity elements operational. Only preventative maintenance required.		New	100%
ROUTINE MAINTENANCE: All system connectivity elements in good working condition. Only routine maintenance required.		Good	90%
MINOR REPAIR: System is in working order but needs maintenance. Deficiencies can be repaired for no more than 30% of the systems value. Deficiencies include; inoperable plugs, broken or outdated wiring and the need for additional wall plugs.		Fair	60%
MAJOR REPAIR: System needs repairs that do not exceed more than 60% of the systems value. Deficiencies include; inoperable plugs, broken or outdated wiring and the need for additional wall plugs.		Poor	30%
REPLACEMENT: The system does not meet the needs of the facility, is in significant disrepair, lacks sufficient capacity, and/or does not support the technical direction of the facility. The system should be replaced.		Unsat	0%
<b>Safety/Fire Protection</b>	<b>7.681</b>		
<b>Means of Exit</b>	<b>1.369</b>		
<b>Exit Operation</b>	<b>0.685</b>		
NEW: System less than one year old and exit doors are in good operational order (easy to open, at grade level; exit lights, exit corridor lights, and panic bars operational).		New	100%
AGREE: Exit doors are in good operational order (easy to open, at grade level; exit lights, exit corridor lights, and panic bars operational).		Good	90%
MOST: Exit doors are in good operational order (easy to open, at grade level; exit lights, exit corridor lights, and panic bars operational).		Fair	60%
SOME: Exit doors are in good operational order (easy to open, at grade level; exit lights, exit corridor lights, and panic bars operational).		Poor	30%
DISAGREE: Exit doors are in good operational order (easy to open, at grade level; exit lights, exit corridor lights, and panic bars operational).		Unsat	0%
<b>Exit Safety</b>	<b>0.685</b>		
NEW: System less than one year old and exit doors and routes are adequate (door width, door quantity, door location, exit doors provided with landings on either side and have flat thresholds, staircase width, stair quantity, stair location).		New	100%
AGREE: Exit doors and routes are adequate (door width, door quantity, door location, exit doors provided with landings on either side and have flat thresholds, staircase width, stair quantity, stair location).		Good	90%
MOST: Exit doors and routes are adequate (door width, door quantity, door location, exit doors provided with landings on either side and have flat thresholds, staircase width, stair quantity, stair location).		Fair	60%
SOME: Exit doors and routes are adequate (door width, door quantity, door location, exit doors provided with landings on either side and have flat thresholds, staircase width, stair quantity, stair location).		Poor	30%
DISAGREE: Exit doors and routes area adequate (door width, door quantity, door location, exit doors provided with landings on either side and have flat thresholds, staircase width, stair quantity, stair location).		Unsat	0%
<b>Fire Control Capability</b>	<b>1.821</b>		
<b>Fire Control Operation</b>	<b>0.911</b>		
NEW: System less than one year old and fire control equipment is in good working order and has been inspected within the last year (extinguishers, hoses, sprinkler, valves, air duct fire dampers).		New	100%
AGREE: Fire control equipment is in good working order and has been inspected within the last year extinguishers, hoses, sprinkler, valves, air duct fire dampers).		Good	90%
MOST: Fire control equipment is in good working order and has been inspected within the last year extinguishers, hoses, sprinkler, valves, air duct fire dampers).		Fair	60%
SOME: Fire control equipment is in good working order and has been inspected within the last year (extinguishers, hoses, sprinkler, valves, air duct fire dampers).		Poor	30%
DISAGREE: Fire control equipment is in good working order and has been inspected witting the last year (extinguishers, hoses, sprinkler, valves, air duct fire dampers).		Unsat	0%
<b>Fire Control Safety</b>	<b>0.911</b>		
NEW: System less than one year old and fire control equipment is adequate (air duct fire dampers, drapes and curtains, extinguishers, sprinklers, hoses). Air handling fans are interlocked with alarm system to shut down in case of fire.		New	100%
AGREE: Fire control equipment is adequate (air duct fire dampers, drapes and curtains, extinguishers, sprinklers, hoses). Air handling fans are interlocked with alarm system to shut down in case of fire.		Good	90%
MOST: Fire control equipment is adequate (air duct fire dampers, drapes and curtains, extinguishers, sprinklers, hoses). Air handling fans are interlocked with alarm system to shut down in case of fire.		Fair	60%
SOME: Fire control equipment is adequate (air duct fire dampers, drapes and curtains, extinguishers, sprinklers, hoses). Air handling fans are interlocked with alarm system to shut down in case of fire.		Poor	30%
DISAGREE: Fire control equipment is adequate (air duct fire dampers, drapes and curtains, extinguishers, sprinklers, hoses). Air handling fans are interlocked with alarm system to shut down in case of fire.		Unsat	0%
<b>Fire Alarm System</b>	<b>1.561</b>		
<b>Fire Alarm Operation</b>	<b>0.780</b>		
NEW: System less than one year old and a sound alarm exists throughout the building that is actuated by the building fire alarm panel. System has both flashing lights and audible signals. Fire alarm system supplied with emergency power.		New	100%
AGREE: A sound alarm exists throughout the building that is actuated by the building fire alarm panel. System has both flashing lights and audible signals. Fire alarm system supplied with emergency power.		Good	90%
MOST: A sound alarm exists throughout the building that is actuated by the building fire alarm panel. System has both flashing lights and audible signals. Fire alarm system supplied with emergency power.		Fair	60%
SOME: A sound alarm exists throughout the building that is actuated by the building fire alarm panel. System has both flashing lights and audible signals. Fire alarm system supplied with emergency power.		Poor	30%
DISAGREE: A sound alarm exists throughout the building that is actuated by the building fire alarm panel. System has both flashing lights and audible signals. Fire alarm system supplied with emergency power.		Unsat	0%
<b>Fire Alarm Connectivity</b>	<b>0.780</b>		
NEW: System less than one year old and water flow switches on fire fighting main water pipes are connected to and supervised from a permanent and visible central fire alarm panel. System is connected to a central monitoring service or the fire department.		New	100%
AGREE: Water flow switches on fire fighting main water pipes are connected to and supervised from a permanent and visible central fire alarm panel. System is connected to a central monitoring service or the fire department.		Good	90%

Item Name	Possible Points	Rating	Pct
NEW: System less than one year old and fire control equipment is adequate (air duct fire dampers, drapes and curtains, extinguishers, sprinklers, hoses). Air handling fans are interlocked with alarm system to shut down in case of fire.		New	100%
AGREE: Fire control equipment is adequate (air duct fire dampers, drapes and curtains, extinguishers, sprinklers, hoses). Air handling fans are interlocked with alarm system to shut down in case of fire.		Good	90%
MOST: Fire control equipment is adequate (air duct fire dampers, drapes and curtains, extinguishers, sprinklers, hoses). Air handling fans are interlocked with alarm system to shut down in case of fire.		Fair	60%
SOME: Fire control equipment is adequate (air duct fire dampers, drapes and curtains, extinguishers, sprinklers, hoses). Air handling fans are interlocked with alarm system to shut down in case of fire.		Poor	30%
DISAGREE: Fire control equipment is adequate (air duct fire dampers, drapes and curtains, extinguishers, sprinklers, hoses). Air handling fans are interlocked with alarm system to shut down in case of fire.		Unsat	0%
<b>Fire Alarm System</b>	<b>1.561</b>		
<b>Fire Alarm Operation</b>	<b>0.780</b>		
NEW: System less than one year old and a sound alarm exists throughout the building that is actuated by the building fire alarm panel. System has both flashing lights and audible signals. Fire alarm system supplied with emergency power.		New	100%
AGREE: A sound alarm exists throughout the building that is actuated by the building fire alarm panel. System has both flashing lights and audible signals. Fire alarm system supplied with emergency power.		Good	90%
MOST: A sound alarm exists throughout the building that is actuated by the building fire alarm panel. System has both flashing lights and audible signals. Fire alarm system supplied with emergency power.		Fair	60%
SOME: A sound alarm exists throughout the building that is actuated by the building fire alarm panel. System has both flashing lights and audible signals. Fire alarm system supplied with emergency power.		Poor	30%
DISAGREE: A sound alarm exists throughout the building that is actuated by the building fire alarm panel. System has both flashing lights and audible signals. Fire alarm system supplied with emergency power.		Unsat	0%
<b>Fire Alarm Connectivity</b>	<b>0.780</b>		
NEW: System less than one year old and water flow switches on fire fighting main water pipes are connected to and supervised from a permanent and visible central fire alarm panel. System is connected to a central monitoring service or the fire department.		New	100%
AGREE: Water flow switches on fire fighting main water pipes are connected to and supervised from a permanent and visible central fire alarm panel. System is connected to a central monitoring service or the fire department.		Good	90%
MOST: Water flow switches on fire fighting main water pipes are connected to and supervised from a permanent and visible central fire alarm panel. System is connected to a central monitoring service or the fire department.		Fair	60%
SOME: Water flow switches on fire fighting main water pipes are connected to and supervised from a permanent and visible central fire alarm panel. System is connected to a central monitoring service or the fire department.		Poor	30%
DISAGREE: Water flow switches on fire fighting main water pipes are connected to and supervised from a permanent and visible central fire alarm panel. System is connected to a central monitoring service or the fire department.		Unsat	0%
<b>Emergency Lighting</b>	<b>1.561</b>		
NEW: System less than one year old and emergency lighting in all large areas including corridors and exits.		New	100%
AGREE: Emergency lighting in all large areas including corridors and exits.		Good	90%
MOST: Emergency lighting in all large areas including corridors and exits.		Fair	60%
SOME: Emergency lighting in all large areas including corridors and exits.		Poor	30%
DISAGREE: Emergency lighting in all large areas including corridors and exits.		Unsat	0%
<b>Fire Resistance</b>	<b>1.389</b>		
NEW: All walls, floors, ceilings, and structural elements are less than one year old and have the required fire resistant construction.		New	100%
AGREE: Walls, floors, ceilings, and structural elements have the current required fire resistant construction.		Good	90%
MOST: Walls, floors, ceilings, and structural elements have required fire resistance such as occupancy or area separations, structural element protections, wall membranes, stair enclosures.		Fair	60%
SOME: Walls, floors, ceilings, and structural elements have required fire resistance such as occupancy or area separations, structural element protections, wall membranes, stair enclosures.		Poor	30%
DISAGREE: Walls, floors, ceilings, and structural elements have required fire resistance such as occupancy or area separations, structural element protections, wall membranes, stair enclosures.		Unsat	0%
<b>ADA</b>	<b>0.000</b>		
Provisions of the Americans with Disabilities Act regarding building accessibility appear to be complied with. Access is avail. to all rooms and levels, all restrooms have appropriate door width, maneuvering space, stall size, fixture & accessory height.		Good	0%
Building is accessible, however all rooms are not accessible or, all levels are not directly accessible (e.g. travel between levels requires exiting the building or using a long indirect route). Some restrooms are accessible. Deficiencies in reachability		Fair	0%
Building accessible but not up to ADA standards (e.g. remote or service entrance). Special measures have to be taken to assist persons with disabilities to function. Some levels or areas not accessible. No restrooms meet requirements. Deficiencies in reachability and signage also exist.		Poor	0%
Building inaccessible. No access to any level.		Unsat	0%

Item Name	Possible Points	Rating	Pct
Building is accessible, however all rooms are not accessible or, all levels are not directly accessible (e.g. travel between levels requires exiting the building or using a long indirect route). Some restrooms are accessible. Deficiencies in reachability		Fair	0%
Building accessible but not up to ADA standards (e.g. remote or service entrance). Special measures have to be taken to assist persons with disabilities to function. Some levels or areas not accessible. No restrooms meet requirements. Deficiencies in reachability and signage also exist.		Poor	0%
Building inaccessible. No access to any level.		Unsat	0%

Item Name	Possible Points	Rating	Pct
<b>HS Site Condition Assessment</b>	<b>100.000</b>		
<b>Paved Surfaces</b>	<b>64.751</b>		
<b>Parking Lots</b>	<b>19.920</b>		
NEW: Paving and paint striping are less than one year old and in good condition, no repairs are needed. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: Paving and paint striping are in good condition and only require routine maintenance.		Good	90%
MINOR REPAIR: Minor repairs, patching or paint striping required not exceeding 40% of value.		Fair	60%
MAJOR REPAIR: Significant repairs, patching or paint striping needed to as much as 70% of value.		Poor	30%
REPLACEMENT: All or majority of system should be replaced.		Unsat	0%
<b>Driveways</b>	<b>8.630</b>		
NEW: Paving and curbs are less than a year old and in good condition, no repairs are needed. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: Paving and curbs are in good condition and only require routine maintenance.		Good	90%
MINOR REPAIR: Minor repairs or patching required not exceeding 40% of value.		Fair	60%
MAJOR REPAIR: Significant repairs needed to as much as 70% of value.		Poor	30%
REPLACEMENT: All or majority of system should be replaced.		Unsat	0%
<b>Sidewalks</b>	<b>10.077</b>		
NEW: Concrete walks are less than a year old and in good condition, no repairs are needed. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: Concrete walks are in good condition and only require routine maintenance.		Good	90%
MINOR REPAIR: Minor repairs or patching required not exceeding 40% of value.		Fair	60%
MAJOR REPAIR: Significant repairs needed to as much as 70% of value.		Poor	30%
REPLACEMENT: All or majority of system should be replaced.		Unsat	0%
<b>Athletic Courts</b>	<b>7.464</b>		
NEW: Surfaces and equipment (ex. Tennis and Basketball courts) are less than a year old and in good condition, no repairs are needed. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: Surfaces and equipment are in good condition and only require routine maintenance.		Good	90%
MINOR REPAIR: Minor repairs or patching required not exceeding 40% of value.		Fair	60%
MAJOR REPAIR: Significant repairs needed to as much as 70% of value.		Poor	30%
REPLACEMENT: All or majority of system should be replaced.		Unsat	0%
<b>Track</b>	<b>18.660</b>		
NEW: Surfaces are less than a year old and in good condition, no repairs are needed. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: Surfaces are in good condition and only require routine maintenance.		Good	90%
MINOR REPAIR: Minor repairs or patching required not exceeding 40% of value.		Fair	60%
MAJOR REPAIR: Significant repairs needed to as much as 70% of value.		Poor	30%
REPLACEMENT: All or majority of system should be replaced.		Unsat	0%
<b>Landscaped Surfaces</b>	<b>25.713</b>		
<b>Lawns\Gardens</b>	<b>4.814</b>		
NEW: Lawns are less than one year old and in good condition, no repairs are needed. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: Lawns are in good condition and only require routine maintenance.		Good	90%
MINOR REPAIR: Some problems exist such as drainage, bare spots, dead plants.		Fair	60%
MAJOR REPAIR: Significant problems exist with drainage, health of plants/grass, soil condition, etc.		Poor	30%
REPLACEMENT: Lawns/gardens need to be replanted or sod, soil needs improving.		Unsat	0%
<b>Athletic Playfields</b>	<b>18.660</b>		
NEW: Surfaces and equipment (ex. Baseball and Soccer fields) are less than a year old and in good condition, no repairs are needed. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: Surfaces and equipment (ex. Baseball and Soccer fields) are in good condition and only require routine maintenance.		Good	90%
MINOR REPAIR: Minor repairs or patching required not exceeding 40% of value.		Fair	60%
MAJOR REPAIR: Significant repairs needed to as much as 70% of value.		Poor	30%
REPLACEMENT: All or majority of system should be replaced.		Unsat	0%
<b>Irrigation System</b>	<b>2.239</b>		
NEW: System is less than a year old and in good condition, no repairs are needed. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: System is in good condition and only requires routine maintenance.		Good	90%
MINOR REPAIR: Minor repairs are required not exceeding 40% of value.		Fair	60%
MAJOR REPAIR: Significant repairs are needed to as much as 70% of value.		Poor	30%
REPLACEMENT: All or majority of system should be replaced.		Unsat	0%
<b>Utilities</b>	<b>3.266</b>		
<b>Water Service</b>	<b>0.840</b>		
NEW: System is less than a year old and in good condition, no repairs are needed. Preventative maintenance sufficient.		New	100%

Item Name	Possible Points	Rating	Pct
ROUTINE MAINTENANCE: System is in good condition and only requires routine maintenance.		Good	90%
MINOR REPAIR: Minor repairs are required not exceeding 40% of value.		Fair	60%
MAJOR REPAIR: Significant repairs are needed to as much as 70% of value.		Poor	30%
REPLACEMENT: All or majority of system should be replaced.		Unsat	0%
<b>Utilities</b>	<b>3.266</b>		
<b>Water Service</b>	<b>0.840</b>		
NEW: System is less than a year old and in good condition, no repairs are needed. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: System is in good condition and only requires routine maintenance.		Good	90%
MINOR REPAIR: Minor repairs are required not exceeding 40% of value.		Fair	60%
MAJOR REPAIR: Significant repairs needed to as much as 70% of value.		Poor	30%
REPLACEMENT: All or majority of system should be replaced.		Unsat	0%
<b>Waste Water Service</b>	<b>0.980</b>		
NEW: System is less than a year old and in good condition, no repairs are needed. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: System is in good condition and only requires routine maintenance.		Good	90%
MINOR REPAIR: Minor repairs are required not exceeding 40% of value.		Fair	60%
MAJOR REPAIR: Significant repairs needed to as much as 70% of value.		Poor	30%
REPLACEMENT: All or majority of system should be replaced.		Unsat	0%
<b>Storm Sewer</b>	<b>0.700</b>		
NEW: System is less than a year old and in good condition, no repairs are needed. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: System is in good condition and only requires routine maintenance.		Good	90%
MINOR REPAIR: Minor repairs are required not exceeding 40% of value.		Fair	60%
MAJOR REPAIR: Significant repairs needed to as much as 70% of value.		Poor	30%
REPLACEMENT: All or majority of system should be replaced.		Unsat	0%
<b>Site Lighting</b>	<b>0.746</b>		
NEW: System is less than a year old and in good condition, no repairs are needed. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: System is in good condition and only requires routine maintenance.		Good	90%
MINOR REPAIR: Minor repairs are required not exceeding 40% of value.		Fair	60%
MAJOR REPAIR: Significant repairs needed to as much as 70% of value.		Poor	30%
REPLACEMENT: All or majority of system should be replaced.		Unsat	0%
<b>Fencing</b>	<b>6.270</b>		
NEW: Fences and gates are less than one year old and in good and safe condition, no repairs are needed. Preventative maintenance sufficient.		New	100%
ROUTINE MAINTENANCE: Fences and gates are in good and safe condition and only require routine maintenance.		Good	90%
MINOR REPAIR: Minor repairs required not exceeding 40% of value.		Fair	60%
MAJOR REPAIR: Significant repairs needed to as much as 70% of value.		Poor	30%
REPLACEMENT: All or majority of system should be replaced.		Unsat	0%

| BASYS Building Condition Assessments

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0005</b>	Building #: <b>0005b</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>51 Wing</b>	
Site: <b>Baker K-8</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score	
<b>Structural</b>							
Foundation\Structure	Single Component	100.00	Good	15.60	17.33	90.00	
Exterior Walls	Single Component	100.00	Good	7.65	8.50	90.00	
Roof	Single Component	100.00	Fair	1.56	2.60	60.00	
Exterior Windows	Single Component	100.00	Good	4.13	4.59	90.00	
Exterior Doors	Single Component	100.00	Fair	0.29	0.48	60.00	
Interior Floors	VCT in hall, classrm, carpet in classrm	20.00	Good	1.68	1.86	90.00	
	VCT in most classrooms	80.00	Fair	4.47	7.45	60.00	
				<b>System Total:</b>	<b>6.15</b>	<b>9.32</b>	<b>66.00</b>
Interior Walls	Single Component	100.00	Fair	4.68	7.81	60.00	
Interior Doors	Single Component	100.00	Good	0.84	0.94	90.00	
Ceiling	Single Component	100.00	Good	4.34	4.83	90.00	
Fixed Equipment	Classroom cabinetry	90.00	Poor	0.44	1.46	30.00	
	Toilet partitions	10.00	Good	0.15	0.16	90.00	
				<b>System Total:</b>	<b>0.59</b>	<b>1.63</b>	<b>36.00</b>
<b>Mechanical</b>							
<b>Electrical</b>							
Main Service	Single Component	100.00	Good	2.75	3.06	90.00	
Distribution	Single Component	100.00	Good	2.75	3.06	90.00	
<b>Plumbing</b>							
Supply	Single Component	100.00	Good	1.00	1.11	90.00	
Fixtures	Single Component	100.00	Good	1.00	1.11	90.00	
Waste	Single Component	100.00	Good	1.00	1.11	90.00	
<b>HVAC</b>							
Energy Generation	Single Component		(N/A)	0.00	0.00	0.00	
Distribution	Single Component	100.00	Good	4.87	5.41	90.00	
Controls	Single Component	100.00	Good	3.24	3.60	90.00	
Lighting	Single Component	100.00	Good	4.15	4.61	90.00	
Elevators and Conveyances	Single Component	100.00	Good	0.55	0.61	90.00	
Special Lab	Single Component		(N/A)	0.00	0.00	0.00	
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00	



Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0005

Building #: 0005b

Site: Baker K-8

Building: 51 Wing

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Safety\Fire Protection</b>						
Means of Exit						
	Exit Operation	Single Component	100.00	Good	0.59	90.00
	Exit Safety	Single Component	100.00	Good	0.59	90.00
Fire Control Capability						
	Fire Control Operation	Single Component	100.00	Good	0.16	90.00
	Fire Control Safety	Single Component	100.00	Good	0.16	90.00
Fire Alarm System						
	Fire Alarm Operation	Single Component	100.00	Good	0.72	90.00
	Fire Alarm Connectivity	Single Component	100.00	Good	0.72	90.00
	Emergency Lighting	Single Component	100.00	Good	1.44	90.00
	Fire Resistance	Single Component	100.00	Good	1.17	90.00
<b>ADA</b>	Single Component		Good			
<b>Total For Building :</b>				<b>74.34</b>	<b>89.69</b>	<b>82.89</b>

**Comments**

## Structural-&gt;Roof

Roof develops leaks on occasion

## Structural-&gt;Exterior Doors

Some doors showing wear.

## Structural-&gt;Interior Floors (VCT in most classrooms)

Older VCT is showing wear.

## Structural-&gt;Interior Walls

Need painting and or cleaning

## Structural-&gt;Fixed Equipment (Classroom cabinetry)

Cabinets are old and worn.

## Mechanical-&gt;HVAC--&gt;Energy Generation

Boilers are in other building

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0005</b>	Building #: <b>0005a</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>Baker School 36 main</b>	
Site: <b>Baker K-8</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Structural</b>						
Foundation\Structure	Single Component	100.00	Good	15.60	17.33	90.00
Exterior Walls	Single Component	100.00	Fair	5.10	8.50	60.00
Roof	Single Component	100.00	Good	2.34	2.60	90.00
Exterior Windows	Single Component	100.00	Good	4.13	4.59	90.00
Exterior Doors	Single Component	100.00	Fair	0.29	0.48	60.00
Interior Floors	VCT in hall	10.00	Good	0.84	0.93	90.00
	Carpet in classrooms, wood in gym and aud.	90.00	Fair	5.03	8.38	60.00
System Total:				<b>5.87</b>	<b>9.32</b>	<b>63.00</b>
Interior Walls	Single Component	100.00	Fair	4.68	7.81	60.00
Interior Doors	Single Component	100.00	Poor	0.28	0.94	30.00
Ceiling	Single Component	100.00	Good	4.34	4.83	90.00
Fixed Equipment	Kit. equip, toilet partitions	30.00	Good	0.44	0.49	90.00
	Classroom cabinetry, aud. seating	70.00	Poor	0.34	1.14	30.00
System Total:				<b>0.78</b>	<b>1.63</b>	<b>48.00</b>
<b>Mechanical</b>						
<b>Electrical</b>						
Main Service	Single Component	100.00	Good	2.75	3.06	90.00
Distribution	Single Component	100.00	Good	2.75	3.06	90.00
<b>Plumbing</b>						
Supply	Single Component	100.00	Good	1.00	1.11	90.00
Fixtures	Single Component	100.00	Good	1.00	1.11	90.00
Waste	Single Component	100.00	Good	1.00	1.11	90.00
<b>HVAC</b>						
Energy Generation	Boilers	80.00	Good	6.49	7.21	90.00
	AC	20.00	Good	1.62	1.80	90.00
System Total:				<b>8.11</b>	<b>9.01</b>	<b>90.00</b>
Distribution	Single Component	100.00	Good	4.87	5.41	90.00
Controls	Single Component	100.00	Good	3.24	3.60	90.00
Lighting	Single Component	100.00	Good	4.15	4.61	90.00

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0005

Building #: 0005a

Site: Baker K-8

Building: Baker School 36 main

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Elevators and Conveyances	Single Component	100.00	Good	0.55	0.61	90.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00
<b>Safety\Fire Protection</b>						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.59	0.65	90.00
Exit Safety	Single Component	100.00	Good	0.59	0.65	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.16	0.18	90.00
Fire Control Safety	Single Component	100.00	Good	0.16	0.18	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.72	0.80	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.72	0.80	90.00
Emergency Lighting	Single Component	100.00	Good	1.44	1.60	90.00
Fire Resistance	Single Component	100.00	Good	1.17	1.30	90.00
<b>ADA</b>	Single Component		Good			
<b>Total For Building :</b>				<b>80.03</b>	<b>98.70</b>	<b>81.09</b>

**Comments**

## Structural-&gt;Exterior Walls

Some areas of plaster need painting. Some brick areas need cleaning.

## Structural-&gt;Exterior Doors

Some doors showing wear, most are working well.

## Structural-&gt;Interior Floors (Carpet in classrooms, wood in gym and aud.)

Carpet and wood floors showing wear.

## Structural-&gt;Interior Walls

Walls need cleaning and painting

## Structural-&gt;Interior Doors

Doors are generally beat up and need refinishing.

## Structural-&gt;Fixed Equipment (Classroom cabinetry, aud. seating)

Cabinets and seating are old and worn.

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0015</b>	Building #: <b>0015a</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>Devotion School</b>	
Site: <b>Devotion K-8</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Structural</b>						
Foundation\Structure	Single Component	100.00	Fair	11.56	19.26	60.00
Exterior Walls	Single Component	100.00	Fair	3.10	5.16	60.00
Roof	Single Component	100.00	Fair	1.46	2.44	60.00
Exterior Windows	Single Component	100.00	Fair	2.23	3.71	60.00
Exterior Doors	Single Component	100.00	Poor	0.12	0.38	30.00
Interior Floors	Single Component	100.00	Poor	2.14	7.15	30.00
Interior Walls	Single Component	100.00	Poor	2.01	6.70	30.00
Interior Doors	Single Component	100.00	Poor	0.32	1.05	30.00
Ceiling	Single Component	100.00	Poor	1.52	5.08	30.00
Fixed Equipment	Book lockers, toilet partitions	20.00	Good	0.32	0.36	90.00
	Classroom cabinetry	80.00	Poor	0.43	1.42	30.00
	<b>System Total:</b>			<b>0.75</b>	<b>1.78</b>	<b>42.00</b>
<b>Mechanical</b>						
Electrical						
Main Service	Single Component	100.00	Good	2.95	3.28	90.00
Distribution	Single Component	100.00	Fair	1.97	3.28	60.00
Plumbing						
Supply	Single Component	100.00	Fair	0.98	1.64	60.00
Fixtures	Single Component	100.00	Fair	0.98	1.64	60.00
Waste	Single Component	100.00	Fair	0.98	1.64	60.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.76	9.73	90.00
Distribution	Single Component	100.00	Fair	3.50	5.84	60.00
Controls	Single Component	100.00	Fair	2.33	3.89	60.00
Lighting	Single Component	100.00	Good	4.31	4.79	90.00
Elevators and Conveyances	Single Component	100.00	Good	0.49	0.55	90.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.77	1.97	90.00
<b>Safety\Fire Protection</b>						
Means of Exit						
Exit Operation	Single Component	100.00	Fair	0.41	0.68	60.00

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0015

Building #: 0015a

Site: Devotion K-8

Building: Devotion School

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Good	0.62	0.68	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Fair	0.55	0.91	60.00
Fire Control Safety	Single Component	100.00	Unsat	0.00	0.91	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.70	0.78	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.70	0.78	90.00
Emergency Lighting	Single Component	100.00	Good	1.40	1.56	90.00
Fire Resistance	Single Component	100.00	Poor	0.41	1.37	30.00
<b>ADA</b>	Single Component		Fair			
<b>Total For Building :</b>				<b>59.03</b>	<b>98.63</b>	<b>59.85</b>

**Comments**

## Structural-&gt;Foundation\Structure

Water penetration into parking garage at front of building.

## Structural-&gt;Exterior Walls

Some stains and rust on the brick.

## Structural-&gt;Roof

Roof has numerous leaks every year.

## Structural-&gt;Exterior Windows

In the 70's wing about 1/3 of the windows are old single pane, some are rusted, most at end of service life.

## Structural-&gt;Exterior Doors

Majority of doors are beat up or well worn.

## Structural-&gt;Interior Floors

Majority of carpet in classrooms is worn and stained, some of it is buckled. VCT in extended day and cafeteria is buckled. VCT outside gym is coming up.

## Structural-&gt;Interior Walls

Majority of walls need paint.

## Structural-&gt;Interior Doors

Majority of interior doors are beat up and have knob type hardware.

## Structural-&gt;Ceiling

Majority of rooms have loose and mismatched ceiling tiles.

## Structural-&gt;Fixed Equipment (Classroom cabinetry)

Cabinets are beat up and well worn.

## Mechanical-&gt;Electrical--&gt;Distribution

Some areas lack outlets or they are in the wrong place. Some damaged conduit in the gym.

## Mechanical-&gt;Plumbing--&gt;Supply

Original piping requires frequent maintenance.

## Mechanical-&gt;Plumbing--&gt;Fixtures

Some fixtures are old, stained and require maintenance.

Project #: 3404	Project: Brookline, MA 2008		
County: Norfolk	Region: 46	Site #: 0015	Building #: 0015a
Site: Devotion K-8		Building: Devotion School	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
	Mechanical->Plumbing-->Waste Waste lines are old and require a lot of maintenance.					
	Mechanical->HVAC-->Energy Generation Boilers have stop working in the past.					
	Mechanical->HVAC-->Distribution Unit ventilators are high maintenance, heating is uneven.					
	Mechanical->HVAC-->Controls Heating is uneven.					
	Safety\Fire Protection->Means of Exit-->Exit Operation Exit door out of parking garage is closed off.					
	Safety\Fire Protection->Fire Control Capability-->Fire Control Operation Fire sprinklers are in need of replacement.					
	Safety\Fire Protection->Fire Control Capability-->Fire Control Safety Air handlers are not interlocked to fire alarm.					
	Safety\Fire Protection->Fire Resistance Hallways are not rated construction in many classroom areas. Many walls are covered in paper.					
	ADA Not all restrooms are ADA, some areas not accessible.					

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0020</b>	Building #: <b>0020a</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>Driscoll School</b>	
Site: <b>Driscoll K-8</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Structural</b>						
Foundation\Structure	Single Component	100.00	Good	15.60	17.33	90.00
Exterior Walls	Single Component	100.00	Fair	5.10	8.50	60.00
Roof	Single Component	100.00	Fair	1.56	2.60	60.00
Exterior Windows	Single Component	100.00	Good	4.13	4.59	90.00
Exterior Doors	Single Component	100.00	Poor	0.14	0.48	30.00
Interior Floors	Single Component	100.00	Fair	5.59	9.32	60.00
Interior Walls	Single Component	100.00	Poor	2.34	7.81	30.00
Interior Doors	Single Component	100.00	Poor	0.28	0.94	30.00
Ceiling	Single Component	100.00	Fair	2.90	4.83	60.00
Fixed Equipment	Book lockers, kitchen equip	40.00	Good	0.59	0.65	90.00
	Toilet partitions, classroom cabinets	60.00	Poor	0.29	0.98	30.00
	<b>System Total:</b>			<b>0.88</b>	<b>1.63</b>	<b>54.00</b>
<b>Mechanical</b>						
<b>Electrical</b>						
Main Service	Single Component	100.00	Good	2.75	3.06	90.00
Distribution	Single Component	100.00	Poor	0.92	3.06	30.00
<b>Plumbing</b>						
Supply	Single Component	100.00	Good	1.00	1.11	90.00
Fixtures	Single Component	100.00	Poor	0.33	1.11	30.00
Waste	Single Component	100.00	Good	1.00	1.11	90.00
<b>HVAC</b>						
Energy Generation	Boilers	80.00	Good	6.49	7.21	90.00
	AC - one chiller, window units	20.00	Good	1.62	1.80	90.00
	<b>System Total:</b>			<b>8.11</b>	<b>9.01</b>	<b>90.00</b>
Distribution	Single Component	100.00	Fair	3.24	5.41	60.00
Controls	Single Component	100.00	Good	3.24	3.60	90.00
Lighting	Single Component	100.00	Fair	2.76	4.61	60.00
Elevators and Conveyances	Single Component	100.00	Good	0.55	0.61	90.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Safety\Fire Protection</b>						
Means of Exit						
	Exit Operation	100.00	Good	0.59	0.65	90.00
	Exit Safety	100.00	Good	0.59	0.65	90.00
Fire Control Capability						
	Fire Control Operation	100.00	Good	0.16	0.18	90.00
	Fire Control Safety	100.00	Good	0.16	0.18	90.00
Fire Alarm System						
	Fire Alarm Operation	100.00	Good	0.72	0.80	90.00
	Fire Alarm Connectivity	100.00	Good	0.72	0.80	90.00
	Emergency Lighting	100.00	Good	1.44	1.60	90.00
	Fire Resistance	100.00	Fair	0.78	1.30	60.00
<b>ADA</b>	Single Component		Poor			
<b>Total For Building :</b>				<b>69.24</b>	<b>98.70</b>	<b>70.15</b>

**Comments**

**Structural->Exterior Walls**

Some cleaning and tuck pointing needed.

**Structural->Roof**

Both slate roof and membrane roof leak at times.

**Structural->Exterior Doors**

Doors are old and worn, gym door is due for replacement.

**Structural->Interior Floors**

About 30% of the flooring is due for replacement, its either old and worn carpet or VCT. Gym floor is old and worn.

**Structural->Interior Walls**

Walls are generally old surfaces that are hard to clean and the finish is failing in some areas.

**Structural->Interior Doors**

Interior doors need to be refinished and hardware is knob type.

**Structural->Ceiling**

Some soiled tiles.

**Structural->Fixed Equipment (Toilet partitions, classroom cabinets)**

Toilet partitions and most classroom cabinetry is old and worn.

**Mechanical->Electrical-->Distribution**

Too few outlets, some not working in library.

**Mechanical->Plumbing-->Fixtures**

Fixtures are old and stained

**Mechanical->HVAC-->Distribution**

There are some cold spots.

**Mechanical->Lighting**

Most lighting is old, dim, inefficient and some is discolored. Small portion has been upgraded.



Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0020

Building #: 0020a

Site: Driscoll K-8

Building: Driscoll School

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
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Safety\Fire Protection->Fire Resistance  
Fire separation doors are not to code.

ADA  
Building is accessible but no restrooms are. Door hardware is knob type.

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0025</b>	Building #: <b>0025a</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>Heath School</b>	
Site: <b>Heath K-8</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score	
<b>Structural</b>							
Foundation\Structure	Single Component	100.00	Good	15.60	17.33	90.00	
Exterior Walls	Single Component	100.00	Fair	5.10	8.50	60.00	
Roof	Single Component	100.00	Poor	0.78	2.60	30.00	
Exterior Windows	Single Component	100.00	Good	4.13	4.59	90.00	
Exterior Doors	Single Component	100.00	Fair	0.29	0.48	60.00	
Interior Floors	Halls and classrooms	95.00	Good	7.96	8.85	90.00	
	Cer. Tile in Restrooms	5.00	Poor	0.14	0.47	30.00	
				<b>System Total:</b>	<b>8.10</b>	<b>9.32</b>	<b>87.00</b>
Interior Walls	Halls and classrooms	95.00	Good	6.67	7.42	90.00	
	Cer. Tile in Restrooms	5.00	Poor	0.12	0.39	30.00	
				<b>System Total:</b>	<b>6.79</b>	<b>7.81</b>	<b>87.00</b>
Interior Doors	Single Component	100.00	Good	0.84	0.94	90.00	
Ceiling	Single Component	100.00	Good	4.34	4.83	90.00	
Fixed Equipment	Kit. equipment	20.00	Good	0.29	0.33	90.00	
	Aud. seating, Toilet partitions, classrm cabinetry	80.00	Fair	0.78	1.30	60.00	
				<b>System Total:</b>	<b>1.07</b>	<b>1.63</b>	<b>66.00</b>
<b>Mechanical</b>							
<b>Electrical</b>							
Main Service	Single Component	100.00	Good	2.75	3.06	90.00	
Distribution	Single Component	100.00	Good	2.75	3.06	90.00	
<b>Plumbing</b>							
Supply	Single Component	100.00	Good	1.00	1.11	90.00	
Fixtures	Single Component	100.00	Fair	0.67	1.11	60.00	
Waste	Single Component	100.00	Good	1.00	1.11	90.00	
<b>HVAC</b>							
Energy Generation	Boilers	80.00	Fair	4.32	7.21	60.00	
	AC	20.00	Good	1.62	1.80	90.00	
				<b>System Total:</b>	<b>5.95</b>	<b>9.01</b>	<b>66.00</b>
Distribution	Single Component	100.00	Fair	3.24	5.41	60.00	

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0025

Building #: 0025a

Site: Heath K-8

Building: Heath School

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Controls	Single Component	100.00	Good	3.24	3.60	90.00
Lighting	Single Component	100.00	Good	4.15	4.61	90.00
Elevators and Conveyances	Single Component	100.00	Good	0.55	0.61	90.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00
<b>Safety\Fire Protection</b>						
Means of Exit						
Exit Operation	Single Component	100.00	Fair	0.39	0.65	60.00
Exit Safety	Single Component	100.00	Good	0.59	0.65	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.16	0.18	90.00
Fire Control Safety	Single Component	100.00	Good	0.16	0.18	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.72	0.80	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.72	0.80	90.00
Emergency Lighting	Single Component	100.00	Good	1.44	1.60	90.00
Fire Resistance	Single Component	100.00	Fair	0.78	1.30	60.00
<b>ADA</b>	Single Component		Fair			
<b>Total For Building :</b>				<b>78.97</b>	<b>98.70</b>	<b>80.01</b>

**Comments**

## Structural-&gt;Exterior Walls

Brick needs resealing, concrete is spalling.

## Structural-&gt;Roof

Frequent roof leaks typically at skylight when it is icy.

## Structural-&gt;Exterior Doors

A lot of doors need sweeps and jamb seals.

## Structural-&gt;Interior Floors (Cer. Tile in Restrooms )

Tile is worn does not clean up well, urine smells.

## Structural-&gt;Interior Walls (Cer. Tile in Restrooms)

Tile is cracked and worn, doesn't clean up well.

## Structural-&gt;Fixed Equipment (Aud. seating, Toilet partitions, classrm cabinetry)

Fixed equipment showing signs of wear.

## Mechanical-&gt;Plumbing--&gt;Fixtures

Some fixtures stained, some faucets stick, at end of service life.

## Mechanical-&gt;HVAC--&gt;Energy Generation (Boilers)

One boiler is problematic and requires frequent maintenance. Both may be nearing end of service life.

## Mechanical-&gt;HVAC--&gt;Distribution

Some air quality problems in Suite 109, some other rooms without proper air flow.

## Safety\Fire Protection-&gt;Means of Exit--&gt;Exit Operation

Several exits lights are not lit.

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0025

Building #: 0025a

Site: Heath K-8

Building: Heath School

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
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Safety\Fire Protection->Fire Resistance  
Second floor corridors are not rate due to transom.

ADA  
Only some restroom are accessible.

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0030</b>	Building #: <b>0030a</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>Lawrence School</b>	
Site: <b>Lawrence K-8</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Structural</b>						
Foundation\Structure	Single Component	100.00	Good	15.60	17.33	90.00
Exterior Walls	Single Component	100.00	Good	7.65	8.50	90.00
Roof	Original slate roof	50.00	Fair	0.78	1.30	60.00
	New rubber membrane	50.00	Good	1.17	1.30	90.00
<b>System Total:</b>				<b>1.95</b>	<b>2.60</b>	<b>75.00</b>
Exterior Windows	Single Component	100.00	Good	4.13	4.59	90.00
Exterior Doors	Single Component	100.00	Good	0.43	0.48	90.00
Interior Floors	Halls and classrooms	95.00	Good	7.96	8.85	90.00
	Wood gym floor	5.00	Fair	0.28	0.47	60.00
<b>System Total:</b>				<b>8.24</b>	<b>9.32</b>	<b>88.50</b>
Interior Walls	Single Component	100.00	Good	7.03	7.81	90.00
Interior Doors	Single Component	100.00	Good	0.84	0.94	90.00
Ceiling	Single Component	100.00	Good	4.34	4.83	90.00
Fixed Equipment	Single Component	100.00	Good	1.46	1.63	90.00
<b>Mechanical</b>						
<b>Electrical</b>						
Main Service	Single Component	100.00	Good	2.75	3.06	90.00
Distribution	Single Component	100.00	Good	2.75	3.06	90.00
<b>Plumbing</b>						
Supply	Single Component	100.00	Good	1.00	1.11	90.00
Fixtures	Single Component	100.00	Good	1.00	1.11	90.00
Waste	Single Component	100.00	Good	1.00	1.11	90.00
<b>HVAC</b>						
Energy Generation	Single Component	100.00	Good	8.11	9.01	90.00
Distribution	Single Component	100.00	Good	4.87	5.41	90.00
Controls	Single Component	100.00	Good	3.24	3.60	90.00
Lighting	Single Component	100.00	Good	4.15	4.61	90.00
Elevators and Conveyances	New elevator	50.00	Good	0.28	0.31	90.00
	Old elevator	50.00	Poor	0.09	0.31	30.00
<b>System Total:</b>				<b>0.37</b>	<b>0.61</b>	<b>60.00</b>
Special Lab	Single Component		(N/A)	0.00	0.00	0.00

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0030

Building #: 0030a

Site: Lawrence K-8

Building: Lawrence School

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00
<b>Safety\Fire Protection</b>						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.59	0.65	90.00
Exit Safety	Single Component	100.00	Good	0.59	0.65	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.16	0.18	90.00
Fire Control Safety	Single Component	100.00	Good	0.16	0.18	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.72	0.80	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.72	0.80	90.00
Emergency Lighting	Single Component	100.00	Good	1.44	1.60	90.00
Fire Resistance	Single Component	100.00	Good	1.17	1.30	90.00
<b>ADA</b>	Single Component		Good			
<b>Total For Building :</b>				<b>88.12</b>	<b>98.70</b>	<b>89.28</b>

**Comments**

Structural->Roof (Original slate roof)  
Some leaks in heavy rains

Structural->Interior Floors (Wood gym floor)  
Floor is old and has some water damage.

Mechanical->HVAC-->Distribution  
Some rooms on 2nd floor and PK rooms in lower floor are not as warm as they should be.

Mechanical->Elevators and Conveyances (Old elevator)  
Elevator frequently breaks down.

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0035</b>	Building #: <b>0035a</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>New Lincoln School</b>	
Site: <b>New Lincoln K-8</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Structural</b>						
Foundation\Structure	Single Component	100.00	Good	15.60	17.33	90.00
Exterior Walls	Single Component	100.00	Good	7.65	8.50	90.00
Roof	Single Component	100.00	Fair	1.56	2.60	60.00
Exterior Windows	Windows in main bldg.	85.00	Good	3.51	3.90	90.00
	Windows in cafeteria	15.00	Fair	0.41	0.69	60.00
	<b>System Total:</b>			<b>3.93</b>	<b>4.59</b>	<b>85.50</b>
Exterior Doors	Single Component	100.00	Good	0.43	0.48	90.00
Interior Floors	Hall tile, gym wood	15.00	Good	1.26	1.40	90.00
	Classrooms	85.00	Poor	2.38	7.92	30.00
	<b>System Total:</b>			<b>3.63</b>	<b>9.32</b>	<b>39.00</b>
Interior Walls	Single Component	100.00	Poor	2.34	7.81	30.00
Interior Doors	Single Component	100.00	Fair	0.56	0.94	60.00
Ceiling	Single Component	100.00	Good	4.34	4.83	90.00
Fixed Equipment	aud. seating, toilet partitions, kit. equip.	80.00	Good	1.17	1.30	90.00
	Classroom and restroom cabinetry.	20.00	Poor	0.10	0.33	30.00
	<b>System Total:</b>			<b>1.27</b>	<b>1.63</b>	<b>78.00</b>
<b>Mechanical</b>						
<b>Electrical</b>						
Main Service	Single Component	100.00	Good	2.75	3.06	90.00
Distribution	Single Component	100.00	Good	2.75	3.06	90.00
<b>Plumbing</b>						
Supply	Single Component	100.00	Good	1.00	1.11	90.00
Fixtures	Single Component	100.00	Good	1.00	1.11	90.00
Waste	Single Component	100.00	Good	1.00	1.11	90.00
<b>HVAC</b>						
Energy Generation	Boilers	80.00	Good	6.49	7.21	90.00
	AC	20.00	Good	1.62	1.80	90.00
	<b>System Total:</b>			<b>8.11</b>	<b>9.01</b>	<b>90.00</b>
Distribution	Single Component	100.00	Good	4.87	5.41	90.00

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0035

Building #: 0035a

Site: New Lincoln K-8

Building: New Lincoln School

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Controls	Single Component	100.00	Good	3.24	3.60	90.00
Lighting	Classroom lighting	85.00	Good	3.52	3.91	90.00
	Hall lighting	15.00	Poor	0.21	0.69	30.00
System Total:				<b>3.73</b>	<b>4.61</b>	<b>81.00</b>
Elevators and Conveyances	Single Component	100.00	Good	0.55	0.61	90.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00
<b>Safety\Fire Protection</b>						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.59	0.65	90.00
Exit Safety	Single Component	100.00	Good	0.59	0.65	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.16	0.18	90.00
Fire Control Safety	Single Component	100.00	Good	0.16	0.18	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.72	0.80	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.72	0.80	90.00
Emergency Lighting	Single Component	100.00	Good	1.44	1.60	90.00
Fire Resistance	Single Component	100.00	Good	1.17	1.30	90.00
<b>ADA</b>	Single Component		Good			
<b>Total For Building :</b>				<b>77.52</b>	<b>98.70</b>	<b>78.54</b>

**Comments**

## Structural-&gt;Roof

Occasionally has leaks in valleys.

## Structural-&gt;Exterior Windows

Large windows are difficult to operate, pivot for cleaning.

## Structural-&gt;Exterior Windows (Windows in cafeteria)

Single pane windows

## Structural-&gt;Interior Floors (Classrooms)

Carpet in classrooms is starting to show wear.

## Structural-&gt;Interior Walls

Vinyl wall covering is coming off the wall in many places and is damaged or dirty.

## Structural-&gt;Interior Doors

Metal doors showing some wear, due for painting.

## Structural-&gt;Fixed Equipment (Classroom and restroom cabinetry.)

Plastic laminate is delaminating.

## Mechanical-&gt;Lighting (Hall lighting)

Hall lighting is dim and high maintenance



### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0040</b>	Building #: <b>0040a</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>Pierce Primary</b>	
Site: <b>Pierce K-8</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Structural</b>						
Foundation\Structure	Single Component	100.00	Good	15.60	17.33	90.00
Exterior Walls	Single Component	100.00	Fair	5.10	8.50	60.00
Roof	Single Component	100.00	Good	2.34	2.60	90.00
Exterior Windows	Single Component	100.00	Good	4.13	4.59	90.00
Exterior Doors	Single Component	100.00	Poor	0.14	0.48	30.00
Interior Floors	Single Component	100.00	Fair	5.59	9.32	60.00
Interior Walls	Single Component	100.00	Fair	4.68	7.81	60.00
Interior Doors	Single Component	100.00	Poor	0.28	0.94	30.00
Ceiling	Single Component	100.00	Fair	2.90	4.83	60.00
Fixed Equipment	Single Component	100.00	Poor	0.49	1.63	30.00
<b>Mechanical</b>						
Electrical						
Main Service	Single Component	100.00	Good	2.75	3.06	90.00
Distribution	Single Component	100.00	Poor	0.92	3.06	30.00
Plumbing						
Supply	Single Component	100.00	Good	1.00	1.11	90.00
Fixtures	Single Component	100.00	Poor	0.33	1.11	30.00
Waste	Single Component	100.00	Good	1.00	1.11	90.00
HVAC						
Energy Generation	Single Component		(N/A)	0.00	0.00	0.00
Distribution	Single Component	100.00	Good	4.87	5.41	90.00
Controls	Single Component	100.00	Good	3.24	3.60	90.00
Lighting	Single Component	100.00	Fair	2.76	4.61	60.00
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00
<b>Safety\Fire Protection</b>						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.59	0.65	90.00
Exit Safety	Single Component	100.00	Good	0.59	0.65	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.16	0.18	90.00

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0040

Building #: 0040a

Site: Pierce K-8

Building: Pierce Primary

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	0.16	0.18	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.72	0.80	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.72	0.80	90.00
Emergency Lighting	Single Component	100.00	Good	1.44	1.60	90.00
Fire Resistance	Single Component	100.00	Good	1.17	1.30	90.00
<b>ADA</b>	Single Component		Unsat			
<b>Total For Building :</b>				<b>65.32</b>	<b>89.08</b>	<b>73.33</b>

**Comments**

## Structural-&gt;Exterior Walls

Some of the wood trim is old and deteriorating. Some areas of brick and concrete are stained. Some tuck pointing needed.

## Structural-&gt;Exterior Doors

Older doors are worn.

## Structural-&gt;Interior Floors

VCT is fairly new but is lifting up in some areas.

## Structural-&gt;Interior Walls

Older walls have lots of seams or joints, and some damage at window sills.

## Structural-&gt;Interior Doors

Doors are older and beat up, some new hardware but some older hardware also.

## Structural-&gt;Ceiling

Some soiled tiles.

## Structural-&gt;Fixed Equipment

Book lockers and classroom cabinets are old and worn.

## Mechanical-&gt;Electrical--&gt;Distribution

There are not enough outlets and none in the hall.

## Mechanical-&gt;Plumbing--&gt;Fixtures

Older fixtures are stained.

## Mechanical-&gt;HVAC--&gt;Energy Generation

Boilers are in main building.

## Mechanical-&gt;Lighting

Energy inefficient and some discolored fixtures.

## ADA

Building is not accessible, no elevator to second story, restrooms do not meet current ADA.

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0040</b>	Building #: <b>0040b</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>Pierce School</b>	
Site: <b>Pierce K-8</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Structural</b>						
Foundation\Structure	Single Component	100.00	Fair	11.56	19.26	60.00
Exterior Walls	Single Component	100.00	Good	4.65	5.16	90.00
Roof	Slate	30.00	Poor	0.22	0.73	30.00
	Membrane	70.00	Good	1.54	1.71	90.00
<b>System Total:</b>				<b>1.75</b>	<b>2.44</b>	<b>72.00</b>
Exterior Windows	Single Component	100.00	Fair	2.23	3.71	60.00
Exterior Doors	Single Component	100.00	Poor	0.12	0.38	30.00
Interior Floors	VCT	20.00	Good	1.29	1.43	90.00
	Newer carpet	40.00	Good	2.57	2.86	90.00
	Older carpet, gym floor	40.00	Poor	0.86	2.86	30.00
<b>System Total:</b>				<b>4.72</b>	<b>7.15</b>	<b>66.00</b>
Interior Walls	Single Component	100.00	Good	6.03	6.70	90.00
Interior Doors	Single Component	100.00	Poor	0.32	1.05	30.00
Ceiling	Single Component	100.00	Good	4.57	5.08	90.00
Fixed Equipment	Bleachers, lockers	20.00	Good	0.32	0.36	90.00
	Kitchen equipment	20.00	Fair	0.21	0.36	60.00
	classroom cabinets	60.00	Poor	0.32	1.07	30.00
<b>System Total:</b>				<b>0.85</b>	<b>1.78</b>	<b>48.00</b>
<b>Mechanical</b>						
<b>Electrical</b>						
Main Service	Single Component	100.00	Poor	0.98	3.28	30.00
Distribution	Single Component	100.00	Fair	1.97	3.28	60.00
<b>Plumbing</b>						
Supply	Single Component	100.00	Good	1.47	1.64	90.00
Fixtures	Single Component	100.00	Poor	0.49	1.64	30.00
Waste	Single Component	100.00	Good	1.47	1.64	90.00
<b>HVAC</b>						
Energy Generation	Boilers	80.00	Fair	4.67	7.78	60.00
	Air conditioning	20.00	Good	1.75	1.95	90.00
<b>System Total:</b>				<b>6.42</b>	<b>9.73</b>	<b>66.00</b>

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0040

Building #: 0040b

Site: Pierce K-8

Building: Pierce School

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Distribution	Single Component	100.00	Fair	3.50	5.84	60.00
Controls	Single Component	100.00	Good	3.50	3.89	90.00
Lighting	Single Component	100.00	Fair	2.88	4.79	60.00
Elevators and Conveyances	Single Component	100.00	Good	0.49	0.55	90.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.77	1.97	90.00
<b>Safety\Fire Protection</b>						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.62	0.68	90.00
Exit Safety	Single Component	100.00	Good	0.62	0.68	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.82	0.91	90.00
Fire Control Safety	Single Component	100.00	Good	0.82	0.91	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.70	0.78	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.70	0.78	90.00
Emergency Lighting	Single Component	100.00	Good	1.40	1.56	90.00
Fire Resistance	Single Component	100.00	Good	1.23	1.37	90.00
<b>ADA</b>	Single Component		Poor			
<b>Total For Building :</b>				<b>68.65</b>	<b>98.63</b>	<b>69.61</b>

**Comments**

## Structural-&gt;Foundation\Structure

Some water intrusion in boiler room has damaged walls and is rusting steel beams. Concrete in patio deck is cracked and leaking water.

## Structural-&gt;Roof (Slate)

There are numerous leaks.

## Structural-&gt;Roof (Membrane)

Membrane roof has been problematic but received major repair this past summer.

## Structural-&gt;Exterior Windows

Single pane windows, some sloped glazing leaks.

## Structural-&gt;Exterior Doors

Storefront doors are beat-up, solid metal doors are well worn and have some rust.

## Structural-&gt;Interior Floors (Older carpet, gym floor)

Carpet is worn and stained, gym floor is uneven and old.

## Structural-&gt;Interior Doors

Doors are well worn and have knob hardware.

## Structural-&gt;Fixed Equipment (Kitchen equipment)

Dishwasher is leaking.

## Structural-&gt;Fixed Equipment (classroom cabinets)

Cabinet are worn and beat up.

Project #:	3404	Project:	Brookline, MA 2008		
County:	Norfolk	Region:	46	Site #:	0040
Site:	Pierce K-8	Building:	Pierce School		
				Building #:	0040b

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
	Mechanical->Electrical-->Main Service					
	Some breakers trip occasionally, may need more capacity. Equipment is old.					
	Mechanical->Electrical-->Distribution					
	Need additional outlets.					
	Mechanical->Plumbing-->Fixtures					
	Fixtures are older, some faucets stick.					
	Mechanical->HVAC-->Energy Generation (Boilers)					
	Boiler are working but nearing end of life cycle.					
	Mechanical->HVAC-->Distribution					
	Air circulation is poor.					
	Mechanical->Lighting					
	Not energy efficient.					
	ADA					
	Building is accessible but not all areas are, no restrooms meet current ADA standards.					

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0045</b>	Building #: <b>0045</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>Runkle School</b>	
Site: <b>Runkle K-8</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Structural</b>						
Foundation\Structure	Single Component	100.00	Good	15.60	17.33	90.00
Exterior Walls	Single Component	100.00	Good	7.65	8.50	90.00
Roof	Single Component	100.00	Fair	1.56	2.60	60.00
Exterior Windows	Single Component	100.00	Fair	2.76	4.59	60.00
Exterior Doors	Single Component	100.00	Fair	0.29	0.48	60.00
Interior Floors	Library and 2 classrm carpet, Hall VAT	5.00	Unsat	0.00	0.47	0.00
	VCT and carpet	65.00	Good	5.45	6.06	90.00
	VCT and carpet	30.00	Poor	0.84	2.79	30.00
	<b>System Total:</b>			<b>6.29</b>	<b>9.32</b>	<b>67.50</b>
Interior Walls	Single Component	100.00	Fair	4.68	7.81	60.00
Interior Doors	Single Component	100.00	Poor	0.28	0.94	30.00
Ceiling	Single Component	100.00	Fair	2.90	4.83	60.00
Fixed Equipment	Kitchen equip., book lockers, toilet partitions	40.00	Good	0.59	0.65	90.00
	Classroom cabinetry	60.00	Poor	0.29	0.98	30.00
	<b>System Total:</b>			<b>0.88</b>	<b>1.63</b>	<b>54.00</b>
<b>Mechanical</b>						
<b>Electrical</b>						
Main Service	Single Component	100.00	Good	2.75	3.06	90.00
Distribution	Single Component	100.00	Fair	1.83	3.06	60.00
<b>Plumbing</b>						
Supply	Single Component	100.00	Good	1.00	1.11	90.00
Fixtures	Single Component	100.00	Good	1.00	1.11	90.00
Waste	Single Component	100.00	Good	1.00	1.11	90.00
<b>HVAC</b>						
Energy Generation	boilers	70.00	Fair	3.78	6.31	60.00
	AC	30.00	Good	2.43	2.70	90.00
	<b>System Total:</b>			<b>6.22</b>	<b>9.01</b>	<b>69.00</b>
Distribution	Single Component	100.00	Good	4.87	5.41	90.00
Controls	Single Component	100.00	Good	3.24	3.60	90.00
Lighting	Single Component	100.00	Good	4.15	4.61	90.00

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0045

Building #: 0045

Site: Runkle K-8

Building: Runkle School

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00
<b>Safety\Fire Protection</b>						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.59	0.65	90.00
Exit Safety	Single Component	100.00	Good	0.59	0.65	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.16	0.18	90.00
Fire Control Safety	Single Component	100.00	Fair	0.11	0.18	60.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.72	0.80	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.72	0.80	90.00
Emergency Lighting	Single Component	100.00	Good	1.44	1.60	90.00
Fire Resistance	Single Component	100.00	Good	1.17	1.30	90.00
<b>ADA</b>	Single Component		Poor			
<b>Total For Building :</b>				<b>76.08</b>	<b>98.09</b>	<b>77.56</b>

**Comments**

## Structural-&gt;Roof

Roof is about 14 years old

## Structural-&gt;Exterior Windows

90% of the windows have been replaced, but there are still some old, single pane windows.

## Structural-&gt;Exterior Doors

Doors beginning to show wear.

## Structural-&gt;Interior Floors (Library and 2 classrm carpet, Hall VAT)

Carpet is due for replacement

## Structural-&gt;Interior Floors (VCT and carpet)

Carpet and VCT showing signs of wear, soiled.

## Structural-&gt;Interior Walls

Several areas need paint.

## Structural-&gt;Interior Doors

Some doors are newer but most are well worn and have knob hardware.

## Structural-&gt;Ceiling

Some ceiling tiles are dinged and/or dirty.

## Structural-&gt;Fixed Equipment (Classroom cabinetry)

cabinets show lots of wear.

## Mechanical-&gt;Electrical--&gt;Distribution

Some areas (extended day) regularly trip breakers.

## Mechanical-&gt;HVAC--&gt;Energy Generation (boilers)

Boilers breakdown regularly and are old.

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0045

Building #: 0045

Site: Runkle K-8

Building: Runkle School

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
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Safety\Fire Protection->Fire Control Capability-->Fire Control Safety  
Air handlers not interlocked to fire alarm.

ADA  
Not all levels are accessible but restrooms are.



### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0505</b>	Building #: <b>0505a</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>High School</b>	
Site: <b>Brookline HS</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score	
<b>Structural</b>							
Foundation\Structure	Single Component	100.00	Good	17.34	19.26	90.00	
Exterior Walls	Single Component	100.00	Good	4.65	5.16	90.00	
Roof	A bldg	20.00	Good	0.44	0.49	90.00	
	Remainder of bldg.	80.00	New	1.95	1.95	100.00	
				<b>System Total:</b>	<b>2.39</b>	<b>2.44</b>	<b>98.00</b>
Exterior Windows	Single Component	100.00	Good	3.34	3.71	90.00	
Exterior Doors	Single Component	100.00	Fair	0.23	0.38	60.00	
Interior Floors	Hall VCT, Gym floor	15.00	Good	0.96	1.07	90.00	
	Classroom carpet	45.00	Fair	1.93	3.22	60.00	
	Classroom VCT	40.00	Poor	0.86	2.86	30.00	
				<b>System Total:</b>	<b>3.75</b>	<b>7.15</b>	<b>52.50</b>
Interior Walls	Single Component	100.00	Good	6.03	6.70	90.00	
Interior Doors	Single Component	100.00	Good	0.95	1.05	90.00	
Ceiling	Single Component	100.00	Good	4.57	5.08	90.00	
Fixed Equipment	Single Component	100.00	Good	1.60	1.78	90.00	
<b>Mechanical</b>							
<b>Electrical</b>							
Main Service	Single Component	100.00	Good	2.95	3.28	90.00	
Distribution	Single Component	100.00	Good	2.95	3.28	90.00	
<b>Plumbing</b>							
Supply	Single Component	100.00	Fair	0.98	1.64	60.00	
Fixtures	Single Component	100.00	Good	1.47	1.64	90.00	
Waste	Single Component	100.00	Good	1.47	1.64	90.00	
<b>HVAC</b>							
Energy Generation	Boilers	70.00	Good	6.13	6.81	90.00	
	AC	30.00	Good	2.63	2.92	90.00	
				<b>System Total:</b>	<b>8.76</b>	<b>9.73</b>	<b>90.00</b>
Distribution	Single Component	100.00	Fair	3.50	5.84	60.00	
Controls	Single Component	100.00	Fair	2.33	3.89	60.00	
Lighting	Single Component	100.00	Good	4.31	4.79	90.00	
Elevators and Conveyances	Single Component	100.00	Good	0.49	0.55	90.00	

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0505

Building #: 0505a

Site: Brookline HS

Building: High School

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Special Lab	Single Component	100.00	Poor	0.41	1.37	30.00
Connectivity	Single Component	100.00	Good	1.77	1.97	90.00
<b>Safety\Fire Protection</b>						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.62	0.68	90.00
Exit Safety	Single Component	100.00	Good	0.62	0.68	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.82	0.91	90.00
Fire Control Safety	Single Component	100.00	Good	0.82	0.91	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.70	0.78	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.70	0.78	90.00
Emergency Lighting	Single Component	100.00	Good	1.40	1.56	90.00
Fire Resistance	Single Component	100.00	Good	1.23	1.37	90.00
<b>ADA</b>	Single Component		Good			
<b>Total For Building :</b>				<b>83.17</b>	<b>100.00</b>	<b>83.17</b>

**Comments**

Structural-&gt;Exterior Doors

Some doors are well worn and have rust.

Structural-&gt;Interior Floors (Classroom carpet)

Some wear showing

Structural-&gt;Interior Floors (Classroom VCT)

Showing lots of wear.

Mechanical-&gt;Plumbing--&gt;Supply

Medium pressure.

Mechanical-&gt;HVAC--&gt;Distribution

Some cold and warm spots

Mechanical-&gt;HVAC--&gt;Controls

Some cold and warm spots.

Mechanical-&gt;Special Lab

Lab equipment is 20 years old and well worn.

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0505</b>	Building #: <b>0505b</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>Physical Education Building</b>	
Site: <b>Brookline HS</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Structural</b>						
Foundation\Structure	Single Component	100.00	Good	22.53	25.04	90.00
Exterior Walls	Single Component	100.00	Good	7.04	7.82	90.00
Roof	Single Component	100.00	Fair	2.39	3.99	60.00
Exterior Windows	Single Component	100.00	Good	2.78	3.09	90.00
Exterior Doors	Single Component	100.00	Good	0.39	0.44	90.00
Interior Floors	Carpet in boxing, wood in dance	10.00	Poor	0.39	1.30	30.00
	Remainder of flooring	90.00	Good	10.51	11.68	90.00
<b>System Total:</b>				<b>10.90</b>	<b>12.98</b>	<b>84.00</b>
Interior Walls	Single Component	100.00	Good	4.78	5.31	90.00
Interior Doors	Single Component	100.00	Good	1.27	1.41	90.00
Ceiling	Single Component	100.00	Good	0.67	0.74	90.00
Fixed Equipment	Single Component	100.00	Poor	0.56	1.86	30.00
<b>Mechanical</b>						
<b>Electrical</b>						
Main Service	Single Component	100.00	Good	2.32	2.58	90.00
Distribution	Single Component	100.00	Good	2.32	2.58	90.00
<b>Plumbing</b>						
Supply	Single Component	100.00	Good	2.55	2.83	90.00
Fixtures	Single Component	100.00	Good	2.55	2.83	90.00
Waste	Single Component	100.00	Good	2.55	2.83	90.00
<b>HVAC</b>						
Energy Generation	Boilers	100.00	Good	5.78	6.42	90.00
Distribution	Single Component	100.00	Fair	2.31	3.85	60.00
Controls	Single Component	100.00	Good	2.31	2.57	90.00
Lighting	Single Component	100.00	Good	3.66	4.07	90.00
<b>Safety\Fire Protection</b>						
<b>Means of Exit</b>						
Exit Operation	Single Component	100.00	Good	0.59	0.66	90.00
Exit Safety	Single Component	100.00	Good	0.59	0.66	90.00
<b>Fire Control Capability</b>						
Fire Control Operation	Single Component	100.00	Good	1.06	1.18	90.00

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0505

Building #: 0505b

Site: Brookline HS

Building: Physical Education Building

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	1.06	1.18	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.40	0.44	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.40	0.44	90.00
Emergency Lighting	Single Component	100.00	Good	0.78	0.87	90.00
Fire Resistance	Single Component	100.00	Good	1.19	1.32	90.00
<b>ADA</b>	Single Component		Good			
<b>Total For Building :</b>				<b>85.75</b>	<b>100.00</b>	<b>85.75</b>

Comments

Structural->Roof  
Occasional leaks.

Structural->Interior Floors (Carpet in boxing, wood in dance)  
Carpet is worn, wood flooring is cupped.

Structural->Fixed Equipment  
Lockers and changing partitions are rusted and damaged.

Mechanical->HVAC-->Distribution  
Occupants complain of poor air quality.

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0505</b>	Building #: <b>0505c</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>Unified Arts Building</b>	
Site: <b>Brookline HS</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Structural</b>						
Foundation\Structure	Single Component	100.00	Good	15.60	17.33	90.00
Exterior Walls	Single Component	100.00	Poor	2.55	8.50	30.00
Roof	Single Component	100.00	Fair	1.56	2.60	60.00
Exterior Windows	Single Component	100.00	Good	4.13	4.59	90.00
Exterior Doors	Single Component	100.00	Fair	0.29	0.48	60.00
Interior Floors	Single Component	100.00	Poor	2.79	9.32	30.00
Interior Walls	Single Component	100.00	Poor	2.34	7.81	30.00
Interior Doors	Hollow metal doors	40.00	Fair	0.22	0.37	60.00
	Original wood doors	60.00	Poor	0.17	0.56	30.00
		<b>System Total:</b>		<b>0.39</b>	<b>0.94</b>	<b>42.00</b>
Ceiling	Single Component	100.00	Good	4.34	4.83	90.00
Fixed Equipment	Single Component	100.00	Poor	0.49	1.63	30.00
<b>Mechanical</b>						
<b>Electrical</b>						
Main Service	Single Component	100.00	Good	2.75	3.06	90.00
Distribution	Single Component	100.00	Good	2.75	3.06	90.00
<b>Plumbing</b>						
Supply	Single Component	100.00	Good	1.00	1.11	90.00
Fixtures	Single Component	100.00	Fair	0.67	1.11	60.00
Waste	Single Component	100.00	Good	1.00	1.11	90.00
<b>HVAC</b>						
Energy Generation	Boilers	80.00	Good	6.49	7.21	90.00
	AC	20.00	Good	1.62	1.80	90.00
		<b>System Total:</b>		<b>8.11</b>	<b>9.01</b>	<b>90.00</b>
Distribution	Single Component	100.00	Good	4.87	5.41	90.00
Controls	Single Component	100.00	Good	3.24	3.60	90.00
Lighting	Single Component	100.00	Good	4.15	4.61	90.00
Elevators and Conveyances	Single Component	100.00	Good	0.55	0.61	90.00
Special Lab	Single Component	100.00	Poor	0.39	1.30	30.00
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00
<b>Safety\Fire Protection</b>						

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.59	0.65	90.00
Exit Safety	Single Component	100.00	Good	0.59	0.65	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.16	0.18	90.00
Fire Control Safety	Single Component	100.00	Good	0.16	0.18	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.72	0.80	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.72	0.80	90.00
Emergency Lighting	Single Component	100.00	Good	1.44	1.60	90.00
Fire Resistance	Single Component	100.00	Good	1.17	1.30	90.00
<b>ADA</b>	Single Component		Fair			
<b>Total For Building :</b>				<b>71.16</b>	<b>100.00</b>	<b>71.16</b>

**Comments**

**Structural->Exterior Walls**

Brick needs tuck pointing, stone work needs repair.

**Structural->Roof**

Roof requires maintenance, frequent leaks in the past.

**Structural->Exterior Doors**

Doors are worn and old.

**Structural->Interior Floors**

Original wood floors at end of service life.

**Structural->Interior Walls**

Old painted brick walls, walls in shops are dirty.

**Structural->Interior Doors (Hollow metal doors)**

Some wear showing.

**Structural->Interior Doors (Original wood doors)**

Original wood doors to classrooms, not rated and well worn.

**Structural->Fixed Equipment**

Art room cabinets are beat up and covered in paint.

**Mechanical->Plumbing-->Fixtures**

Some stained fixtures.

**Mechanical->Special Lab**

Wood shop equipment is well worn and dust collection system is not effective

**ADA**

Ramp not up to ADA standards.

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>00xx</b>	Building #: <b>00xxa</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>Baldwin School</b>	
Site: <b>Baldwin Alternative School</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Structural</b>						
Foundation\Structure	Single Component	100.00	Good	15.60	17.33	90.00
Exterior Walls	Single Component	100.00	Fair	5.10	8.50	60.00
Roof	Single Component	100.00	Good	2.34	2.60	90.00
Exterior Windows	Single Component	100.00	Poor	1.38	4.59	30.00
Exterior Doors	Single Component	100.00	Poor	0.14	0.48	30.00
Interior Floors	Wood flooring in classrooms	50.00	Poor	1.40	4.66	30.00
	Carpet, VCT	50.00	Fair	2.79	4.66	60.00
<b>System Total:</b>				<b>4.19</b>	<b>9.32</b>	<b>45.00</b>
Interior Walls	Single Component	100.00	Poor	2.34	7.81	30.00
Interior Doors	Single Component	100.00	Poor	0.28	0.94	30.00
Ceiling	Single Component	100.00	Fair	2.90	4.83	60.00
Fixed Equipment	Single Component	100.00	Poor	0.49	1.63	30.00
<b>Mechanical</b>						
<b>Electrical</b>						
Main Service	Single Component	100.00	Fair	1.83	3.06	60.00
Distribution	Single Component	100.00	Fair	1.83	3.06	60.00
<b>Plumbing</b>						
Supply	Single Component	100.00	Good	1.00	1.11	90.00
Fixtures	Single Component	100.00	Poor	0.33	1.11	30.00
Waste	Single Component	100.00	Good	1.00	1.11	90.00
<b>HVAC</b>						
Energy Generation	Single Component	100.00	Good	8.11	9.01	90.00
Distribution	Single Component	100.00	Poor	1.62	5.41	30.00
Controls	Single Component	100.00	Good	3.24	3.60	90.00
Lighting	Single Component	100.00	Fair	2.76	4.61	60.00
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00
<b>Safety\Fire Protection</b>						
<b>Means of Exit</b>						
Exit Operation	Single Component	100.00	Good	0.59	0.65	90.00

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 00xx

Building #: 00xxa

Site: Baldwin Alternative School

Building: Baldwin School

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Good	0.59	0.65	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.16	0.18	90.00
Fire Control Safety	Single Component	100.00	Good	0.16	0.18	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.72	0.80	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.72	0.80	90.00
Emergency Lighting	Single Component	100.00	Good	1.44	1.60	90.00
Fire Resistance	Single Component	100.00	Fair	0.78	1.30	60.00
<b>ADA</b>	Single Component		Poor			
<b>Total For Building :</b>				<b>63.30</b>	<b>98.09</b>	<b>64.54</b>

Comments

## Structural-&gt;Exterior Walls

Brick needs to be resealed, millwork needs repair.

## Structural-&gt;Exterior Windows

Original wood, single pane windows at end of life cycle.

## Structural-&gt;Exterior Doors

Some doors need replacement, original wood doors with single pane glass.

## Structural-&gt;Interior Floors (Wood flooring in classrooms)

Original wood flooring at end of service life.

## Structural-&gt;Interior Floors (Carpet, VCT)

Some wear but generally good.

## Structural-&gt;Interior Walls

Wall surfaces have lots of dings, holes. Wood trim is worn.

## Structural-&gt;Interior Doors

Original wood doors at end of service life, not rated.

## Structural-&gt;Ceiling

Old plaster and some tile, needs resurfacing.

## Structural-&gt;Fixed Equipment

Cabinetry is generally worn and beat up.

## Mechanical-&gt;Electrical--&gt;Main Service

Service is at capacity.

## Mechanical-&gt;Electrical--&gt;Distribution

Need additional outlets.

## Mechanical-&gt;Plumbing--&gt;Fixtures

Most fixtures are old, stained, at end of service life.

## Mechanical-&gt;HVAC--&gt;Distribution

There is no ventilation air.

## Mechanical-&gt;Lighting

Lighting is dim.



Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 00xx

Building #: 00xxa

Site: Baldwin Alternative School

Building: Baldwin School

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
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Safety\Fire Protection->Fire Resistance  
Hall not rated construction.

ADA  
Second floor not accessible, only one restroom is ADA.

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>	Site #: <b>0060</b>	Building #: <b>0060a</b>
County: <b>Norfolk</b>	Region: <b>46</b>	Building: <b>Lynch Recreation Center</b>	
Site: <b>Lynch Recreation Center</b>			

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Structural</b>						
Foundation\Structure	Single Component	100.00	Good	15.60	17.33	90.00
Exterior Walls	Single Component	100.00	Fair	5.10	8.50	60.00
Roof	Single Component	100.00	Good	2.34	2.60	90.00
Exterior Windows	Single Component	100.00	Good	4.13	4.59	90.00
Exterior Doors	Single Component	100.00	Good	0.43	0.48	90.00
Interior Floors	Single Component	100.00	Fair	5.59	9.32	60.00
Interior Walls	Single Component	100.00	Good	7.03	7.81	90.00
Interior Doors	Single Component	100.00	Fair	0.56	0.94	60.00
Ceiling	Single Component	100.00	Good	4.34	4.83	90.00
Fixed Equipment	Single Component	100.00	Fair	0.98	1.63	60.00
<b>Mechanical</b>						
Electrical						
Main Service	Single Component	100.00	Good	2.75	3.06	90.00
Distribution	Single Component	100.00	Good	2.75	3.06	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.00	1.11	90.00
Fixtures	Single Component	100.00	Poor	0.33	1.11	30.00
Waste	Single Component	100.00	Good	1.00	1.11	90.00
HVAC						
Energy Generation	Boilers	50.00	Good	4.05	4.50	90.00
	AC	50.00	Good	4.05	4.50	90.00
		<b>System Total:</b>		<b>8.11</b>	<b>9.01</b>	<b>90.00</b>
Distribution	Single Component	100.00	Good	4.87	5.41	90.00
Controls	Single Component	100.00	Good	3.24	3.60	90.00
Lighting	Single Component	100.00	Good	4.15	4.61	90.00
Elevators and Conveyances	Single Component	100.00	Good	0.55	0.61	90.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00
<b>Safety\Fire Protection</b>						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.59	0.65	90.00
Exit Safety	Single Component	100.00	Good	0.59	0.65	90.00

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0060

Building #: 0060a

Site: Lynch Recreation Center

Building: Lynch Recreation Center

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.16	0.18	90.00
Fire Control Safety	Single Component	100.00	Good	0.16	0.18	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.72	0.80	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.72	0.80	90.00
Emergency Lighting	Single Component	100.00	Good	1.44	1.60	90.00
Fire Resistance	Single Component	100.00	Good	1.17	1.30	90.00
<b>ADA</b>	Single Component		Poor			
<b>Total For Building :</b>				<b>82.05</b>	<b>98.70</b>	<b>83.13</b>

Comments

Structural->Exterior Walls  
Brick is worn and needs tuck pointing.

Structural->Interior Floors  
VCT and carpet showing some wear.

Structural->Interior Doors  
Knob type hardware.

Structural->Fixed Equipment  
Cabinets are showing some wear.

Mechanical->Plumbing-->Fixtures  
Fixtures are old and worn.

ADA  
Building is accessible but all restrooms are not and doors have knob hardware.

### Building Condition Assessment Full Report

Project #: <b>3404</b>	Project: <b>Brookline, MA 2008</b>		
County: <b>Norfolk</b>	Region: <b>46</b>	Site #: <b>00xy</b>	Building #: <b>00xya</b>
Site: <b>Old Lincoln School - Admin</b>	Building: <b>Old Lincoln School - Admin</b>		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>Structural</b>						
Foundation\Structure	Single Component	100.00	Good	15.60	17.33	90.00
Exterior Walls	Single Component	100.00	Good	7.65	8.50	90.00
Roof	Single Component	100.00	Fair	1.56	2.60	60.00
Exterior Windows	Single Component	100.00	Poor	1.38	4.59	30.00
Exterior Doors	Single Component	100.00	Good	0.43	0.48	90.00
Interior Floors	Single Component	100.00	Poor	2.79	9.32	30.00
Interior Walls	Plaster/brick	80.00	Fair	3.75	6.25	60.00
	Ceramic tile	20.00	Unsat	0.00	1.56	0.00
	<b>System Total:</b>			<b>3.75</b>	<b>7.81</b>	<b>48.00</b>
Interior Doors	Single Component	100.00	Poor	0.28	0.94	30.00
Ceiling	Single Component	100.00	Fair	2.90	4.83	60.00
Fixed Equipment	Single Component	100.00	Poor	0.49	1.63	30.00
<b>Mechanical</b>						
<b>Electrical</b>						
Main Service	Single Component	100.00	Fair	1.83	3.06	60.00
Distribution	Single Component	100.00	Fair	1.83	3.06	60.00
<b>Plumbing</b>						
Supply	Single Component	100.00	Poor	0.33	1.11	30.00
Fixtures	Single Component	100.00	Good	1.00	1.11	90.00
Waste	Single Component	100.00	Fair	0.67	1.11	60.00
<b>HVAC</b>						
Energy Generation	Boilers	80.00	Poor	2.16	7.21	30.00
	AC window units	20.00	Good	1.62	1.80	90.00
	<b>System Total:</b>			<b>3.78</b>	<b>9.01</b>	<b>42.00</b>
Distribution	Single Component	100.00	Poor	1.62	5.41	30.00
Controls	Single Component	100.00	Poor	1.08	3.60	30.00
Lighting	Single Component	100.00	Poor	1.38	4.61	30.00
Elevators and Conveyances	Single Component	100.00	Good	0.55	0.61	90.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.65	1.83	90.00
<b>Safety\Fire Protection</b>						

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 00xy

Building #: 00xya

Site: Old Lincoln School - Admin

Building: Old Lincoln School - Admin

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.59	0.65	90.00
Exit Safety	Single Component	100.00	Good	0.59	0.65	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.16	0.18	90.00
Fire Control Safety	Single Component	100.00	Good	0.16	0.18	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.72	0.80	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.72	0.80	90.00
Emergency Lighting	Single Component	100.00	Good	1.44	1.60	90.00
Fire Resistance	Single Component	100.00	Fair	0.78	1.30	60.00
<b>ADA</b>	Single Component		Unsat			
<b>Total For Building :</b>				<b>57.72</b>	<b>98.70</b>	<b>58.48</b>

Comments

## Structural-&gt;Roof

18 year old roof nearing end of life cycle.

## Structural-&gt;Exterior Windows

Some windows need repair, they are racked and leak air.

## Structural-&gt;Interior Floors

VCT and carpet needs replacing in many areas.

## Structural-&gt;Interior Walls (Plaster/brick)

Some areas need painting and minor patching.

## Structural-&gt;Interior Walls (Ceramic tile)

Ceramic tile in halls is worn and damaged from years of use.

## Structural-&gt;Interior Doors

Many doors are worn and beat up, most probably not fire rated.

## Structural-&gt;Ceiling

Some areas need paint or patching, some new tile ceilings.

## Structural-&gt;Fixed Equipment

Book lockers, cabinetry, blackboards are all old and worn.

## Mechanical-&gt;Electrical--&gt;Main Service

Lack of Capacity.

## Mechanical-&gt;Electrical--&gt;Distribution

Lack of Capacity.

## Mechanical-&gt;Plumbing--&gt;Supply

Water tests show lead somewhere in piping.

## Mechanical-&gt;Plumbing--&gt;Waste

Some stoppage problems.

## Mechanical-&gt;HVAC--&gt;Energy Generation (Boilers)

Boilers are at end of life cycle.

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 00xy

Building #: 00xya

Site: Old Lincoln School - Admin

Building: Old Lincoln School - Admin

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Mechanical->HVAC-->Distribution	Old equipment.					
Mechanical->HVAC-->Controls	Old equipment.					
Mechanical->Lighting	Lighting is dim and energy inefficient.					
Safety\Fire Protection->Fire Resistance	Hallways not 1-hr construction with old doors and transoms.					
ADA	Building is not accessible from street level.					

## BASYS Site Assessments


### Grounds Assessment

Project #:	3404	Project:	Brookline, MA 2008		
County:	Norfolk	Region:	46	Site #:	0005
Site:	Baker K-8				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>MS Site Condition Assessment</b>						
<b>Paved Surfaces</b>						
Parking Lots	Single Component	100.00	Fair	5.32	8.87	60.00
Driveways	Single Component	100.00	Poor	4.27	14.24	30.00
Sidewalks	Single Component	100.00	Fair	18.86	31.44	60.00
Play Courts	Single Component	100.00	Fair	1.74	2.90	60.00
<b>Landscaped Surfaces</b>						
Lawns\Gardens	Single Component	100.00	Good	9.04	10.04	90.00
Playfields\Track	Single Component	100.00	Good	6.13	6.82	90.00
Irrigation System	Single Component	100.00	Good	3.87	4.30	90.00
<b>Playgrounds</b>						
Equipment	Single Component	100.00	Good	0.97	1.08	90.00
<b>Utilities</b>						
Water Service	Single Component	100.00	Good	4.35	4.84	90.00
Waste Water Service	Single Component	100.00	Good	5.08	5.64	90.00
Storm Sewer	Single Component	100.00	Good	3.63	4.03	90.00
Site Lighting	Single Component	100.00	Good	2.90	3.23	90.00
<b>Fencing</b>						
	Single Component	100.00	Good	2.32	2.58	90.00
<b>Total For Site :</b>				<b>68.49</b>	<b>100.00</b>	<b>68.49</b>

**Comment**

- MS Site Condition Assessment->Paved Surfaces-->Parking Lots  
Some cracks in paving.
- MS Site Condition Assessment->Paved Surfaces-->Driveways  
Significant cracking and settling.
- MS Site Condition Assessment->Paved Surfaces-->Sidewalks  
Some cracked and damaged concrete along side of main building.
- MS Site Condition Assessment->Paved Surfaces-->Play Courts  
Needs restriping.



### Grounds Assessment

Project #:	3404	Project:	Brookline, MA 2008
County:	Norfolk	Region:	46
Site:	Devotion K-8	Site #:	0015

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>MS Site Condition Assessment</b>						
<b>Paved Surfaces</b>						
Parking Lots	Single Component	100.00	Good	7.98	8.87	90.00
Driveways	Single Component	100.00	Poor	4.27	14.24	30.00
Sidewalks	Single Component	100.00	Fair	18.86	31.44	60.00
Play Courts	Single Component	100.00	Poor	0.87	2.90	30.00
<b>Landscaped Surfaces</b>						
Lawns\Gardens	Single Component	100.00	Good	9.04	10.04	90.00
Playfields\Track	Single Component	100.00	Fair	4.09	6.82	60.00
Irrigation System	Single Component	0.00	(N/A)	0.00	0.00	0.00
<b>Playgrounds</b>						
Equipment	Single Component	100.00	Good	0.97	1.08	90.00
<b>Utilities</b>						
Water Service	Single Component	100.00	Good	4.35	4.84	90.00
Waste Water Service	Single Component	100.00	Good	5.08	5.64	90.00
Storm Sewer	Single Component	100.00	Poor	1.21	4.03	30.00
Site Lighting	Single Component	100.00	Good	2.90	3.23	90.00
<b>Fencing</b>						
	Single Component	100.00	Poor	0.77	2.58	30.00
<b>Total For Site :</b>				<b>60.40</b>	<b>95.70</b>	<b>63.11</b>

**Comment**

MS Site Condition Assessment->Paved Surfaces-->Parking Lots  
Paving good in parking garage.

MS Site Condition Assessment->Paved Surfaces-->Driveways  
Driveways are cracked and have unlevel patches.

MS Site Condition Assessment->Paved Surfaces-->Sidewalks  
Some cracking and ice damage. Some unlevel areas.

MS Site Condition Assessment->Paved Surfaces-->Play Courts  
Some cracks and marking need repainting. Some level changes without appropriate guardrails.

MS Site Condition Assessment->Landscaped Surfaces-->Playfields\Track  
Some reseeding needed

MS Site Condition Assessment->Utilities-->Storm Sewer  
Storm drains in front plaza clog and flood the building.

MS Site Condition Assessment->Fencing  
Some bowed and rusted areas.

### Grounds Assessment

Project #:	3404	Project:	Brookline, MA 2008
County:	Norfolk	Region:	46
Site:	Driscoll K-8	Site #:	0020

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>MS Site Condition Assessment</b>						
<b>Paved Surfaces</b>						
Parking Lots	Upper parking lot	50.00	Fair	2.66	4.43	60.00
	Lower parking lot	50.00	Poor	1.33	4.43	30.00
<b>System Total :</b>				<b>3.99</b>	<b>8.87</b>	<b>45.00</b>
Driveways	Single Component	100.00	Fair	8.55	14.24	60.00
Sidewalks	Single Component	100.00	Fair	18.86	31.44	60.00
Play Courts	Single Component	100.00	Fair	1.74	2.90	60.00
<b>Landscaped Surfaces</b>						
Lawns\Gardens	Single Component	100.00	Fair	6.02	10.04	60.00
Playfields\Track	Single Component	100.00	Fair	4.09	6.82	60.00
Irrigation System	Single Component	0.00	(N/A)	0.00	0.00	0.00
<b>Playgrounds</b>						
Equipment	Single Component	100.00	Good	0.97	1.08	90.00
<b>Utilities</b>						
Water Service	Single Component	100.00	Good	4.35	4.84	90.00
Waste Water Service	Single Component	100.00	Good	5.08	5.64	90.00
Storm Sewer	Single Component	100.00	Good	3.63	4.03	90.00
Site Lighting	Single Component	100.00	Good	2.90	3.23	90.00
<b>Fencing</b>	Single Component	100.00	Good	2.32	2.58	90.00
<b>Total For Site :</b>				<b>62.51</b>	<b>95.70</b>	<b>65.32</b>

**Comment**

MS Site Condition Assessment->Paved Surfaces-->Parking Lots (Upper parking lot)  
Some cracks, needs new stripping.

MS Site Condition Assessment->Paved Surfaces-->Parking Lots (Lower parking lot)  
Lots of cracks, pot holes and needs stripping.

MS Site Condition Assessment->Paved Surfaces-->Driveways  
Some cracking.

MS Site Condition Assessment->Paved Surfaces-->Sidewalks  
Some cracking in concrete.

MS Site Condition Assessment->Paved Surfaces-->Play Courts  
Courts are unlevel and cracking.

MS Site Condition Assessment->Landscaped Surfaces-->Lawns\Gardens  
Need reseeding in some areas.

MS Site Condition Assessment->Landscaped Surfaces-->Playfields\Track  
Need reseeding.

### Grounds Assessment

Project #:	3404	Project:	Brookline, MA 2008		
County:	Norfolk	Region:	46	Site #:	0025
Site:	Heath K-8				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>MS Site Condition Assessment</b>						
<b>Paved Surfaces</b>						
Parking Lots	Single Component	100.00	Fair	5.32	8.87	60.00
Driveways	Single Component	100.00	Fair	8.55	14.24	60.00
Sidewalks	Single Component	100.00	Fair	18.86	31.44	60.00
Play Courts	Single Component	100.00	Good	2.61	2.90	90.00
<b>Landscaped Surfaces</b>						
Lawns\Gardens	Single Component	100.00	Fair	6.02	10.04	60.00
Playfields\Track	Single Component	100.00	Fair	4.09	6.82	60.00
Irrigation System	Single Component	0.00	(N/A)	0.00	0.00	0.00
<b>Playgrounds</b>						
Equipment	Single Component	100.00	Good	0.97	1.08	90.00
<b>Utilities</b>						
Water Service	Single Component	100.00	Good	4.35	4.84	90.00
Waste Water Service	Single Component	100.00	Good	5.08	5.64	90.00
Storm Sewer	Single Component	100.00	Good	3.63	4.03	90.00
Site Lighting	Single Component	100.00	Good	2.90	3.23	90.00
<b>Fencing</b>						
	Single Component	100.00	Good	2.32	2.58	90.00
<b>Total For Site :</b>				<b>64.71</b>	<b>95.70</b>	<b>67.62</b>

**Comment**

MS Site Condition Assessment->Paved Surfaces-->Parking Lots  
Paving has cracks and unlevel patches

MS Site Condition Assessment->Paved Surfaces-->Driveways  
Paving is cracked

MS Site Condition Assessment->Paved Surfaces-->Sidewalks  
Asphalt walk at end of building is crumbling.

MS Site Condition Assessment->Landscaped Surfaces-->Lawns\Gardens  
Some reseeding needed

MS Site Condition Assessment->Landscaped Surfaces-->Playfields\Track  
Some reseeding needed

# BASYS

## Building Assessment System

### Grounds Assessment

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0030

Site: Lawrence K-8

<b>Systems</b>	<b>Component(s)</b>	<b>% of System</b>	<b>Rating</b>	<b>Score</b>	<b>Possible Score</b>	<b>Percent Score</b>	
<b>MS Site Condition Assessment</b>							
<b>Paved Surfaces</b>							
	Parking Lots	Single Component	100.00	Good	7.98	8.87	90.00
	Driveways	Single Component	100.00	Good	12.82	14.24	90.00
	Sidewalks	Single Component	100.00	Good	28.30	31.44	90.00
	Play Courts	Single Component	0.00	(N/A)	0.00	0.00	0.00
<b>Landscaped Surfaces</b>							
	Lawns\Gardens	Single Component	100.00	Good	9.04	10.04	90.00
	Playfields\Track	Single Component	100.00	Good	6.13	6.82	90.00
	Irrigation System	Single Component	100.00	Good	3.87	4.30	90.00
<b>Playgrounds</b>							
	Equipment	Single Component	100.00	Good	0.97	1.08	90.00
<b>Utilities</b>							
	Water Service	Single Component	100.00	Good	4.35	4.84	90.00
	Waste Water Service	Single Component	100.00	Good	5.08	5.64	90.00
	Storm Sewer	Single Component	100.00	Good	3.63	4.03	90.00
	Site Lighting	Single Component	100.00	Good	2.90	3.23	90.00
<b>Fencing</b>							
		Single Component	100.00	Good	2.32	2.58	90.00
<b>Total For Site :</b>					<b>87.39</b>	<b>97.10</b>	<b>90.00</b>
<u>Comment</u>							

# BASYS

## Building Assessment System

### Grounds Assessment

Project #: 3404

Project: Brookline, MA 2008

County: Norfolk

Region: 46

Site #: 0035

Site: New Lincoln K-8

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>MS Site Condition Assessment</b>						
<b>Paved Surfaces</b>						
Parking Lots	Single Component	100.00	Poor	2.66	8.87	30.00
Driveways	Single Component	100.00	Fair	8.55	14.24	60.00
Sidewalks	Single Component	100.00	Fair	18.86	31.44	60.00
Play Courts	Single Component	100.00	Good	2.61	2.90	90.00
<b>Landscaped Surfaces</b>						
Lawns\Gardens	Single Component	100.00	Good	9.04	10.04	90.00
Playfields\Track	Single Component	100.00	Fair	4.09	6.82	60.00
Irrigation System	Single Component	100.00	Good	3.87	4.30	90.00
<b>Playgrounds</b>						
Equipment	Single Component	100.00	Good	0.97	1.08	90.00
<b>Utilities</b>						
Water Service	Single Component	100.00	Good	4.35	4.84	90.00
Waste Water Service	Single Component	100.00	Good	5.08	5.64	90.00
Storm Sewer	Single Component	100.00	Good	3.63	4.03	90.00
Site Lighting	Single Component	100.00	Good	2.90	3.23	90.00
<b>Fencing</b>						
Fencing	Single Component	100.00	Good	2.32	2.58	90.00
<b>Total For Site :</b>				<b>68.93</b>	<b>100.00</b>	<b>68.93</b>

**Comment**

MS Site Condition Assessment->Paved Surfaces-->Parking Lots  
Paving has cracks, potholes and needs restriping.

MS Site Condition Assessment->Paved Surfaces-->Driveways  
Some cracks in paving.

MS Site Condition Assessment->Paved Surfaces-->Sidewalks  
Some cracks and broken areas in asphalt walks.

MS Site Condition Assessment->Landscaped Surfaces-->Playfields\Track  
Central area needs new sod.

### Grounds Assessment

Project #:	3404	Project:	Brookline, MA 2008
County:	Norfolk	Region:	46
Site:	Pierce K-8	Site #:	0040

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>MS Site Condition Assessment</b>						
<b>Paved Surfaces</b>						
Parking Lots	Single Component	100.00	Poor	2.66	8.87	30.00
Driveways	Single Component	100.00	Unsat	0.00	14.24	0.00
Sidewalks	Single Component	100.00	Poor	9.43	31.44	30.00
Play Courts	Single Component	100.00	Poor	0.87	2.90	30.00
<b>Landscaped Surfaces</b>						
Lawns\Gardens	Single Component	100.00	Fair	6.02	10.04	60.00
Playfields\Track	Single Component	100.00	Fair	4.09	6.82	60.00
Irrigation System	Single Component	100.00	Good	3.87	4.30	90.00
<b>Playgrounds</b>						
Equipment	Single Component	100.00	Good	0.97	1.08	90.00
<b>Utilities</b>						
Water Service	Single Component	100.00	Good	4.35	4.84	90.00
Waste Water Service	Single Component	100.00	Good	5.08	5.64	90.00
Storm Sewer	Single Component	100.00	Fair	2.42	4.03	60.00
Site Lighting	Single Component	100.00	Good	2.90	3.23	90.00
<b>Fencing</b>						
	Single Component	100.00	Fair	1.55	2.58	60.00
<b>Total For Site :</b>				<b>44.21</b>	<b>100.00</b>	<b>44.21</b>

**Comment**

MS Site Condition Assessment->Paved Surfaces-->Parking Lots

There are two parking garages, one for the school and one for the city. The city one leaks a lot, the school one is okay.

MS Site Condition Assessment->Paved Surfaces-->Driveways

Entrance driveway is in very poor condition, lots of damaged asphalt, uneven paving, and pot holes.

MS Site Condition Assessment->Paved Surfaces-->Sidewalks

Lots of cracked, spalled and uneven concrete.

MS Site Condition Assessment->Paved Surfaces-->Play Courts

Play court is in good condition. Outdoor amphitheater is concrete and is in poor condition, the concrete is cracked and spalled and leaks into the parking garage below.

MS Site Condition Assessment->Landscaped Surfaces-->Lawns\Gardens

There are bare and eroded spots.

MS Site Condition Assessment->Landscaped Surfaces-->Playfields\Track

Some reseeding needed.

MS Site Condition Assessment->Utilities-->Storm Sewer

Drains can clog up at entrances to building.

MS Site Condition Assessment->Fencing

Some chain link panels are bowed.

### Grounds Assessment

Project #:	3404	Project:	Brookline, MA 2008		
County:	Norfolk	Region:	46	Site #:	0045
Site:	Runkle K-8				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>MS Site Condition Assessment</b>						
<b>Paved Surfaces</b>						
Parking Lots	Single Component	100.00	Fair	5.32	8.87	60.00
Driveways	Single Component	100.00	Fair	8.55	14.24	60.00
Sidewalks	Single Component	100.00	Good	28.30	31.44	90.00
Play Courts	Single Component	100.00	Good	2.61	2.90	90.00
<b>Landscaped Surfaces</b>						
Lawns\Gardens	Single Component	100.00	Good	9.04	10.04	90.00
Playfields\Track	Single Component	100.00	Fair	4.09	6.82	60.00
Irrigation System	Single Component	0.00	(N/A)	0.00	0.00	0.00
<b>Playgrounds</b>						
Equipment	Single Component	100.00	Good	0.97	1.08	90.00
<b>Utilities</b>						
Water Service	Single Component	100.00	Good	4.35	4.84	90.00
Waste Water Service	Single Component	100.00	Good	5.08	5.64	90.00
Storm Sewer	Single Component	100.00	Good	3.63	4.03	90.00
Site Lighting	Single Component	100.00	Good	2.90	3.23	90.00
<b>Fencing</b>						
	Single Component	100.00	Good	2.32	2.58	90.00
<b>Total For Site :</b>				<b>77.15</b>	<b>95.70</b>	<b>80.62</b>

**Comment**

MS Site Condition Assessment->Paved Surfaces-->Parking Lots  
Some cracks in paving

MS Site Condition Assessment->Paved Surfaces-->Driveways  
Some cracks in paving

MS Site Condition Assessment->Paved Surfaces-->Sidewalks  
Some minor crumbling of asphalt walk on side of bldg.

MS Site Condition Assessment->Paved Surfaces-->Play Courts  
Asphalt is cracked and markings need repainting.

MS Site Condition Assessment->Landscaped Surfaces-->Playfields\Track  
Some reseeding needed.

### Grounds Assessment

Project #:	3404	Project:	Brookline, MA 2008			
County:	Norfolk	Region:	46	Site #:	0505	
Site:	Brookline HS					

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>HS Site Condition Assessment</b>						
<b>Paved Surfaces</b>						
Parking Lots	Lot a main bldg	20.00	Fair	2.39	3.98	60.00
	Lots at Tappan and United Arts	80.00	Unsat	0.00	15.94	0.00
<b>System Total :</b>				<b>2.39</b>	<b>19.92</b>	<b>12.00</b>
Driveways	Single Component	100.00	Good	7.77	8.63	90.00
Sidewalks	Single Component	100.00	Fair	6.05	10.08	60.00
Athletic Courts	Single Component	100.00	Fair	4.48	7.46	60.00
Track	Single Component	0.00	(N/A)	0.00	0.00	0.00
<b>Landscaped Surfaces</b>						
Lawns\Gardens	Single Component	100.00	Good	4.33	4.81	90.00
Athletic\Playfields	Single Component	100.00	Good	16.79	18.66	90.00
Irrigation System	Single Component	100.00	Good	2.02	2.24	90.00
<b>Utilities</b>						
Water Service	Single Component	100.00	Good	0.76	0.84	90.00
Waste Water Service	Single Component	100.00	Good	0.88	0.98	90.00
Storm Sewer	Single Component	100.00	Good	0.63	0.70	90.00
Site Lighting	Single Component	100.00	Good	0.67	0.75	90.00
<b>Fencing</b>	Single Component	0.00	(N/A)	0.00	0.00	0.00
<b>Total For Site :</b>				<b>46.76</b>	<b>75.07</b>	<b>62.29</b>

**Comment**

HS Site Condition Assessment->Paved Surfaces-->Parking Lots (Lot a main bldg)  
Needs new stripping

HS Site Condition Assessment->Paved Surfaces-->Parking Lots (Lots at Tappan and United Arts)  
Paving needs to be replaced, severe cracking, potholes and deterioration.

HS Site Condition Assessment->Paved Surfaces-->Sidewalks  
Some cracking and spalling on walks and entry stairs to Main and United Arts bldgs.

HS Site Condition Assessment->Paved Surfaces-->Athletic Courts  
Courtyard at main bldg has multiple paving types and is uneven. There are no athletic courts.



### Grounds Assessment

Project #:	3404	Project:	Brookline, MA 2008
County:	Norfolk	Region:	46
Site:	Baldwin Alternative School	Site #:	00xx

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>HS Site Condition Assessment</b>						
<b>Paved Surfaces</b>						
Parking Lots	Single Component	100.00	Poor	5.98	19.92	30.00
Driveways	Single Component	100.00	Poor	2.59	8.63	30.00
Sidewalks	Single Component	100.00	Poor	3.02	10.08	30.00
Athletic Courts	Single Component	0.00	(N/A)	0.00	0.00	0.00
Track	Single Component	0.00	(N/A)	0.00	0.00	0.00
<b>Landscaped Surfaces</b>						
Lawns\Gardens	Single Component	100.00	Fair	2.89	4.81	60.00
Athletic\Playfields	Single Component	100.00	Good	16.79	18.66	90.00
Irrigation System	Single Component	0.00	(N/A)	0.00	0.00	0.00
<b>Utilities</b>						
Water Service	Single Component	100.00	Good	0.76	0.84	90.00
Waste Water Service	Single Component	100.00	Good	0.88	0.98	90.00
Storm Sewer	Single Component	100.00	Good	0.63	0.70	90.00
Site Lighting	Single Component	100.00	Poor	0.22	0.75	30.00
<b>Fencing</b>						
Fencing	Single Component	100.00	Good	5.64	6.27	90.00

**Total For Site :** **39.41**      **71.64**      **55.01**

**Comment**

HS Site Condition Assessment->Paved Surfaces-->Parking Lots  
Lots of cracking and potholes.

HS Site Condition Assessment->Paved Surfaces-->Driveways  
Lots of cracking and potholes.

HS Site Condition Assessment->Paved Surfaces-->Sidewalks  
Lots of cracking and spalling at walks and entry stairs.

HS Site Condition Assessment->Landscaped Surfaces-->Lawns\Gardens  
Need reseeding

HS Site Condition Assessment->Utilities-->Site Lighting  
Only lighting on bldg., no site lighting.


### Grounds Assessment

Project #:	3404	Project:	Brookline, MA 2008		
County:	Norfolk	Region:	46	Site #:	00xy
Site:	Old Lincoln School - Admin				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
<b>HS Site Condition Assessment</b>						
<b>Paved Surfaces</b>						
Parking Lots	Single Component	0.00	(N/A)	0.00	0.00	0.00
Driveways	Single Component	0.00	(N/A)	0.00	0.00	0.00
Sidewalks	Single Component	100.00	Poor	3.02	10.08	30.00
Athletic Courts	Single Component	100.00	Unsat	0.00	7.46	0.00
Track	Single Component	0.00	(N/A)	0.00	0.00	0.00
<b>Landscaped Surfaces</b>						
Lawns\Gardens	Single Component	100.00	Fair	2.89	4.81	60.00
Athletic\Playfields	Single Component	0.00	(N/A)	0.00	0.00	0.00
Irrigation System	Single Component	0.00	(N/A)	0.00	0.00	0.00
<b>Utilities</b>						
Water Service	Single Component	100.00	Good	0.76	0.84	90.00
Waste Water Service	Single Component	100.00	Good	0.88	0.98	90.00
Storm Sewer	Single Component	100.00	Good	0.63	0.70	90.00
Site Lighting	Single Component	100.00	Good	0.67	0.75	90.00
<b>Fencing</b>						
	Single Component	100.00	Good	5.64	6.27	90.00

**Total For Site :** **14.49**    **31.89**    **45.45**

**Comment**

HS Site Condition Assessment->Paved Surfaces-->Sidewalks  
Concrete and asphalt walks in poor condition, cracks, unlevel, spalling.

HS Site Condition Assessment->Paved Surfaces-->Athletic Courts  
Asphalt in very bad condition.

HS Site Condition Assessment->Landscaped Surfaces-->Lawns\Gardens  
Some reseeding needed.

# BASYS Educational Suitability Assessments


### Suitability Report - Full

Project #: 3404	County: Norfolk	Site #: 0005
Project: Brookline, MA 2008	Region: 46	Site: Baker K-8
Grade Config: K-8	Site Type: K-8	Site Size: 11.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - K-8</b>				
<b>Site</b>				
Traffic	Fair	2.01	3.00	67.00
Pedestrian Traffic	Fair	0.67	1.00	67.00
Parking	Fair	0.90	1.35	67.00
Play Courts & Fields	Good	1.64	1.64	100.00
<b>Safety and Security</b>				
Fencing	Good	1.22	1.22	100.00
Signage & Way Finding	Fair	0.10	0.15	67.00
Ease of Supervision	P/U	0.00	3.00	0.00
Limited Entrances	P/U	0.00	0.50	0.00
Interior Circulation	G/F	0.50	0.50	100.00
<b>School Climate</b>				
Learning Style Variety	P/U	0.00	5.00	0.00
School Environment	G/F	5.00	5.00	100.00
Landscaping	G/F	1.00	1.00	100.00
<b>General Classrooms</b>				
Size	Poor	4.27	12.95	33.00
Adjacencies	Good	2.78	2.78	100.00
Storage\Fixed Equip.	Good	2.78	2.78	100.00
<b>Remedial - Special Needs</b>				
Size	Fair	1.59	3.17	50.00
Adjacencies	G/F	0.68	0.68	100.00
Storage\Fixed Equip.	G/F	0.68	0.68	100.00
<b>Library</b>				
Size	Good	2.43	2.43	100.00
Adjacencies	G/F	0.52	0.52	100.00
Storage\Fixed Equip.	G/F	0.52	0.52	100.00
<b>P.E.</b>				
Size	P/U	0.00	8.40	0.00
Adjacencies	G/F	1.80	1.80	100.00
Storage\Fixed Equip.	G/F	1.80	1.80	100.00
<b>Music</b>				
Size	Fair	1.32	2.64	50.00
Adjacencies	G/F	0.57	0.57	100.00
Storage\Fixed Equip.	P/U	0.00	0.57	0.00
<b>Art</b>				

Project #: 3404

County: Norfolk

Site #: 0005

Project: Brookline, MA 2008

Region: 46

Site: Baker K-8

Grade Config: K-8

Site Type: K-8

Site Size: 11.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Good	1.53	1.53	100.00
Adjacencies	G/F	0.33	0.33	100.00
Storage\Fixed Equip.	G/F	0.33	0.33	100.00
<b>Performing Arts\Auditorium</b>				
Size	Good	1.64	1.64	100.00
Adjacencies	Good	0.35	0.35	100.00
Storage\Fixed Equip.	Good	0.35	0.35	100.00
<b>Vocational Technical</b>				
Size	(N/A)	0.00	0.00	0.00
Adjacencies	(N/A)	0.00	0.00	0.00
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
<b>Science</b>				
Size	P/U	0.00	2.70	0.00
Adjacencies	Good	0.58	0.58	100.00
Storage\Fixed Equip.	P/U	0.00	0.58	0.00
<b>Kindergarten</b>				
Size	P/U	0.00	1.18	0.00
Adjacencies	G/F	0.25	0.25	100.00
Storage\Fixed Equip.	G/F	0.25	0.25	100.00
<b>Administration</b>				
Size	Good	1.59	1.59	100.00
Adjacencies	G/F	0.34	0.34	100.00
Storage\Fixed Equip.	G/F	0.34	0.34	100.00
<b>Restrooms (Student)</b>	Good	0.91	0.91	100.00
<b>Teacher Lounge and Work Room(s)</b>	Fair	0.45	0.91	50.00
<b>Cafeteria</b>	Good	5.00	5.00	100.00
<b>Food Prep</b>	Good	7.84	7.84	100.00
<b>Counseling</b>	P/U	0.00	0.41	0.00
<b>Clinic</b>	G/F	0.34	0.34	100.00
<b>Custodial &amp; Maintenance</b>	G/F	0.50	0.50	100.00
<b>Total For Site:</b>		<b>57.70</b>	<b>93.88</b>	<b>61.46</b>

Comments

## Suitability - K-8-&gt;Site--&gt;Traffic

There is a circle at the front that is used for parent drop off in the morning and bus pick-up in the afternoon. The buses stop in the street in the morning and unload students to the sidewalk. The street is open to one-way traffic during winter months because it is narrow and there is no separation for cars and buses and walkers.

## Suitability - K-8-&gt;Site--&gt;Pedestrian Traffic

Parent drop off in the morning is in the circle, but parent pick up in the afternoon is along the street, causing pedestrian traffic problems on the road.

## Suitability - K-8-&gt;Site--&gt;Parking

There is insufficient parking for staff and none identified for visitors. Event parking uses the residential streets.

## Suitability - K-8-&gt;Safety and Security--&gt;Signage &amp; Way Finding

There are few signs to direct visitors around the school. Rooms have new numbers, but few are labeled for usage and there is no way-finding signage. There are no signs on the outside of the school providing way-finding.

Project #: 3404

County: Norfolk

Site #: 0005

Project: Brookline, MA 2008

Region: 46

Site: Baker K-8

Grade Config: K-8

Site Type: K-8

Site Size: 11.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - K-8->Safety and Security-->Ease of Supervision The facility has long-double- or single-loaded corridors with many staircases and changes of level. There are two classroom wings and a separated K area. Supervision is difficult with the size of the school.				
Suitability - K-8->Safety and Security-->Limited Entrances There are multiple entrances that are open and used, including the K center, the new wing, and the lower levels.				
Suitability - K-8->School Climate-->Learning Style Variety The school has few flexible learning areas or areas that are not assigned and used full-time.				
Suitability - K-8->School Climate-->School Environment The school is inviting from the entrance and has many areas that are appropriate learning environment. All CR have natural light. Some hallways are dark and poorly lit.				
Suitability - K-8->General Classrooms-->Size Some of the classrooms meet the size standard. Only the CR in the newest wing exceed the 950 sf standard.				
Suitability - K-8->Remedial - Special Needs-->Size The Pre-school room is in a converted locker/shower room and is very small. The other special education classes are in rooms that are partial or full-size CR.				
Suitability - K-8->P.E.-->Size The main gym does not meet the size standard for either an ES or a MS. The auxiliary gym is not well used. There is storage in the main gym. There is a PE office. There are no locker or shower rooms.				
Suitability - K-8->Music-->Size The music rooms are small and have no practice spaces and one room has limited storage.				
Suitability - K-8->Music-->Storage\Fixed Equip. One of the rooms has limited storage. The other room has a storage room and office. There is no other casework in either room.				
Suitability - K-8->Art-->Storage\Fixed Equip. The art room does not have a clay trap on the sink.				
Suitability - K-8->Vocational Technical There are no vocational programs at the school.				
Suitability - K-8->Science-->Size There are two rooms used for science. Neither room meets the size standard for a science room.				
Suitability - K-8->Science-->Storage\Fixed Equip. One room has lab tables and fixed pedestals with water and gas. There is no eye wash station and the fire blanket is in the other classroom. There is limited storage in the room and one shared storage/prep room. There is a locked flammable closet.				
Suitability - K-8->Kindergarten-->Size There are 4 kindergarten rooms. None of them meet the size standard. Two rooms have adjacent restrooms.				
Suitability - K-8->Kindergarten-->Adjacencies One of the K rooms was added this year when enrollment increased. It is separated from the other rooms that are together in a section of the building.				
Suitability - K-8->Administration-->Adjacencies The office is located at the front of the school. There is visual supervision of the entrance, but the door is closed and there is no passive or active supervision of the front door.				
Suitability - K-8->Teacher Lounge and Work Room(s) There are two teacher work areas located in the CR wings. There is no work area in the main building, except for a copier in the clinic.				

Project #: 3404

County: Norfolk

Site #: 0005

Project: Brookline, MA 2008

Region: 46

Site: Baker K-8

Grade Config: K-8

Site Type: K-8

Site Size: 11.00

**Suitability**

**Rating**

**Score**

**Possible  
Score**

**Percent  
Score**

**Suitability - K-8->Counseling**

The counseling center is located away from the office and the instructional areas in a relatively remote area. It is a complicated space with little reception area and small, dark offices.

### Suitability Report - Full

Project #: 3404	County: Norfolk	Site #: 0015
Project: Brookline, MA 2008	Region: 46	Site: Devotion K-8
Grade Config: K-8	Site Type: K-8	Site Size: 7.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - K-8</b>				
<b>Site</b>				
Traffic	Unsat	0.00	3.00	0.00
Pedestrian Traffic	Poor	0.33	1.00	33.00
Parking	Poor	0.45	1.35	33.00
Play Courts & Fields	Fair	1.10	1.64	67.00
<b>Safety and Security</b>				
Fencing	Good	1.22	1.22	100.00
Signage & Way Finding	Poor	0.05	0.15	33.00
Ease of Supervision	P/U	0.00	3.00	0.00
Limited Entrances	P/U	0.00	0.50	0.00
Interior Circulation	P/U	0.00	0.50	0.00
<b>School Climate</b>				
Learning Style Variety	G/F	5.00	5.00	100.00
School Environment	P/U	0.00	5.00	0.00
Landscaping	G/F	1.00	1.00	100.00
<b>General Classrooms</b>				
Size	Good	12.95	12.95	100.00
Adjacencies	Fair	1.86	2.78	67.00
Storage\Fixed Equip.	Poor	0.92	2.78	33.00
<b>Remedial - Special Needs</b>				
Size	P/U	0.00	3.17	0.00
Adjacencies	G/F	0.68	0.68	100.00
Storage\Fixed Equip.	P/U	0.00	0.68	0.00
<b>Library</b>				
Size	Good	2.43	2.43	100.00
Adjacencies	G/F	0.52	0.52	100.00
Storage\Fixed Equip.	G/F	0.52	0.52	100.00
<b>P.E.</b>				
Size	P/U	0.00	8.40	0.00
Adjacencies	G/F	1.80	1.80	100.00
Storage\Fixed Equip.	P/U	0.00	1.80	0.00
<b>Music</b>				
Size	P/U	0.00	2.64	0.00
Adjacencies	P/U	0.00	0.57	0.00
Storage\Fixed Equip.	P/U	0.00	0.57	0.00
<b>Art</b>				



Project #: 3404

County: Norfolk

Site #: 0015

Project: Brookline, MA 2008

Region: 46

Site: Devotion K-8

Grade Config: K-8

Site Type: K-8

Site Size: 7.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Good	1.53	1.53	100.00
Adjacencies	P/U	0.00	0.33	0.00
Storage\Fixed Equip.	P/U	0.00	0.33	0.00
<b>Performing Arts\Auditorium</b>				
Size	Poor	0.54	1.64	33.00
Adjacencies	Good	0.35	0.35	100.00
Storage\Fixed Equip.	P/U	0.00	0.35	0.00
<b>Vocational Technical</b>				
Size	(N/A)	0.00	0.00	0.00
Adjacencies	(N/A)	0.00	0.00	0.00
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
<b>Science</b>				
Size	Good	2.70	2.70	100.00
Adjacencies	Good	0.58	0.58	100.00
Storage\Fixed Equip.	G/F	0.58	0.58	100.00
<b>Kindergarten</b>				
Size	P/U	0.00	1.18	0.00
Adjacencies	G/F	0.25	0.25	100.00
Storage\Fixed Equip.	G/F	0.25	0.25	100.00
<b>Administration</b>				
Size	Fair	0.79	1.59	50.00
Adjacencies	G/F	0.34	0.34	100.00
Storage\Fixed Equip.	P/U	0.00	0.34	0.00
<b>Restrooms (Student)</b>	P/U	0.00	0.91	0.00
<b>Teacher Lounge and Work Room(s)</b>	Fair	0.45	0.91	50.00
<b>Cafeteria</b>	Unsat	0.00	5.00	0.00
<b>Food Prep</b>	Good	7.84	7.84	100.00
<b>Counseling</b>	P/U	0.00	0.41	0.00
<b>Clinic</b>	P/U	0.00	0.34	0.00
<b>Custodial &amp; Maintenance</b>	G/F	0.50	0.50	100.00
<b>Total For Site:</b>		<b>47.53</b>	<b>93.88</b>	<b>50.63</b>

Comments

## Suitability - K-8-&gt;Site--&gt;Traffic

There is no separation for buses and cars. The 3 buses load and unload on a busy city street. Parent drop off is on the same street. The delivery area is not useable because of IAQ issues with exhaust fumes, so they use city street.

## Suitability - K-8-&gt;Site--&gt;Pedestrian Traffic

Pedestrian traffic is difficult for students who are dropped off. There is only one cross walk available to cross a busy city street. Parents stop on the street to drop off children all along the street. There are multiple doors open at the start of school because the main entrance is very narrow.

## Suitability - K-8-&gt;Site--&gt;Parking

There is no designated visitor parking area. The underground parking garage has space for about 2/3 of staff. The town has agreed to provide parking on street with permits on a trial basis.

Project #: 3404

County: Norfolk

Site #: 0015

Project: Brookline, MA 2008

Region: 46

Site: Devotion K-8

Grade Config: K-8

Site Type: K-8

Site Size: 7.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - K-8-&gt;Site--&gt;Play Courts &amp; Fields</b>				
There are multiple play areas along the side of the school. The areas are adjacent to a classroom wing, causing noise problems during recess time. The town owns the field and the play area closest to the street. There is no signage indicating that the other play areas are for school use during the school day. The play areas are level but the ground is slanting toward the grass field and lower area. The change in level has led to student injuries. There is another area behind the school with a basketball backboard and a concrete drop off that should have a barrier.				
<b>Suitability - K-8-&gt;Safety and Security--&gt;Signage &amp; Way Finding</b>				
Interior and exterior signage are small or nonexistent. Most rooms are numbered, but the number may not match the plans. There are some handmade signs indicating grade level or room use, but nothing systematic around the school and no way-finding signs to direct visitors.				
<b>Suitability - K-8-&gt;Safety and Security--&gt;Ease of Supervision</b>				
The school has many stairways on different levels and many hiding places exist.				
<b>Suitability - K-8-&gt;Safety and Security--&gt;Limited Entrances</b>				
The school has many entrances, some of which are adjacent to city streets and playgrounds. The staff have limited the number of unlocked entrances to a short period during the opening of school and then doors are locked for security.				
<b>Suitability - K-8-&gt;Safety and Security--&gt;Interior Circulation</b>				
Some hallways in the 3rd floor are very narrow. Some halls have teaching or work areas in the corner, further narrowing the halls. Some halls have lockers or cubbies with student materials.				
<b>Suitability - K-8-&gt;School Climate--&gt;Learning Style Variety</b>				
The facility was designed to provide a variety of learning spaces. However, as the school enrollment has grown, those open, unassigned areas have become filled with specialists or additional regular classes.				
<b>Suitability - K-8-&gt;School Climate--&gt;School Environment</b>				
Many spaces in the school have limited ventilation and air circulation. Some rooms have many windows and no AC. Some rooms have difficult acoustics because the room has no walls or the walls are only partial.				
<b>Suitability - K-8-&gt;General Classrooms--&gt;Adjacencies</b>				
The school was designed for 3 classes per grade. Several grades exceed that number, so classes are separated from age peers. Some rooms are located in spaces that were not designed as general classrooms.. One grade 3 room is now in a music room and adjacent to the music practice space.				
<b>Suitability - K-8-&gt;General Classrooms--&gt;Storage\Fixed Equip.</b>				
Rooms in the older section have fixed casework and storage. Rooms in the new section have limited casework. Some rooms have sinks.				
<b>Suitability - K-8-&gt;Remedial - Special Needs--&gt;Size</b>				
Few of the special education rooms meet the size standard. There are many specialists who are in closets or in shared spaces.				
<b>Suitability - K-8-&gt;Remedial - Special Needs--&gt;Adjacencies</b>				
Some therapy rooms are only accessed by going through another room.				
<b>Suitability - K-8-&gt;Remedial - Special Needs--&gt;Storage\Fixed Equip.</b>				
Some specialists are in very small spaces or closets with little or no storage or fixed casework.				
<b>Suitability - K-8-&gt;Library--&gt;Size</b>				
The library meets the size standard for an elementary school.				
<b>Suitability - K-8-&gt;P.E.--&gt;Size</b>				
The main gym does not meet the size standard. The small gym has difficult acoustics. The PE office is located away from the locker rooms so supervision is difficult.				
<b>Suitability - K-8-&gt;P.E.--&gt;Storage\Fixed Equip.</b>				
The PE program has limited storage space for large equipment.				

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - K-8->Music-->Size				
One music room is located in half of the girls' locker room. It is not handicapped accessible. The acoustics are very difficult and there is no storage. The other music room does not meet the size standard. There are 2 practice rooms, but one has been changed into a therapy room.				
Suitability - K-8->Music-->Adjacencies				
The small room has been partitioned out of the girls' shower room. The large room is well located across from the auditorium, but the practice rooms are now adjacent to a 3rd grade classroom.				
Suitability - K-8->Music-->Storage\Fixed Equip.				
There is some instrument storage in a hallway, but not sufficient for the program.				
Suitability - K-8->Art-->Adjacencies				
The art rooms are located at the end of a wing. One of the rooms can only be accessed by going through the other.				
Suitability - K-8->Art-->Storage\Fixed Equip.				
There are 2 art rooms. One used to be the "shop" and still has the old woodworking equipment and furniture in the room. The room still smells like sawdust. The other room is used for clay art production. There is no clay trap on the sink. The kiln is in a small room that is ventilated, but is surrounded by various equipment and supplies.				
Suitability - K-8->Performing Arts\Auditorium-->Size				
The auditorium space is a "multi-use space." There is a stage area, but it is not raised. There is no fixed seating and no storage room for the chairs that need to be used for performances. The space seats approximately 350. There are no dressing rooms, sound booth, etc.				
Suitability - K-8->Performing Arts\Auditorium-->Storage\Fixed Equip.				
The space has multiple "curtain walls" that can be moved to create smaller spaces, but the walls are not sound proof and do not provide reasonable teaching spaces. There is no storage room for furniture.				
Suitability - K-8->Science-->Storage\Fixed Equip.				
The science rooms have sufficient cabinet and casework, but many lack working hardware. There is no safety eye wash. Many of the computer drops are non-functional.				
Suitability - K-8->Kindergarten-->Size				
None of the K rooms meet the size standard.				
Suitability - K-8->Administration-->Size				
The administration suite is small for the size of the school. The principal's office is large enough and includes a restroom. There is no conference room. The main office is small and does not have sufficient reception space.				
Suitability - K-8->Administration-->Adjacencies				
The office is appropriately located at the main entrance to the school. However, it lacks either passive or active supervision of the front door. There are cameras installed at the handicapped accessible door and the main door that are monitored by the secretary.				
Suitability - K-8->Administration-->Storage\Fixed Equip.				
The office lacks sufficient storage and fixed casework. The copier is located in a hallway.				
Suitability - K-8->Restrooms (Student)				
Many of the student restrooms lack proper ventilation and have persistent odors. The fixtures are not always age appropriate. Some stalls have doors that are difficult to close or open. There is no urinal separation and some urinals do not have sufficient water pressure to flush.				
Suitability - K-8->Teacher Lounge and Work Room(s)				
There are not sufficient restrooms for the number of teachers in the school.				
Suitability - K-8->Cafeteria				
The school has 9 lunch periods, starting serving at 10:30. The serving areas are very small for the enrollment. The cafeteria itself does not meet the size standard, but could accommodate more tables.				

Project #: 3404

County: Norfolk

Site #: 0015

Project: Brookline, MA 2008

Region: 46

Site: Devotion K-8

Grade Config: K-8

Site Type: K-8

Site Size: 7.00

**Suitability**

**Rating**

**Score**

**Possible  
Score**

**Percent  
Score**

Suitability - K-8->Food Prep

The kitchen is sufficiently sized. The

Suitability - K-8->Counseling

Few of the counseling spaces are large enough. Several are accessed through other rooms or spaces.

Suitability - K-8->Clinic

The clinic space is very limited for a school with this enrollment. There are 2 beds, one without any separation. The restroom is not handicapped accessible.

### Suitability Report - Full

Project #: 3404	County: Norfolk	Site #: 0020
Project: Brookline, MA 2008	Region: 46	Site: Driscoll K-8
Grade Config: K-8	Site Type: K-8	Site Size: 4.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - K-8</b>				
<b>Site</b>				
Traffic	Good	3.00	3.00	100.00
Pedestrian Traffic	Good	1.00	1.00	100.00
Parking	Fair	0.90	1.35	67.00
Play Courts & Fields	Poor	0.54	1.64	33.00
<b>Safety and Security</b>				
Fencing	Good	1.22	1.22	100.00
Signage & Way Finding	Unsat	0.00	0.15	0.00
Ease of Supervision	P/U	0.00	3.00	0.00
Limited Entrances	P/U	0.00	0.50	0.00
Interior Circulation	G/F	0.50	0.50	100.00
<b>School Climate</b>				
Learning Style Variety	P/U	0.00	5.00	0.00
School Environment	P/U	0.00	5.00	0.00
Landscaping	G/F	1.00	1.00	100.00
<b>General Classrooms</b>				
Size	Fair	8.68	12.95	67.00
Adjacencies	Good	2.78	2.78	100.00
Storage\Fixed Equip.	Good	2.78	2.78	100.00
<b>Remedial - Special Needs</b>				
Size	Good	3.17	3.17	100.00
Adjacencies	G/F	0.68	0.68	100.00
Storage\Fixed Equip.	G/F	0.68	0.68	100.00
<b>Library</b>				
Size	Good	2.43	2.43	100.00
Adjacencies	G/F	0.52	0.52	100.00
Storage\Fixed Equip.	G/F	0.52	0.52	100.00
<b>P.E.</b>				
Size	P/U	0.00	8.40	0.00
Adjacencies	G/F	1.80	1.80	100.00
Storage\Fixed Equip.	P/U	0.00	1.80	0.00
<b>Music</b>				
Size	Good	2.64	2.64	100.00
Adjacencies	G/F	0.57	0.57	100.00
Storage\Fixed Equip.	G/F	0.57	0.57	100.00
<b>Art</b>				

Project #: 3404

County: Norfolk

Site #: 0020

Project: Brookline, MA 2008

Region: 46

Site: Driscoll K-8

Grade Config: K-8

Site Type: K-8

Site Size: 4.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Good	1.53	1.53	100.00
Adjacencies	G/F	0.33	0.33	100.00
Storage\Fixed Equip.	G/F	0.33	0.33	100.00
<b>Performing Arts\Auditorium</b>				
Size	Poor	0.54	1.64	33.00
Adjacencies	Unsat	0.00	0.35	0.00
Storage\Fixed Equip.	P/U	0.00	0.35	0.00
<b>Vocational Technical</b>				
Size	(N/A)	0.00	0.00	0.00
Adjacencies	(N/A)	0.00	0.00	0.00
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
<b>Science</b>				
Size	P/U	0.00	2.70	0.00
Adjacencies	Fair	0.29	0.58	50.00
Storage\Fixed Equip.	P/U	0.00	0.58	0.00
<b>Kindergarten</b>				
Size	P/U	0.00	1.18	0.00
Adjacencies	G/F	0.25	0.25	100.00
Storage\Fixed Equip.	G/F	0.25	0.25	100.00
<b>Administration</b>				
Size	Fair	0.79	1.59	50.00
Adjacencies	P/U	0.00	0.34	0.00
Storage\Fixed Equip.	P/U	0.00	0.34	0.00
<b>Restrooms (Student)</b>	P/U	0.00	0.91	0.00
<b>Teacher Lounge and Work Room(s)</b>	P/U	0.00	0.91	0.00
<b>Cafeteria</b>	Poor	1.65	5.00	33.00
<b>Food Prep</b>	Good	7.84	7.84	100.00
<b>Counseling</b>	Good	0.41	0.41	100.00
<b>Clinic</b>	P/U	0.00	0.34	0.00
<b>Custodial &amp; Maintenance</b>	G/F	0.50	0.50	100.00
<b>Total For Site:</b>		<b>50.69</b>	<b>93.88</b>	<b>53.99</b>

Comments

## Suitability - K-8-&gt;Site--&gt;Parking

There are two parking areas, but not sufficient for staff and visitors. Event parking is difficult.

## Suitability - K-8-&gt;Site--&gt;Play Courts &amp; Fields

When the weather is good and the grass field is usable, there is sufficient space for organized play. However, the play area is not designed for this population. The playground is appropriate for grades K - 8, but not for students ages 3-5 who are in the preschool program. The equipment is also not appropriate.

## Suitability - K-8-&gt;Safety and Security--&gt;Signage &amp; Way Finding

There are few signs directing the public. Most rooms are numbered, but there are few description signs and no way-finding signs for the public. Visitors are told by signage on the front door to sign in, but there is no direction given to the office. Other doors do not direct visitors to sign in.

Project #: 3404

County: Norfolk

Site #: 0020

Project: Brookline, MA 2008

Region: 46

Site: Driscoll K-8

Grade Config: K-8

Site Type: K-8

Site Size: 4.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - K-8->Safety and Security-->Ease of Supervision There are long hallways and many staircases in the school. There are limited sightlines on the corridors because of slight angles.				
Suitability - K-8->Safety and Security-->Limited Entrances There are multiple entrances. Visitors unfamiliar with the school would not know where to park or where to enter.				
Suitability - K-8->School Climate-->Learning Style Variety The school is designed with double-loaded corridors. Staff have put tables and desks in the halls for small group work, but must remove them at the direction of the fire marshal. Some rooms have small sections which can be used for group work.				
Suitability - K-8->School Climate-->School Environment The lighting in many CR is very high and dim. All CR have natural light, but the lighting would be difficult on dark days. The high ceilings create some acoustical problems in CR.				
Suitability - K-8->General Classrooms-->Size Some of the CR do not meet the size standard.				
Suitability - K-8->Remedial - Special Needs-->Size The OT space is very small.				
Suitability - K-8->Library-->Storage\Fixed Equip. The library has limited electrical outlets. Many in the floor are not functioning.				
Suitability - K-8->P.E.-->Size The "small gym" is very small for a school that supports grades 7/8. The large gym does not meet the size standard. There are no locker rooms with showers. The restrooms connected to the gym are in bad shape, have no hand washing and no door on the outside.				
Suitability - K-8->P.E.-->Storage\Fixed Equip. There is limited storage in the hall. There is an old locker room that is used for school storage.				
Suitability - K-8->Art-->Storage\Fixed Equip. There is no clay trap on the sink in the art room. The kiln is not in a separate room, but is vented.				
Suitability - K-8->Performing Arts\Auditorium-->Size The performing arts auditorium seats 1/2 the students. It is accessible. There are curtains and lights. There are no dressing rooms or storage areas.				
Suitability - K-8->Performing Arts\Auditorium-->Adjacencies The auditorium does not have restrooms adjacent for public performance use. It is not located near public entrances.				
Suitability - K-8->Performing Arts\Auditorium-->Storage\Fixed Equip. There is limited storage behind the curtains at the back of the stage. The seating is on carpeted, fixed risers around the room.				
Suitability - K-8->Vocational Technical There are no spaces in the building for vocational classes, except art and computer lab.				
Suitability - K-8->Science-->Size There is one science lab in the school. The room does not meet the size standard. There is limited in-room storage.				
Suitability - K-8->Science-->Adjacencies The science room is not located near the other grade 7/8 rooms.				

Project #: 3404

County: Norfolk

Site #: 0020

Project: Brookline, MA 2008

Region: 46

Site: Driscoll K-8

Grade Config: K-8

Site Type: K-8

Site Size: 4.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - K-8->Science-->Storage\Fixed Equip. There is limited storage in the room. The flammable cabinet is in the men's restroom across the hall. There is no eye wash facility.				
Suitability - K-8->Kindergarten-->Size The K rooms do not meet the size standard. There is a restroom in each CR.				
Suitability - K-8->Administration-->Size The principal's office is large. The main office is small.				
Suitability - K-8->Administration-->Adjacencies The office area is not adjacent to the front door. There is no sight line to any door.				
Suitability - K-8->Administration-->Storage\Fixed Equip. There is limited storage and no fixed casework in the office. There is no counter for work or to manage visitors, etc.				
Suitability - K-8->Restrooms (Student) Only one student restroom is handicapped accessible - in the pre-school area.. However, this restroom has a standard-sized toilet so there are steps for the pre-school students. This makes the restroom no longer accessible for a wheelchair-bound person, child or adult. The only other accessible facilities are in the adult restrooms on the main floor. There is no urinal separation. Several of the restrooms have persistent odors.				
Suitability - K-8->Teacher Lounge and Work Room(s) There is no lounge or lunch room. The work area is large enough for the copiers and some preparation. There are faculty restrooms near the copy room and located on each floor.				
Suitability - K-8->Cafeteria The cafeteria is small for the enrollment XXXXXXXXXX				
Suitability - K-8->Clinic The clinic is too small for the enrollment. There is only one bed and no separation between the bed and the office. The restroom has only a toilet and is not accessible.				




### Suitability Report - Full

Project #: 3404	County: Norfolk	Site #: 0025
Project: Brookline, MA 2008	Region: 46	Site: Heath K-8
Grade Config: K-8	Site Type: K-8	Site Size: 7.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - K-8</b>				
<b>Site</b>				
Traffic	Fair	2.01	3.00	67.00
Pedestrian Traffic	Fair	0.67	1.00	67.00
Parking	Fair	0.90	1.35	67.00
Play Courts & Fields	Good	1.64	1.64	100.00
<b>Safety and Security</b>				
Fencing	Fair	0.82	1.22	67.00
Signage & Way Finding	Fair	0.10	0.15	67.00
Ease of Supervision	G/F	3.00	3.00	100.00
Limited Entrances	G/F	0.50	0.50	100.00
Interior Circulation	P/U	0.00	0.50	0.00
<b>School Climate</b>				
Learning Style Variety	P/U	0.00	5.00	0.00
School Environment	G/F	5.00	5.00	100.00
Landscaping	G/F	1.00	1.00	100.00
<b>General Classrooms</b>				
Size	Poor	4.27	12.95	33.00
Adjacencies	Good	2.78	2.78	100.00
Storage\Fixed Equip.	Poor	0.92	2.78	33.00
<b>Remedial - Special Needs</b>				
Size	Fair	1.59	3.17	50.00
Adjacencies	G/F	0.68	0.68	100.00
Storage\Fixed Equip.	P/U	0.00	0.68	0.00
<b>Library</b>				
Size	Fair	1.22	2.43	50.00
Adjacencies	G/F	0.52	0.52	100.00
Storage\Fixed Equip.	P/U	0.00	0.52	0.00
<b>P.E.</b>				
Size	P/U	0.00	8.40	0.00
Adjacencies	G/F	1.80	1.80	100.00
Storage\Fixed Equip.	G/F	1.80	1.80	100.00
<b>Music</b>				
Size	Good	2.64	2.64	100.00
Adjacencies	G/F	0.57	0.57	100.00
Storage\Fixed Equip.	G/F	0.57	0.57	100.00
<b>Art</b>				

Project #: 3404

County: Norfolk

Site #: 0025

Project: Brookline, MA 2008

Region: 46

Site: Heath K-8

Grade Config: K-8

Site Type: K-8

Site Size: 7.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Good	1.53	1.53	100.00
Adjacencies	G/F	0.33	0.33	100.00
Storage\Fixed Equip.	G/F	0.33	0.33	100.00
<b>Performing Arts\Auditorium</b>				
Size	Fair	1.10	1.64	67.00
Adjacencies	Fair	0.24	0.35	67.00
Storage\Fixed Equip.	Fair	0.18	0.35	50.00
<b>Vocational Technical</b>				
Size	(N/A)	0.00	0.00	0.00
Adjacencies	(N/A)	0.00	0.00	0.00
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
<b>Science</b>				
Size	Good	2.70	2.70	100.00
Adjacencies	Fair	0.29	0.58	50.00
Storage\Fixed Equip.	G/F	0.58	0.58	100.00
<b>Kindergarten</b>				
Size	P/U	0.00	1.18	0.00
Adjacencies	G/F	0.25	0.25	100.00
Storage\Fixed Equip.	P/U	0.00	0.25	0.00
<b>Administration</b>				
Size	Fair	0.79	1.59	50.00
Adjacencies	G/F	0.34	0.34	100.00
Storage\Fixed Equip.	P/U	0.00	0.34	0.00
<b>Restrooms (Student)</b>	P/U	0.00	0.91	0.00
<b>Teacher Lounge and Work Room(s)</b>	Good	0.91	0.91	100.00
<b>Cafeteria</b>	Poor	1.65	5.00	33.00
<b>Food Prep</b>	Good	7.84	7.84	100.00
<b>Counseling</b>	Good	0.41	0.41	100.00
<b>Clinic</b>	G/F	0.34	0.34	100.00
<b>Custodial &amp; Maintenance</b>	G/F	0.50	0.50	100.00
<b>Total For Site:</b>		<b>55.28</b>	<b>93.88</b>	<b>58.88</b>

Comments

## Suitability - K-8-&gt;Site--&gt;Traffic

There is a bus loop used morning and afternoon that has crossing guard supervision. Parents are not supposed to use this area. The parents typically stop on the street or in the parking lot to drop off students. There is no supervision of students in these areas. Many students walk and cross the road and the parking lot with no supervision.

## Suitability - K-8-&gt;Site--&gt;Pedestrian Traffic

Many students walk and have to cross the road and the parking lot.

## Suitability - K-8-&gt;Site--&gt;Parking

There is not sufficient parking off street for the staff and visitors. There are no designated visitor parking areas.

Project #: 3404

County: Norfolk

Site #: 0025

Project: Brookline, MA 2008

Region: 46

Site: Heath K-8

Grade Config: K-8

Site Type: K-8

Site Size: 7.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - K-8-&gt;Safety and Security--&gt;Fencing</b>				
There is perimeter fencing around the large play field. There is not fencing separating the parking lot and students cross from the field through the parking. There is no fencing around the K play area, either around the equipment area or at the bottom of the hill.				
<b>Suitability - K-8-&gt;Safety and Security--&gt;Signage &amp; Way Finding</b>				
All the CR have number labels. Some spaces are labeled with function signs. There are no way-finding signs within the building. The exterior signage designates the bus loop, but does not direct visitors to parking or the office.				
<b>Suitability - K-8-&gt;Safety and Security--&gt;Interior Circulation</b>				
The upper floor hallway is very narrow, especially at the 7/8th grade end. The multitude of interior double doors cause traffic jams. The doors are heavy, awkward, and loud.				
<b>Suitability - K-8-&gt;School Climate--&gt;Learning Style Variety</b>				
There are 0 places designed for flexible learning areas. Staff make some use of the hallways for small groups, but the facility is not designed to support that.				
<b>Suitability - K-8-&gt;School Climate--&gt;School Environment</b>				
Some rooms are in underground section with no natural light. Some rooms are oddly shaped with space carved out for other purposes.				
<b>Suitability - K-8-&gt;General Classrooms--&gt;Size</b>				
Most of the classrooms do not meet the size standard.				
<b>Suitability - K-8-&gt;General Classrooms--&gt;Storage\Fixed Equip.</b>				
Some classrooms have no fixed cabinetry, sink, or student storage. The amount of cabinetry varies between rooms. Most rooms have appropriate technology.				
<b>Suitability - K-8-&gt;Remedial - Special Needs--&gt;Size</b>				
There are 2 resource rooms. One is very small. The other is a full-sized classroom that is shared with 3 teachers. Other specialists are in the underground section. They have spaces that must be accessed through other rooms, have difficult ventilation and humidity problems, and have little or no fixed casework or storage.				
<b>Suitability - K-8-&gt;Remedial - Special Needs--&gt;Storage\Fixed Equip.</b>				
Most of the specialized rooms lack fixed cabinets, sinks, or storage.				
<b>Suitability - K-8-&gt;Library--&gt;Size</b>				
The library does not meet the size standard. There is an office and circulation area.				
<b>Suitability - K-8-&gt;Library--&gt;Storage\Fixed Equip.</b>				
There is limited storage space for the library.				
<b>Suitability - K-8-&gt;P.E.--&gt;Size</b>				
The gym does not meet the size standard. There is no auxiliary space. There are no locker rooms.				
<b>Suitability - K-8-&gt;Performing Arts\Auditorium--&gt;Size</b>				
The performing arts area can seat 230 +/- . There is a stage, but no dressing rooms,.				
<b>Suitability - K-8-&gt;Performing Arts\Auditorium--&gt;Adjacencies</b>				
The auditorium is connected to the cafeteria and is accessible for public performances. The stage access is through the kitchen, past the custodial cleaning area with no separation from the kitchen and a back door.				
<b>Suitability - K-8-&gt;Performing Arts\Auditorium--&gt;Storage\Fixed Equip.</b>				
There is under-stage storage for risers. There is no back-stage storage.				
<b>Suitability - K-8-&gt;Vocational Technical</b>				
There are no vocational programs at this school.				

Project #: 3404

County: Norfolk

Site #: 0025

Project: Brookline, MA 2008

Region: 46

Site: Heath K-8

Grade Config: K-8

Site Type: K-8

Site Size: 7.00

Suitability

Rating

Score

Possible  
Score

Percent  
Score

Suitability - K-8->Science-->Adjacencies

The science room is located in the main building, somewhat distant from the 7/8 grade rooms. It is adjacent to the music room and gym. Those noisy areas are not as much of a problem as the acoustics of the room itself. The very high ceilings make classroom discussions difficult.

Suitability - K-8->Kindergarten-->Size

The K rooms do not meet the size standard. There are 3 rooms. Two have a shared restroom between them.

Suitability - K-8->Kindergarten-->Storage\Fixed Equip.

Two of the K rooms have a space carved out for cubbies and storage. This decreases the size of the room, but provides space for student belongings. The restrooms are not appropriately sized. There is little fixed cabinetry in one room.

Suitability - K-8->Administration-->Size

The administrative offices are small. The reception area for parents is small. The office work area is small, given the equipment located there.

Suitability - K-8->Administration-->Storage\Fixed Equip.

There is limited storage in the office area. The storage room is located in the other building. The work area is very crowded because of the copier.

Suitability - K-8->Restrooms (Student)

Most of the bathrooms have persistent odors. The fixtures are not sized correctly. Handicapped access is available in the rooms labeled for faculty. There is not urinal separation.

Suitability - K-8->Cafeteria

The cafeteria is small. The school holds 5 lunch periods to provide sufficient space. There is no table/chair storage area. The circulation and routing through the server is crowded.

Suitability - K-8->Clinic

The clinic is located near the office, has a restroom but has limited privacy, given its layout and location.


### Suitability Report - Full

Project #: 3404	County: Norfolk	Site #: 0030
Project: Brookline, MA 2008	Region: 46	Site: Lawrence K-8
Grade Config: K-8	Site Type: K-8	Site Size: 6.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - K-8</b>				
<b>Site</b>				
Traffic	Fair	2.01	3.00	67.00
Pedestrian Traffic	Fair	0.67	1.00	67.00
Parking	Poor	0.45	1.35	33.00
Play Courts & Fields	Good	1.64	1.64	100.00
<b>Safety and Security</b>				
Fencing	Good	1.22	1.22	100.00
Signage & Way Finding	Good	0.15	0.15	100.00
Ease of Supervision	P/U	0.00	3.00	0.00
Limited Entrances	G/F	0.50	0.50	100.00
Interior Circulation	G/F	0.50	0.50	100.00
<b>School Climate</b>				
Learning Style Variety	G/F	5.00	5.00	100.00
School Environment	G/F	5.00	5.00	100.00
Landscaping	G/F	1.00	1.00	100.00
<b>General Classrooms</b>				
Size	Fair	8.68	12.95	67.00
Adjacencies	Good	2.78	2.78	100.00
Storage\Fixed Equip.	Good	2.78	2.78	100.00
<b>Remedial - Special Needs</b>				
Size	Good	3.17	3.17	100.00
Adjacencies	G/F	0.68	0.68	100.00
Storage\Fixed Equip.	G/F	0.68	0.68	100.00
<b>Library</b>				
Size	Good	2.43	2.43	100.00
Adjacencies	G/F	0.52	0.52	100.00
Storage\Fixed Equip.	G/F	0.52	0.52	100.00
<b>P.E.</b>				
Size	Fair	4.20	8.40	50.00
Adjacencies	G/F	1.80	1.80	100.00
Storage\Fixed Equip.	G/F	1.80	1.80	100.00
<b>Music</b>				
Size	Good	2.64	2.64	100.00
Adjacencies	G/F	0.57	0.57	100.00
Storage\Fixed Equip.	G/F	0.57	0.57	100.00
<b>Art</b>				

Project #: 3404

County: Norfolk

Site #: 0030

Project: Brookline, MA 2008

Region: 46

Site: Lawrence K-8

Grade Config: K-8

Site Type: K-8

Site Size: 6.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Good	1.53	1.53	100.00
Adjacencies	G/F	0.33	0.33	100.00
Storage\Fixed Equip.	G/F	0.33	0.33	100.00
<b>Performing Arts\Auditorium</b>				
Size	Good	1.64	1.64	100.00
Adjacencies	Good	0.35	0.35	100.00
Storage\Fixed Equip.	Good	0.35	0.35	100.00
<b>Vocational Technical</b>				
Size	(N/A)	0.00	0.00	0.00
Adjacencies	(N/A)	0.00	0.00	0.00
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
<b>Science</b>				
Size	Good	2.70	2.70	100.00
Adjacencies	Good	0.58	0.58	100.00
Storage\Fixed Equip.	G/F	0.58	0.58	100.00
<b>Kindergarten</b>				
Size	Good	1.18	1.18	100.00
Adjacencies	G/F	0.25	0.25	100.00
Storage\Fixed Equip.	G/F	0.25	0.25	100.00
<b>Administration</b>				
Size	Fair	0.79	1.59	50.00
Adjacencies	G/F	0.34	0.34	100.00
Storage\Fixed Equip.	G/F	0.34	0.34	100.00
<b>Restrooms (Student)</b>	Good	0.91	0.91	100.00
<b>Teacher Lounge and Work Room(s)</b>	Good	0.91	0.91	100.00
<b>Cafeteria</b>	Fair	3.35	5.00	67.00
<b>Food Prep</b>	Good	7.84	7.84	100.00
<b>Counseling</b>	Good	0.41	0.41	100.00
<b>Clinic</b>	G/F	0.34	0.34	100.00
<b>Custodial &amp; Maintenance</b>	G/F	0.50	0.50	100.00
<b>Total For Site:</b>		<b>77.73</b>	<b>93.88</b>	<b>82.80</b>

**Comments****Suitability - K-8->Site-->Traffic**

There is no separation between walkers and buses. Buses load and unload on the street. There are lots of walkers.

**Suitability - K-8->Site-->Pedestrian Traffic**

There are lots of pedestrians coming to the school. The school is on a very busy street.

**Suitability - K-8->Site-->Parking**

There is not enough staff or visitor parking. Most staff park on the street. The marked handicapped parking is in the rear, but the door is locked. Access can also be gained through the front door.

**Suitability - K-8->Safety and Security-->Ease of Supervision**

The building has many floors and different hallways. There are multiple staircases and hiding places.

**Suitability - K-8->Safety and Security-->Interior Circulation**

The hallway on the 3rd floor is very narrow with a double-loaded corridor and lockers on each side.

Project #: 3404

County: Norfolk

Site #: 0030

Project: Brookline, MA 2008

Region: 46

Site: Lawrence K-8

Grade Config: K-8

Site Type: K-8

Site Size: 6.00

Suitability	Rating	Score	Possible Score	Percent Score
<p>Suitability - K-8-&gt;General Classrooms--&gt;Size Most classrooms are close to the size standard.</p>				
<p>Suitability - K-8-&gt;P.E.--&gt;Size The main gym does not meet the size standard. There are locker rooms available for use. The small gym is available and used by CR teachers as well as the PE teacher.</p>				
<p>Suitability - K-8-&gt;Art--&gt;Storage\Fixed Equip. The art room does not have a clay trap. The kiln is vented and in a separate room.</p>				
<p>Suitability - K-8-&gt;Vocational Technical There are no vocational programs at this school.</p>				
<p>Suitability - K-8-&gt;Science--&gt;Storage\Fixed Equip. The room is currently furnished with desks. Lab tables are on order. The gas shut off for part of the room is located in a cabinet under one of the valves.</p>				
<p>Suitability - K-8-&gt;Administration--&gt;Size The front office and reception area are small for a school of this size. There is limited storage and reception area.</p>				
<p>Suitability - K-8-&gt;Administration--&gt;Adjacencies The office is located in the right place, but has limited sight line and neither active nor passive supervision of the front door. A camera has been installed, but is not operational.</p>				
<p>Suitability - K-8-&gt;Cafeteria The cafeteria is small for the school. They serve 4 lunch periods.</p>				

### Suitability Report - Full

Project #: 3404	County: Norfolk	Site #: 0035
Project: Brookline, MA 2008	Region: 46	Site: New Lincoln K-8
Grade Config: K-8	Site Type: K-8	Site Size: 4.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - K-8</b>				
<b>Site</b>				
Traffic	Fair	2.01	3.00	67.00
Pedestrian Traffic	Fair	0.67	1.00	67.00
Parking	Fair	0.90	1.35	67.00
Play Courts & Fields	Fair	1.10	1.64	67.00
<b>Safety and Security</b>				
Fencing	Good	1.22	1.22	100.00
Signage & Way Finding	Poor	0.05	0.15	33.00
Ease of Supervision	P/U	0.00	3.00	0.00
Limited Entrances	G/F	0.50	0.50	100.00
Interior Circulation	G/F	0.50	0.50	100.00
<b>School Climate</b>				
Learning Style Variety	G/F	5.00	5.00	100.00
School Environment	G/F	5.00	5.00	100.00
Landscaping	G/F	1.00	1.00	100.00
<b>General Classrooms</b>				
Size	Fair	8.68	12.95	67.00
Adjacencies	Good	2.78	2.78	100.00
Storage\Fixed Equip.	Good	2.78	2.78	100.00
<b>Remedial - Special Needs</b>				
Size	Fair	1.59	3.17	50.00
Adjacencies	G/F	0.68	0.68	100.00
Storage\Fixed Equip.	G/F	0.68	0.68	100.00
<b>Library</b>				
Size	Good	2.43	2.43	100.00
Adjacencies	G/F	0.52	0.52	100.00
Storage\Fixed Equip.	G/F	0.52	0.52	100.00
<b>P.E.</b>				
Size	Fair	4.20	8.40	50.00
Adjacencies	G/F	1.80	1.80	100.00
Storage\Fixed Equip.	G/F	1.80	1.80	100.00
<b>Music</b>				
Size	P/U	0.00	2.64	0.00
Adjacencies	G/F	0.57	0.57	100.00
Storage\Fixed Equip.	G/F	0.57	0.57	100.00
<b>Art</b>				



Project #: 3404

County: Norfolk

Site #: 0035

Project: Brookline, MA 2008

Region: 46

Site: New Lincoln K-8

Grade Config: K-8

Site Type: K-8

Site Size: 4.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Good	1.53	1.53	100.00
Adjacencies	G/F	0.33	0.33	100.00
Storage\Fixed Equip.	G/F	0.33	0.33	100.00
<b>Performing Arts\Auditorium</b>				
Size	Fair	1.10	1.64	67.00
Adjacencies	Good	0.35	0.35	100.00
Storage\Fixed Equip.	Good	0.35	0.35	100.00
<b>Vocational Technical</b>				
Size	(N/A)	0.00	0.00	0.00
Adjacencies	(N/A)	0.00	0.00	0.00
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
<b>Science</b>				
Size	Good	2.70	2.70	100.00
Adjacencies	Good	0.58	0.58	100.00
Storage\Fixed Equip.	G/F	0.58	0.58	100.00
<b>Kindergarten</b>				
Size	Fair	0.59	1.18	50.00
Adjacencies	G/F	0.25	0.25	100.00
Storage\Fixed Equip.	G/F	0.25	0.25	100.00
<b>Administration</b>				
Size	Fair	0.79	1.59	50.00
Adjacencies	G/F	0.34	0.34	100.00
Storage\Fixed Equip.	P/U	0.00	0.34	0.00
<b>Restrooms (Student)</b>	Good	0.91	0.91	100.00
<b>Teacher Lounge and Work Room(s)</b>	Good	0.91	0.91	100.00
<b>Cafeteria</b>	Fair	3.35	5.00	67.00
<b>Food Prep</b>	Good	7.84	7.84	100.00
<b>Counseling</b>	Fair	0.20	0.41	50.00
<b>Clinic</b>	P/U	0.00	0.34	0.00
<b>Custodial &amp; Maintenance</b>	G/F	0.50	0.50	100.00
<b>Total For Site:</b>		<b>71.31</b>	<b>93.88</b>	<b>75.96</b>

Comments

## Suitability - K-8-&gt;Site--&gt;Traffic

The front entrance has a circle drive that is large enough for one car parked at the curb and traffic driving through. The circle is used for parent drop off and van/bus drop off. It is very congested. There is no separation.

## Suitability - K-8-&gt;Site--&gt;Pedestrian Traffic

There is no separation between cars and walkers.

## Suitability - K-8-&gt;Site--&gt;Parking

There is not sufficient parking for staff and visitors. Event parking extends into the neighborhood.

## Suitability - K-8-&gt;Site--&gt;Play Courts &amp; Fields

The play area is small for the size of the school. There are no designated play areas for organized play - baseball, soccer, etc. There is one blacktop area for basketball. K students have their own play area.

Project #: 3404

County: Norfolk

Site #: 0035

Project: Brookline, MA 2008

Region: 46

Site: New Lincoln K-8

Grade Config: K-8

Site Type: K-8

Site Size: 4.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - K-8->Safety and Security-->Signage & Way Finding The school has few or no signs directing the public to various spaces. The rooms are all numbered and in Braille, but there are no way-finding signs.				
Suitability - K-8->Safety and Security-->Ease of Supervision The school has many floors and various areas with little visibility. Staff do not report supervision being a problem, but there are many hiding areas.				
Suitability - K-8->Safety and Security-->Interior Circulation The access stairway to the upper floors of the elementary wing are very crowded when school is starting.				
Suitability - K-8->School Climate-->School Environment There are several classrooms on the 3rd floor with skylights with no shading. Those rooms get very hot on sunny, warm days. The stairway leading to the upper floors has skylights and gets excessively hot.				
Suitability - K-8->General Classrooms-->Size Most of the classrooms meet the size standards.				
Suitability - K-8->Remedial - Special Needs-->Size Some of the special education spaces, (i.e., resource support for grades 5/6) are in rooms that do not meet the size standard. Some of the therapy and specialist spaces are very small and are shared with other programs.				
Suitability - K-8->P.E.-->Size The main gym does not meet the size standard. There is a multi-purpose room that is also used for primary PE that is small. The PE office is adequate as are the locker rooms. Staff report that there is no use of the locker rooms.				
Suitability - K-8->P.E.-->Adjacencies The gym is located in an appropriate location. The extra multipurpose room is located next to the music room and it is difficult to manage both PE and music at the same time.				
Suitability - K-8->Music-->Size The music room is small for the program				
Suitability - K-8->Art-->Storage\Fixed Equip. There is no clay trap. The kiln is located in a storage room and is vented.				
Suitability - K-8->Performing Arts\Auditorium-->Size The school does not have sufficient seating for the whole school. The auditorium is shared with the PALS program. There are no dressing rooms, storage, etc. There is a sound booth.				
Suitability - K-8->Vocational Technical There is no vocational-technical program at the school. The room in the basement is being used for Extended Day				
Suitability - K-8->Kindergarten-->Size One kindergarten room is in a general ed classroom that is located away from the others and does not have direct access to the play area or the shared storage spaces.				
Suitability - K-8->Administration-->Size The main office seems cramped for a school of this size. There is no separate work room for copiers or production. The space seems awkward for visitors and for access to the clinic.				
Suitability - K-8->Administration-->Storage\Fixed Equip. The office does not seem to have sufficient space for storage of supplies.				
Suitability - K-8->Cafeteria The cafeteria is small for the size of the school, requiring 4 lunch periods. The serving area is congested. All equipment works.				

Project #: 3404

County: Norfolk

Site #: 0035

Project: Brookline, MA 2008

Region: 46

Site: New Lincoln K-8

Grade Config: K-8

Site Type: K-8

Site Size: 4.00

**Suitability**

**Rating**

**Score**

**Possible  
Score**

**Percent  
Score**

Suitability - K-8->Counseling

Some of the space for counseling is separate from the administration area and has limited reception area or space for groups.

Suitability - K-8->Clinic

The clinic has a separate access door near it, but most students go through main office. There are 2 beds with no separation. The restroom is accessible. The space seems awkward.

### Suitability Report - Full

Project #: 3404

County: Norfolk

Site #: 0040

Project: Brookline, MA 2008

Region: 46

Site: Pierce K-8

Grade Config: K-8

Site Type: K-8

Site Size: 5.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - K-8</b>				
<b>Site</b>				
Traffic	Fair	2.01	3.00	67.00
Pedestrian Traffic	Good	1.00	1.00	100.00
Parking	Fair	0.90	1.35	67.00
Play Courts & Fields	Fair	1.10	1.64	67.00
<b>Safety and Security</b>				
Fencing	Fair	0.82	1.22	67.00
Signage & Way Finding	Poor	0.05	0.15	33.00
Ease of Supervision	P/U	0.00	3.00	0.00
Limited Entrances	P/U	0.00	0.50	0.00
Interior Circulation	P/U	0.00	0.50	0.00
<b>School Climate</b>				
Learning Style Variety	G/F	5.00	5.00	100.00
School Environment	P/U	0.00	5.00	0.00
Landscaping	G/F	1.00	1.00	100.00
<b>General Classrooms</b>				
Size	Poor	4.27	12.95	33.00
Adjacencies	Fair	1.86	2.78	67.00
Storage\Fixed Equip.	Poor	0.92	2.78	33.00
<b>Remedial - Special Needs</b>				
Size	Good	3.17	3.17	100.00
Adjacencies	G/F	0.68	0.68	100.00
Storage\Fixed Equip.	G/F	0.68	0.68	100.00
<b>Library</b>				
Size	Good	2.43	2.43	100.00
Adjacencies	G/F	0.52	0.52	100.00
Storage\Fixed Equip.	G/F	0.52	0.52	100.00
<b>P.E.</b>				
Size	Fair	4.20	8.40	50.00
Adjacencies	G/F	1.80	1.80	100.00
Storage\Fixed Equip.	P/U	0.00	1.80	0.00
<b>Music</b>				
Size	Fair	1.32	2.64	50.00
Adjacencies	G/F	0.57	0.57	100.00
Storage\Fixed Equip.	G/F	0.57	0.57	100.00
<b>Art</b>				

Project #: 3404

County: Norfolk

Site #: 0040

Project: Brookline, MA 2008

Region: 46

Site: Pierce K-8

Grade Config: K-8

Site Type: K-8

Site Size: 5.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Good	1.53	1.53	100.00
Adjacencies	G/F	0.33	0.33	100.00
Storage\Fixed Equip.	P/U	0.00	0.33	0.00
<b>Performing Arts\Auditorium</b>				
Size	Poor	0.54	1.64	33.00
Adjacencies	Good	0.35	0.35	100.00
Storage\Fixed Equip.	Good	0.35	0.35	100.00
<b>Vocational Technical</b>				
Size	Poor	1.41	4.29	33.00
Adjacencies	Good	0.92	0.92	100.00
Storage\Fixed Equip.	G/F	0.92	0.92	100.00
<b>Science</b>				
Size	Good	2.70	2.70	100.00
Adjacencies	Good	0.58	0.58	100.00
Storage\Fixed Equip.	P/U	0.00	0.58	0.00
<b>Kindergarten</b>				
Size	P/U	0.00	1.18	0.00
Adjacencies	P/U	0.00	0.25	0.00
Storage\Fixed Equip.	G/F	0.25	0.25	100.00
<b>Administration</b>				
Size	P/U	0.00	1.59	0.00
Adjacencies	G/F	0.34	0.34	100.00
Storage\Fixed Equip.	P/U	0.00	0.34	0.00
<b>Restrooms (Student)</b>	Fair	0.45	0.91	50.00
<b>Teacher Lounge and Work Room(s)</b>	Good	0.91	0.91	100.00
<b>Cafeteria</b>	Fair	3.35	5.00	67.00
<b>Food Prep</b>	Good	7.84	7.84	100.00
<b>Counseling</b>	Good	0.41	0.41	100.00
<b>Clinic</b>	P/U	0.00	0.34	0.00
<b>Custodial &amp; Maintenance</b>	G/F	0.50	0.50	100.00
<b>Total For Site:</b>		<b>59.07</b>	<b>100.00</b>	<b>59.07</b>

Comments

## Suitability - K-8-&gt;Site--&gt;Traffic

There are 3 buses that service the school. They stop on the street. The parents are asked to unload in the rear of the school, but routinely pull into turnaround, blocking faculty parking.

## Suitability - K-8-&gt;Site--&gt;Parking

There is not sufficient underground parking for all staff. Parents and visitors fill staff spaces and nearby residents use the lot also. Parents discharge students in the entrance.

## Suitability - K-8-&gt;Site--&gt;Play Courts &amp; Fields

The K play area is not large enough for all K students and has no grass area. The playfields are separated from the school and must be accessed with a sky bridge. The bridge is an open walkway that is available from street level with no security. The playfields are open to the community and adjacent to a walkway used by residents.

## Suitability - K-8-&gt;Safety and Security--&gt;Fencing

The K play area is unfenced.

Project #: 3404

County: Norfolk

Site #: 0040

Project: Brookline, MA 2008

Region: 46

Site: Pierce K-8

Grade Config: K-8

Site Type: K-8

Site Size: 5.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - K-8-&gt;Safety and Security--&gt;Signage &amp; Way Finding</b> There are small signs, some permanent and some temporary, some accurate and some remaining from previous years. These provide limited way-finding. There are no large directional signs or maps of the campus. The historic building has room numbers only.				
<b>Suitability - K-8-&gt;Safety and Security--&gt;Ease of Supervision</b> The facility is very complex with multiple stairs, balconies, hallways, etc. It is designed to have spaces of various size. It is very difficult to supervise. K - 6 students are typically in view of the teacher. Students in grades 7-8 move between spaces and between buildings.				
<b>Suitability - K-8-&gt;Safety and Security--&gt;Limited Entrances</b> There are two separate buildings. Each building has multiple doors. The main building office is located adjacent to the main door and good sight line to the door, but there is no passive or active supervision. The door to the sky bridge has a security key swipe pad but was open.				
<b>Suitability - K-8-&gt;Safety and Security--&gt;Interior Circulation</b> The school was designed with some small spaces. Hallways are not wide and there are multiple turns as well as storage of furniture or equipment in the hallways. There are many circular staircases.				
<b>Suitability - K-8-&gt;School Climate--&gt;School Environment</b> The facility has many inviting areas, but some have noisy air handling, are not acoustically appropriate, or have lighting that is dim. Some areas that were designed for other purposes are now used as general classrooms.				
<b>Suitability - K-8-&gt;General Classrooms--&gt;Size</b> Nearly all classrooms do not meet the size standard. In the main building in the open area, space can be arranged to meet the size standard, but that may impinge on the area for movement between spaces or access to restrooms.				
<b>Suitability - K-8-&gt;General Classrooms--&gt;Adjacencies</b> The open area houses most of the general classrooms. However, there are classes located in the wing that houses the cafeteria, etc. There are also classes in the historic building that is separated from the school by an uncovered walkway that passes a commercial business.				
<b>Suitability - K-8-&gt;General Classrooms--&gt;Storage\Fixed Equip.</b> The CR in the open area have a storage room that is surrounded by student coat areas/cubbies. Most have one wall of bookcases, but there is limited casework in the CR. There are no large storage rooms available for equipment or furniture.				
<b>Suitability - K-8-&gt;Remedial - Special Needs--&gt;Adjacencies</b> Some of the special education spaces are in areas not designed for that purpose - ends of hallways, etc. Those spaces are not acoustically appropriate and have lighting or noise issues.				
<b>Suitability - K-8-&gt;Remedial - Special Needs--&gt;Storage\Fixed Equip.</b> Some of the special education spaces have sufficient space and furnishings. Other rooms are in difficult areas with little casework.				
<b>Suitability - K-8-&gt;P.E.--&gt;Size</b> The gym does not meet the size standard for an elementary school. There is no PE office. There is in-gym storage.				
<b>Suitability - K-8-&gt;P.E.--&gt;Storage\Fixed Equip.</b> The storage spaces in the gym do not provide space for the large gymnastics equipment that is currently stored in the hallways..				
<b>Suitability - K-8-&gt;Music--&gt;Size</b> One music room is large enough. The other room is small.				

Project #: 3404

County: Norfolk

Site #: 0040

Project: Brookline, MA 2008

Region: 46

Site: Pierce K-8

Grade Config: K-8

Site Type: K-8

Site Size: 5.00

Suitability

Rating

Score

Possible  
Score

Percent  
Score

Suitability - K-8->Art-->Storage\Fixed Equip.

There is limited in-room storage space for projects. There is no clay trap on the sink. The kiln is located in a corner of the room with no separate venting.

Suitability - K-8->Performing Arts\Auditorium-->Size

There are several performing spaces in the school. The auditorium does not house all the students. It has a catwalk with lighting, curtains and a sound system. There are no dressing rooms or green room. The outdoor amphitheater does house all the students. There are also small spaces used for classroom performances - the pit, etc.

Suitability - K-8->Vocational Technical-->Size

There is two classrooms for vocational programming. One is unassigned and available for use by any class. It has a kitchen area, but is not used for that purpose. The other has equipment for wood shop - saws, etc., but is used as an art room. The equipment is old and not used.

Suitability - K-8->Science-->Storage\Fixed Equip.

There is limited storage space for science. There is safety equipment, but the casing for the emergency gas shutoff is missing or damaged.

Suitability - K-8->Kindergarten-->Size

The K spaces do not meet the size standards.

Suitability - K-8->Kindergarten-->Adjacencies

The K classes are located in the historic building, all adjacent to each other, but not to any other primary classrooms. They have a small play area, but are not located near the playfields. Three of the rooms have restrooms.

Suitability - K-8->Administration-->Size

The administration offices are very small for the size of school. There is no space for visitors except in the hallway.

Suitability - K-8->Administration-->Storage\Fixed Equip.

There is limited storage located in the office. There is storage under the ramp but no space in the office itself. There is limited casework in the office.

Suitability - K-8->Restrooms (Student)

There were ventilating fans in all restrooms, but several still had odor problems. Some restrooms are not accessible.

Suitability - K-8->Cafeteria

The school has 5 lunch periods to accommodate all the students. There is an additional space for eating that is used for furniture storage.

Suitability - K-8->Clinic

The clinic is located adjacent to the office. There are 3 cots with separation. There is a restroom. It is not accessible. There is no fixed casework.


### Suitability Report - Full

Project #: 3404	County: Norfolk	Site #: 0045
Project: Brookline, MA 2008	Region: 46	Site: Runkle K-8
Grade Config: K-8	Site Type: K-8	Site Size: 3.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - K-8</b>				
<b>Site</b>				
Traffic	Poor	0.99	3.00	33.00
Pedestrian Traffic	Fair	0.67	1.00	67.00
Parking	Poor	0.45	1.35	33.00
Play Courts & Fields	Fair	1.10	1.64	67.00
<b>Safety and Security</b>				
Fencing	Good	1.22	1.22	100.00
Signage & Way Finding	Poor	0.05	0.15	33.00
Ease of Supervision	G/F	3.00	3.00	100.00
Limited Entrances	G/F	0.50	0.50	100.00
Interior Circulation	P/U	0.00	0.50	0.00
<b>School Climate</b>				
Learning Style Variety	P/U	0.00	5.00	0.00
School Environment	P/U	0.00	5.00	0.00
Landscaping	G/F	1.00	1.00	100.00
<b>General Classrooms</b>				
Size	Unsat	0.00	12.95	0.00
Adjacencies	Fair	1.86	2.78	67.00
Storage\Fixed Equip.	Fair	1.86	2.78	67.00
<b>Remedial - Special Needs</b>				
Size	P/U	0.00	3.17	0.00
Adjacencies	P/U	0.00	0.68	0.00
Storage\Fixed Equip.	P/U	0.00	0.68	0.00
<b>Library</b>				
Size	Fair	1.22	2.43	50.00
Adjacencies	G/F	0.52	0.52	100.00
Storage\Fixed Equip.	P/U	0.00	0.52	0.00
<b>P.E.</b>				
Size	P/U	0.00	8.40	0.00
Adjacencies	G/F	1.80	1.80	100.00
Storage\Fixed Equip.	P/U	0.00	1.80	0.00
<b>Music</b>				
Size	P/U	0.00	2.64	0.00
Adjacencies	G/F	0.57	0.57	100.00
Storage\Fixed Equip.	P/U	0.00	0.57	0.00
<b>Art</b>				



Project #: 3404

County: Norfolk

Site #: 0045

Project: Brookline, MA 2008

Region: 46

Site: Runkle K-8

Grade Config: K-8

Site Type: K-8

Site Size: 3.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Fair	0.77	1.53	50.00
Adjacencies	G/F	0.33	0.33	100.00
Storage\Fixed Equip.	G/F	0.33	0.33	100.00
<b>Performing Arts\Auditorium</b>				
Size	Unsat	0.00	1.64	0.00
Adjacencies	Unsat	0.00	0.35	0.00
Storage\Fixed Equip.	P/U	0.00	0.35	0.00
<b>Vocational Technical</b>				
Size	(N/A)	0.00	0.00	0.00
Adjacencies	(N/A)	0.00	0.00	0.00
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
<b>Science</b>				
Size	P/U	0.00	2.70	0.00
Adjacencies	Good	0.58	0.58	100.00
Storage\Fixed Equip.	P/U	0.00	0.58	0.00
<b>Kindergarten</b>				
Size	P/U	0.00	1.18	0.00
Adjacencies	G/F	0.25	0.25	100.00
Storage\Fixed Equip.	G/F	0.25	0.25	100.00
<b>Administration</b>				
Size	P/U	0.00	1.59	0.00
Adjacencies	G/F	0.34	0.34	100.00
Storage\Fixed Equip.	P/U	0.00	0.34	0.00
<b>Restrooms (Student)</b>	P/U	0.00	0.91	0.00
<b>Teacher Lounge and Work Room(s)</b>	P/U	0.00	0.91	0.00
<b>Cafeteria</b>	Unsat	0.00	5.00	0.00
<b>Food Prep</b>	Good	7.84	7.84	100.00
<b>Counseling</b>	P/U	0.00	0.41	0.00
<b>Clinic</b>	P/U	0.00	0.34	0.00
<b>Custodial &amp; Maintenance</b>	P/U	0.00	0.50	0.00
<b>Total For Site:</b>		<b>27.48</b>	<b>93.88</b>	<b>29.28</b>

Comments

## Suitability - K-8-&gt;Site--&gt;Traffic

Traffic at the school is very congested. The front entrance is on a narrow city street, so parents stop and drop off children on the street.

## Suitability - K-8-&gt;Site--&gt;Pedestrian Traffic

Most students walk to school and enter through doors on either side.

## Suitability - K-8-&gt;Site--&gt;Parking

There is one parking lot at the rear of the school. The handicapped spaces are located here. There is no entrance to the school on this side the building, except before and after school.

## Suitability - K-8-&gt;Site--&gt;Play Courts &amp; Fields

The play areas are located diagonally opposite away from the cafeteria, requiring all students to cross the entire campus to go outside at lunch time.

Project #: 3404

County: Norfolk

Site #: 0045

Project: Brookline, MA 2008

Region: 46

Site: Runkle K-8

Grade Config: K-8

Site Type: K-8

Site Size: 3.00

Suitability	Rating	Score	Possible Score	Percent Score
<p>Suitability - K-8-&gt;Safety and Security--&gt;Signage &amp; Way Finding</p> <p>The school has few interior signs and no way-finding signage. Most rooms are numbered, but there is no map showing where those numbers are located. Some are labeled for usage, but not always accurately. The exterior signage directs visitors check in at the office, but does not show them where the office is located. The handicapped signs direct people to an accessible door, but the door is locked and not monitored from the office or opened, except before and after school.</p>				
<p>Suitability - K-8-&gt;Safety and Security--&gt;Interior Circulation</p> <p>Hallways, especially on the upper floor, are narrow. The upper floor has lockers on one side, increasing the congestion. Stairways are narrow.</p>				
<p>Suitability - K-8-&gt;School Climate--&gt;Learning Style Variety</p> <p>The school is designed with double-loaded hallways and no extra, unassigned or flexible spaces. The current enrollment of the school means that every space is used for instruction.</p>				
<p>Suitability - K-8-&gt;School Climate--&gt;School Environment</p> <p>The sound quality in many of the newly-created spaces is difficult. The air circulation is also difficult.</p>				
<p>Suitability - K-8-&gt;General Classrooms--&gt;Size</p> <p>Only 6 of the general CR meet the size standards. Most are 810 sf.</p>				
<p>Suitability - K-8-&gt;General Classrooms--&gt;Adjacencies</p> <p>With the current enrollment, there are general education classrooms in spaces not designed for that purpose. They are not located adjacent to the other rooms or support services.</p>				
<p>Suitability - K-8-&gt;General Classrooms--&gt;Storage\Fixed Equip.</p> <p>The newly-created classrooms do not have fixed casework or storage in the room.</p>				
<p>Suitability - K-8-&gt;Remedial - Special Needs--&gt;Size</p> <p>With the current enrollment, several of the special education spaces are not large enough for the groups using them. Some specialists are in storage rooms or modified closets.</p>				
<p>Suitability - K-8-&gt;Remedial - Special Needs--&gt;Adjacencies</p> <p>Specialists are not located near students.</p>				
<p>Suitability - K-8-&gt;Remedial - Special Needs--&gt;Storage\Fixed Equip.</p> <p>Some specialists have no storage or fixed cabinetry.</p>				
<p>Suitability - K-8-&gt;Library--&gt;Size</p> <p>The library does not meet the size standards for the enrollment of the school. There is an office, but limited storage space.</p>				
<p>Suitability - K-8-&gt;Library--&gt;Storage\Fixed Equip.</p> <p>There is limited storage in the library.</p>				
<p>Suitability - K-8-&gt;P.E.--&gt;Size</p> <p>There is one gym. It does not meet the size standard. There is no locker room for either gender. The locker rooms have been converted into instructional spaces for extended day and music. There is a PE teacher room.</p>				
<p>Suitability - K-8-&gt;P.E.--&gt;Storage\Fixed Equip.</p> <p>There is not storage space for large equipment.</p>				
<p>Suitability - K-8-&gt;Music--&gt;Size</p> <p>The music program is in the old shower area. The space is very small. There is a small office.</p>				
<p>Suitability - K-8-&gt;Music--&gt;Adjacencies</p> <p>The music room is located near the gym where all programs are currently being held.</p>				
<p>Suitability - K-8-&gt;Music--&gt;Storage\Fixed Equip.</p> <p>There is no fixed storage in the room, except for two old PE lockers.</p>				

Project #: 3404

County: Norfolk

Site #: 0045

Project: Brookline, MA 2008

Region: 46

Site: Runkle K-8

Grade Config: K-8

Site Type: K-8

Site Size: 3.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - K-8->Art-->Size The art room does not meet the size standard.				
Suitability - K-8->Art-->Storage\Fixed Equip. The kiln is vented. There is no clay trap on the sink.				
Suitability - K-8->Performing Arts\Auditorium-->Size The performing arts space has been converted to create 2 classrooms. The gym is used for any performances.				
Suitability - K-8->Performing Arts\Auditorium-->Adjacencies There is no space available.				
Suitability - K-8->Performing Arts\Auditorium-->Storage\Fixed Equip. There is no facility at the moment.				
Suitability - K-8->Vocational Technical There is no vocational program.				
Suitability - K-8->Science-->Size The room does not meet the standards for science. There is a room that could be used for storage, but it is used for office and other teaching.				
Suitability - K-8->Science-->Storage\Fixed Equip. There is insufficient storage space. There is a separate room that holds the flammable cabinet, but no science equipment. There is a shower, but no drain.				
Suitability - K-8->Kindergarten-->Size The K rooms do not meet the size standard.				
Suitability - K-8->Administration-->Size The administrative suite is not large enough for the enrollment. There is no conference room,. There is limited seating area for visitors or parents. The assistant principal's office must be accessed through the main office.				
Suitability - K-8->Administration-->Storage\Fixed Equip. There is a lack of storage and space for fixed cabinetry in the office area.				
Suitability - K-8->Restrooms (Student) The restrooms do not have adequate ventilation. There is no urinal separation, there is not handicapped accessible facilities.				
Suitability - K-8->Teacher Lounge and Work Room(s) There is not a teacher work room. There is a space for the copier and a lunch room, but no work space.				
Suitability - K-8->Cafeteria The cafeteria does not meet the size standard. The school operates 5 lunches, beginning at 10:30 AM. There is no space for table/chair storage.				
Suitability - K-8->Counseling The counseling program operates in closets and the back of other spaces. There is no waiting or reception area.				
Suitability - K-8->Clinic The clinic is small for the enrollment. There is one bed. The restroom is not accessible and does not have sufficient space.				
Suitability - K-8->Custodial & Maintenance There is limited space for custodial equipment and supplies.				


### Suitability Report - Full

Project #: 3404	County: Norfolk	Site #: 0505
Project: Brookline, MA 2008	Region: 46	Site: Brookline HS
Grade Config: 9-12	Site Type: High	Site Size: 13.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - High School</b>				
<b>Site</b>				
Traffic	Good	1.00	1.00	100.00
Pedestrian Traffic	Fair	0.66	0.98	67.00
Parking	Poor	0.70	2.11	33.00
Play Courts & Fields	Good	2.77	2.77	100.00
<b>Safety and Security</b>				
Fencing	Good	0.85	0.85	100.00
Signage & Way Finding	Good	1.00	1.00	100.00
Ease of Supervision	P/U	0.00	4.00	0.00
Limited Entrances	P/U	0.00	0.50	0.00
Interior Circulation	G/F	0.50	0.50	100.00
<b>School Climate</b>				
Learning Style Variety	G/F	5.00	5.00	100.00
School Environment	G/F	5.00	5.00	100.00
Landscaping	G/F	1.00	1.00	100.00
<b>General Classrooms</b>				
Size	Poor	4.50	13.65	33.00
Adjacencies	Good	2.93	2.93	100.00
Storage\Fixed Equip.	Good	2.93	2.93	100.00
<b>Remedial - Special Needs</b>				
Size	Good	2.91	2.91	100.00
Adjacencies	G/F	0.62	0.62	100.00
Storage\Fixed Equip.	G/F	0.62	0.62	100.00
<b>Library</b>				
Size	Good	2.95	2.95	100.00
Adjacencies	G/F	0.63	0.63	100.00
Storage\Fixed Equip.	G/F	0.63	0.63	100.00
<b>P.E.</b>				
Size	Fair	4.20	8.40	50.00
Adjacencies	G/F	1.80	1.80	100.00
Storage\Fixed Equip.	G/F	1.80	1.80	100.00
<b>Music</b>				
Size	Fair	1.04	2.08	50.00
Adjacencies	G/F	0.45	0.45	100.00
Storage\Fixed Equip.	G/F	0.45	0.45	100.00
<b>Art</b>				

Project #: 3404

County: Norfolk

Site #: 0505

Project: Brookline, MA 2008

Region: 46

Site: Brookline HS

Grade Config: 9-12

Site Type: High

Site Size: 13.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Good	2.33	2.33	100.00
Adjacencies	G/F	0.50	0.50	100.00
Storage\Fixed Equip.	G/F	0.50	0.50	100.00
<b>Performing Arts\Auditorium</b>				
Size	Good	1.12	1.12	100.00
Adjacencies	Good	0.24	0.24	100.00
Storage\Fixed Equip.	Good	0.24	0.24	100.00
<b>Vocational Technical</b>				
Size	Good	5.98	5.98	100.00
Adjacencies	Good	1.28	1.28	100.00
Storage\Fixed Equip.	G/F	1.28	1.28	100.00
<b>Science</b>				
Size	P/U	0.00	2.90	0.00
Adjacencies	Good	0.62	0.62	100.00
Storage\Fixed Equip.	G/F	0.62	0.62	100.00
<b>Administration</b>				
Size	Good	1.83	1.83	100.00
Adjacencies	G/F	0.39	0.39	100.00
Storage\Fixed Equip.	G/F	0.39	0.39	100.00
<b>Restrooms (Student)</b>	Good	0.91	0.91	100.00
<b>Teacher Lounge and Work Room(s)</b>	Good	0.71	0.71	100.00
<b>Cafeteria</b>	Fair	2.68	4.00	67.00
<b>Food Prep</b>	Good	5.11	5.11	100.00
<b>Counseling</b>	Good	0.76	0.76	100.00
<b>Clinic</b>	P/U	0.00	0.24	0.00
<b>Custodial &amp; Maintenance</b>	G/F	0.50	0.50	100.00
<b>Total For Site:</b>		<b>74.92</b>	<b>100.00</b>	<b>74.92</b>

**Comments****Suitability - High School->Site-->Traffic**

Traffic is routed on one-way streets around the field in front of the school so it moves slowly. The road in front of the school is closed during the school day. There is only one bus. Most students walk, ride the train or bikes. There is no separation, but staff report that it is not needed.

**Suitability - High School->Site-->Pedestrian Traffic**

The campus is spread across three buildings. There are many entrances/exits and students have to cross 2 town streets to reach the other buildings.

**Suitability - High School->Site-->Parking**

There is one parking lot, but most parking is on the street with identified spaces for school staff.

**Suitability - High School->Site-->Play Courts & Fields**

The grass field is town property, but available for school use during the day.

**Suitability - High School->Safety and Security-->Signage & Way Finding**

The school signage was recently replaced. Several signs are still needed or are being corrected.

Project #: 3404

County: Norfolk

Site #: 0505

Project: Brookline, MA 2008

Region: 46

Site: Brookline HS

Grade Config: 9-12

Site Type: High

Site Size: 13.00

Suitability	Rating	Score	Possible Score	Percent Score
<p>Suitability - High School-&gt;Safety and Security--&gt;Ease of Supervision            The main building is a large square with double-loaded corridors on 4 floors. The PE building has many hallways and 4 floors. The unified arts building has many spaces and 4 floors. Sight lines are not clear. There are multiple hiding places.</p>				
<p>Suitability - High School-&gt;Safety and Security--&gt;Limited Entrances            There are more than 20 entrances. Students move between three buildings, so most outside entrances are open and unlocked. The main office does not have either active or passive supervision of the entrance. The other two buildings have no main office and no supervision.</p>				
<p>Suitability - High School-&gt;General Classrooms--&gt;Size            Most of the general classrooms do not meet the size standard.</p>				
<p>Suitability - High School-&gt;P.E.--&gt;Size            The gym in the main building does not meet the size standard.</p>				
<p>Suitability - High School-&gt;P.E.--&gt;Storage\Fixed Equip.            The PE space does not have working showers in the girls locker room. None of the hairdryers are operational.</p>				
<p>Suitability - High School-&gt;Music--&gt;Size            The choir and band rooms do not meet the size standard.</p>				
<p>Suitability - High School-&gt;Art--&gt;Storage\Fixed Equip.            The photo lab is located directly above the kiln room in the ceramics lab. The photo sink causes problems for the wiring for the vents for the kiln, leaking water and chemicals on a frequent basis.</p>				
<p>Suitability - High School-&gt;Science--&gt;Size            The science rooms do not typically meet the size standard for labs. Several CR are set up as lecture rooms, but do not meet the size standard for general CR.</p>				
<p>Suitability - High School-&gt;Cafeteria            The school is an open campus, providing 2 lunch periods. The cafeteria is small for the school, seating only 500/lunch.</p>				
<p>Suitability - High School-&gt;Clinic            The school houses a self-contained life skills CR. Those students use the clinic if they need toileting or changing. This reduces the number of beds to 2.</p>				


### Suitability Report - Full

Project #: 3404	County: Norfolk	Site #: 00xx
Project: Brookline, MA 2008	Region: 46	Site: Baldwin Alternative Scho
Grade Config: 9-12	Site Type: Alternative Education	Site Size: 3.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - High School</b>				
<b>Site</b>				
Traffic	Poor	0.33	1.00	33.00
Pedestrian Traffic	Fair	0.66	0.98	67.00
Parking	Fair	1.41	2.11	67.00
Play Courts & Fields	Good	2.77	2.77	100.00
<b>Safety and Security</b>				
Fencing	Good	0.85	0.85	100.00
Signage & Way Finding	Unsat	0.00	1.00	0.00
Ease of Supervision	G/F	4.00	4.00	100.00
Limited Entrances	G/F	0.50	0.50	100.00
Interior Circulation	G/F	0.50	0.50	100.00
<b>School Climate</b>				
Learning Style Variety	P/U	0.00	5.00	0.00
School Environment	P/U	0.00	5.00	0.00
Landscaping	G/F	1.00	1.00	100.00
<b>General Classrooms</b>				
Size	Poor	4.50	13.65	33.00
Adjacencies	Good	2.93	2.93	100.00
Storage\Fixed Equip.	Good	2.93	2.93	100.00
<b>Remedial - Special Needs</b>				
Size	P/U	0.00	2.91	0.00
Adjacencies	G/F	0.62	0.62	100.00
Storage\Fixed Equip.	P/U	0.00	0.62	0.00
<b>Library</b>				
Size	P/U	0.00	2.95	0.00
Adjacencies	(N/A)	0.00	0.00	0.00
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
<b>P.E.</b>				
Size	Fair	4.20	8.40	50.00
Adjacencies	P/U	0.00	1.80	0.00
Storage\Fixed Equip.	G/F	1.80	1.80	100.00
<b>Music</b>				
Size	(N/A)	0.00	0.00	0.00
Adjacencies	(N/A)	0.00	0.00	0.00
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
<b>Art</b>				

Suitability	Rating	Score	Possible Score	Percent Score
Size	P/U	0.00	2.33	0.00
Adjacencies	G/F	0.50	0.50	100.00
Storage\Fixed Equip.	P/U	0.00	0.50	0.00
<b>Performing Arts\Auditorium</b>				
Size	Unsat	0.00	1.12	0.00
Adjacencies	(N/A)	0.00	0.00	0.00
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
<b>Vocational Technical</b>				
Size	(N/A)	0.00	0.00	0.00
Adjacencies	(N/A)	0.00	0.00	0.00
Storage\Fixed Equip.	(N/A)	0.00	0.00	0.00
<b>Science</b>				
Size	P/U	0.00	2.90	0.00
Adjacencies	Good	0.62	0.62	100.00
Storage\Fixed Equip.	P/U	0.00	0.62	0.00
<b>Administration</b>				
Size	P/U	0.00	1.83	0.00
Adjacencies	P/U	0.00	0.39	0.00
Storage\Fixed Equip.	P/U	0.00	0.39	0.00
<b>Restrooms (Student)</b>	Fair	0.46	0.91	50.00
<b>Teacher Lounge and Work Room(s)</b>	P/U	0.00	0.71	0.00
<b>Cafeteria</b>	Unsat	0.00	4.00	0.00
<b>Food Prep</b>	Unsat	0.00	5.11	0.00
<b>Counseling</b>	P/U	0.00	0.76	0.00
<b>Clinic</b>	P/U	0.00	0.24	0.00
<b>Custodial &amp; Maintenance</b>	G/F	0.50	0.50	100.00
<b>Total For Site:</b>		<b>31.07</b>	<b>86.74</b>	<b>35.82</b>

Comments

## Suitability - High School-&gt;Site--&gt;Traffic

There is no separation between delivery traffic and parents. The front entrance to the school has no parking or unloading area for parents.

## Suitability - High School-&gt;Site--&gt;Pedestrian Traffic

Most HS students take public transportation to the school. They enter the school using a road that also provides access for the day care on the first floor.

## Suitability - High School-&gt;Site--&gt;Parking

There is limited parking for parent drop off and pick up for the daycare facility. There is adequate staff parking.

## Suitability - High School-&gt;Safety and Security--&gt;Signage &amp; Way Finding

There are few signs to direct the public into the school. There are no external signs, except over the front door, but the name of the school does not include the programs operating in it. There are no signs directing the public to the appropriate entrance. There is no internal way-finding signage.

## Suitability - High School-&gt;School Climate--&gt;Learning Style Variety

There are very limited spaces for the HS program. The entire HS program is delivered in three CR.



Project #: 3404

County: Norfolk

Site #: 00xx

Project: Brookline, MA 2008

Region: 46

Site: Baldwin Alternative Scho

Grade Config: 9-12

Site Type: Alternative Education

Site Size: 3.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - High School->School Climate-->School Environment The school has very high ceilings and very small spaces for students with special needs. Heating has been problematic.				
Suitability - High School->General Classrooms-->Size Some of the CR do not meet size standards. The program only enrolls 25 students, but often 10 students are in rooms of 350 +/- sf				
Suitability - High School->Remedial - Special Needs The entire facility is for students supported through special education. However, there are not support spaces for students with an IEP - no conference room for meeting with students/parents or varied learning spaces to support different learning styles.				
Suitability - High School->Remedial - Special Needs-->Size There are limited spaces for individual or small group work.				
Suitability - High School->Remedial - Special Needs-->Storage\Fixed Equip. There is limited space to support student learning, including space for student storage and materials.				
Suitability - High School->Library-->Size There is no library or media collection at the school.				
Suitability - High School->P.E.-->Size PE is taught in the Sewell Gym building off site by a teacher shared with another school. Students leave the building for PE. There are no indoor PE facilities at the school. There is a large grass area for "break" or PE.				
Suitability - High School->P.E.-->Adjacencies PE is off campus at a nearby gym.				
Suitability - High School->Music There is no music program provided.				
Suitability - High School->Art-->Size Art is taught in the science/math room. The space has no art-specific equipment or storage.				
Suitability - High School->Art-->Storage\Fixed Equip. There are no art-specific equipment or storage spaces.				
Suitability - High School->Performing Arts\Auditorium-->Size There is no large group space at the school. No room is large enough for the entire student body. There is no performing space.				
Suitability - High School->Vocational Technical There is no CTE program at this school. Students who can handle the HS can attend courses there.				
Suitability - High School->Science-->Size Science is taught in a small CR.				
Suitability - High School->Science-->Storage\Fixed Equip. There is no water or lab facility. There is a safety blanket and a locked flammable cabinet.				
Suitability - High School->Administration-->Size The administration area has no waiting or reception area for parents or students.				
Suitability - High School->Administration-->Adjacencies The office has an adjoining bathroom, but it is the bathroom for the faculty of the school and is located between the administration office and the SW office.				
Suitability - High School->Administration-->Storage\Fixed Equip. The office has limited storage in the room and very limited in the area.				

Project #: 3404

County: Norfolk

Site #: 00xx

Project: Brookline, MA 2008

Region: 46

Site: Baldwin Alternative Scho

Grade Config: 9-12

Site Type: Alternative Education

Site Size: 3.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - High School->Restrooms (Student)				
There are new student restrooms that were recently built. They have age appropriate fixtures. They are not accessible and there is only one toilet for each gender.				
Suitability - High School->Teacher Lounge and Work Room(s)				
There is no faculty room. The work area is also the student lunch room. The toilet is between two offices.				
Suitability - High School->Cafeteria				
There is no cafeteria. Food is delivered from another school. There is no separate food serving space.				
Suitability - High School->Food Prep				
There is no food service area. Food is delivered to the school.				
Suitability - High School->Counseling				
There is one office for the SW. There are two "offices" in a classroom, but neither is sufficiently sound-proofed to allow confidential conversations. There is no conference room for small group meetings.				
Suitability - High School->Clinic				
There is no clinic in the school. Sick students are either sent home or taken in private car back to the HS.				

### Suitability Report - Full

Project #: 3404	County: Norfolk	Site #: 0060
Project: Brookline, MA 2008	Region: 46	Site: Lynch Recreation Center
Grade Config: PK	Site Type: Pre-K Center	Site Size: 4.00

Suitability	Rating	Score	Possible Score	Percent Score
<b>Suitability - Early Childhood</b>				
<b>Site</b>				
Traffic	Fair	1.34	2.00	67.00
Pedestrian Traffic	Fair	0.65	0.97	67.00
Parking	Fair	0.54	0.81	67.00
Play Courts & Fields	Fair	1.57	2.34	67.00
<b>Safety and Security</b>				
Fencing	Fair	0.50	0.75	67.00
Signage & Way Finding	Fair	0.06	0.09	67.00
Ease of Supervision	G/F	3.00	3.00	100.00
Limited Entrances	G/F	0.50	0.50	100.00
Interior Circulation	P/U	0.00	0.50	0.00
<b>School Climate</b>				
Learning Style Variety	P/U	0.00	4.12	0.00
School Environment	G/F	5.00	5.00	100.00
Landscaping	G/F	1.00	1.00	100.00
<b>General Classrooms</b>				
Size	Unsat	0.00	34.21	0.00
Adjacencies	Good	7.33	7.33	100.00
Storage\Fixed Equip.	Fair	4.91	7.33	67.00
<b>P.E. - Activity</b>				
Size	Poor	2.25	6.82	33.00
Adjacencies	Fair	0.73	1.46	50.00
Storage\Fixed Equip.	P/U	0.00	1.46	0.00
<b>Administration</b>				
Size	P/U	0.00	3.20	0.00
Adjacencies	P/U	0.00	0.69	0.00
Storage\Fixed Equip.	P/U	0.00	0.69	0.00
<b>Restrooms (Student)</b>	P/U	0.00	1.70	0.00
<b>Teacher Lounge and Work Room(s)</b>	P/U	0.00	3.00	0.00
<b>Cafeteria</b>	Unsat	0.00	3.00	0.00
<b>Food Prep</b>	(N/A)	0.00	0.00	0.00
<b>Counseling</b>	(N/A)	0.00	0.00	0.00
<b>Clinic</b>	(N/A)	0.00	0.00	0.00
<b>Custodial &amp; Maintenance</b>	G/F	0.50	0.50	100.00
<b>Total For Site:</b>		<b>29.89</b>	<b>92.47</b>	<b>32.33</b>

Project #: 3404

County: Norfolk

Site #: 0060

Project: Brookline, MA 2008

Region: 46

Site: Lynch Recreation Center

Grade Config: PK

Site Type: Pre-K Center

Site Size: 4.00

Suitability

Rating

Score

Possible Score

Percent Score

Comments

Suitability - Early Childhood->Site-->Traffic

the school is on a very busy street with limited off street parent drop-off area. Buses/vans drop off in the staff and parent parking lot.

Suitability - Early Childhood->Site-->Pedestrian Traffic

There is significant pedestrian traffic and limited area for parents to come and go.

Suitability - Early Childhood->Site-->Parking

There are more staff than there are parking spaces. There is not sufficient off-site space for parents who bring their children to the site and collect them at the end of the session.

Suitability - Early Childhood->Site-->Play Courts & Fields

The play area is of sufficient size. However, the space is not connected within a fence and the facilities are not appropriate for the student population. The facilities are not age appropriate for pre school. They are also not appropriate for students with disabilities.

Suitability - Early Childhood->Safety and Security-->Fencing

This school provides support for students with autism and ASD. There is not a continuous fence from the building to the play area.

Suitability - Early Childhood->Safety and Security-->Signage & Way Finding

This is a small facility, but the location of spaces is not clear from the signage. The rooms are marginally labeled, but the facility as a whole is not defined.

Suitability - Early Childhood->Safety and Security-->Interior Circulation

Each floor has 2 classroom areas. The spaces between the CR areas is used for restrooms, specialists, etc. There are few hallways, but those that exist are very narrow.

Suitability - Early Childhood->School Climate-->Learning Style Variety

The building is designed with CR and hallways. There are no designed spaces for small group instruction, intake or for assessments. .

Suitability - Early Childhood->General Classrooms-->Size

None of the CR spaces at this school meet size standards for a pre-school space.

Suitability - Early Childhood->General Classrooms-->Storage\Fixed Equip.

Most of the CR have fixed cabinetry to support instruction, including sinks and cabinets.

Suitability - Early Childhood->P.E. - Activity-->Size

The outdoor play area is large enough during the school year and good weather. During the summer ESY program, there is not an areas where there are water-based activity spaces. The building provides limited space for physical activity.

Suitability - Early Childhood->P.E. - Activity-->Adjacencies

The outdoor play area is large enough for the enrollment. However, the fencing is not connected to the school, making it possible for students to escape from staff supervision.

Suitability - Early Childhood->P.E. - Activity-->Storage\Fixed Equip.

The space does not provide age-appropriate spaces and activities for the school population. The space does not provide accessible facilities for the population.

Suitability - Early Childhood->Administration-->Size

There is no dedicated administrative space for this school. There is an office for a secretary on the first floor. The space is marginal with no storage or The secretary provides supervision for the front door. Other offices are located on the 3rd floor.

Suitability - Early Childhood->Administration-->Adjacencies

There is a very small space for reception located near the entrance. There is no administrative area at this school.

Project #: 3404

County: Norfolk

Site #: 0060

Project: Brookline, MA 2008

Region: 46

Site: Lynch Recreation Center

Grade Config: PK

Site Type: Pre-K Center

Site Size: 4.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - Early Childhood->Administration-->Storage\Fixed Equip. The secretarial space has limited ventilation and no heat.				
Suitability - Early Childhood->Restrooms (Student) There are student restrooms on each floor but only some are handicapped accessible or appropriate for the students. Some restrooms need to have changing area spaces.				
Suitability - Early Childhood->Teacher Lounge and Work Room(s) There is no adult lunch room There are adult restrooms, but they are not accessible.				
Suitability - Early Childhood->Cafeteria There is no cafeteria in this school. There is no food service available for students.				

# BASYS Technology Readiness Assessments


### Technology Readiness Report - Full

Project #: <b>3404</b>	County: <b>Norfolk</b>	Site #: <b>0005</b>
Project: <b>Brookline, MA 2008</b>	Region: <b>46</b>	Site: <b>Baker K-8</b>

Technology Readiness	Rating	Score	Possible Score	Percent Score
<b>Technology Readiness</b>				
Comm/IT Equipment Environment	Good	15.00	15.00	100.00
Electrical Power	Unsat	0.00	10.00	0.00
Cooling	Good	10.00	10.00	100.00
Drops & Wireless	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Fair	6.70	10.00	67.00
Video Distribution	Good	5.00	5.00	100.00
Voice Distribution	Good	5.00	5.00	100.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
<b>Total For Site:</b>		<b>86.70</b>	<b>100.00</b>	<b>86.70</b>

Comments

Technology Readiness->Electrical Power

Most of the CR have limited electrical service or it is located in difficult places.

Technology Readiness->LAN-WAN Performance

The server for the school was replaced and has not been reliable.

### Technology Readiness Report - Full

Project #: 3404

County: Norfolk

Site #: 0015

Project: Brookline, MA 2008

Region: 46

Site: Devotion K-8

Technology Readiness	Rating	Score	Possible Score	Percent Score
<b>Technology Readiness</b>				
Comm/IT Equipment Environment	Unsat	0.00	15.00	0.00
Electrical Power	Unsat	0.00	10.00	0.00
Cooling	Unsat	0.00	10.00	0.00
Drops & Wireless	Poor	3.30	10.00	33.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Fair	6.70	10.00	67.00
LAN-WAN Performance	Fair	6.70	10.00	67.00
Video Distribution	Good	5.00	5.00	100.00
Voice Distribution	Good	5.00	5.00	100.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
<b>Total For Site:</b>		<b>51.70</b>	<b>100.00</b>	<b>51.70</b>

#### Comments

Technology Readiness->Comm/IT Equipment Environment

Equipment is located in various closets around the school. The spaces were not designed for technology.

Technology Readiness->Electrical Power

Most instructional areas have electrical outlets that are either poorly located or do not work. Other rooms do not have sufficient electrical outlets.

Technology Readiness->Cooling

There is no cooling for the servers in closets. The one computer lab is very crowded and not sufficiently cooled.

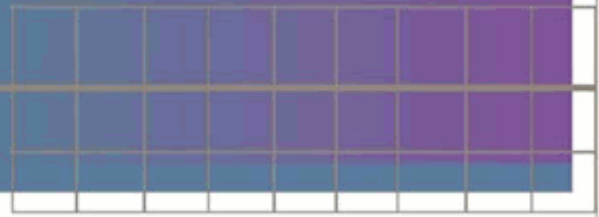
Technology Readiness->Drops & Wireless

The school is aiming for wireless, but some current drops do not work and the basement is described as "a dead zone."

Technology Readiness->LAN-WAN Performance

Some technology is not reliable.





### Technology Readiness Report - Full

Project #: <b>3404</b>	County: <b>Norfolk</b>	Site #: <b>0020</b>
Project: <b>Brookline, MA 2008</b>	Region: <b>46</b>	Site: <b>Driscoll K-8</b>

Technology Readiness	Rating	Score	Possible Score	Percent Score
<b>Technology Readiness</b>				
Comm/IT Equipment Environment	Fair	7.50	15.00	50.00
Electrical Power	Unsat	0.00	10.00	0.00
Cooling	Fair	5.00	10.00	50.00
Drops & Wireless	Poor	3.30	10.00	33.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Good	10.00	10.00	100.00
Video Distribution	Unsat	0.00	5.00	0.00
Voice Distribution	Good	5.00	5.00	100.00
Faculty & Staff Technology	Fair	6.70	10.00	67.00
<b>Total For Site:</b>		<b>62.50</b>	<b>100.00</b>	<b>62.50</b>

Comments

Technology Readiness->Comm/IT Equipment Environment

Some of the servers are in closets that are not designed and not AC.

Technology Readiness->Electrical Power

Many classrooms and the library do not have sufficient electrical outlets for the program.

Technology Readiness->Cooling

Only the computer lab and office have AC. The CR have none.

Technology Readiness->Drops & Wireless

Some CR have only 1 computer drop and working computer. All classrooms are wired for ceiling-mounted projectors, but few have them mounted.

Technology Readiness->Video Distribution

The CR do not have TV or cable.

Technology Readiness->Faculty & Staff Technology

Most teaching spaces have sufficient electricity, but it is not always in the places needed within the rooms.


### Technology Readiness Report - Full

Project #: 3404

County: Norfolk

Site #: 0025

Project: Brookline, MA 2008

Region: 46

Site: Heath K-8

Technology Readiness	Rating	Score	Possible Score	Percent Score
<b>Technology Readiness</b>				
Comm/IT Equipment Environment	Fair	7.50	15.00	50.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Good	10.00	10.00	100.00
Drops & Wireless	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Good	10.00	10.00	100.00
Video Distribution	Unsat	0.00	5.00	0.00
Voice Distribution	Good	5.00	5.00	100.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
<b>Total For Site:</b>		<b>87.50</b>	<b>100.00</b>	<b>87.50</b>

#### Comments

Technology Readiness->Comm/IT Equipment Environment

The server is located in the corner of the computer lab. The whole space has AC. Other switching equipment is located in various closets that are filled with supplies or equipment.

Technology Readiness->Electrical Power

Some CR do not have enough electrical outlets for the program.






### Technology Readiness Report - Full

Project #: <b>3404</b>	County: <b>Norfolk</b>	Site #: <b>0040</b>
Project: <b>Brookline, MA 2008</b>	Region: <b>46</b>	Site: <b>Pierce K-8</b>

Technology Readiness	Rating	Score	Possible Score	Percent Score
<b>Technology Readiness</b>				
Comm/IT Equipment Environment	Fair	7.50	15.00	50.00
Electrical Power	Unsat	0.00	10.00	0.00
Cooling	Fair	5.00	10.00	50.00
Drops & Wireless	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Fair	6.70	10.00	67.00
LAN-WAN Performance	Unsat	0.00	10.00	0.00
Video Distribution	Unsat	0.00	5.00	0.00
Voice Distribution	Good	5.00	5.00	100.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
<b>Total For Site:</b>		<b>59.20</b>	<b>100.00</b>	<b>59.20</b>

**Comments**

Technology Readiness->Comm/IT Equipment Environment  
Some of the equipment is located in appropriate spaces.

Technology Readiness->Electrical Power  
Some rooms have sufficient electrical outlets. In the open area, they are located in the floor or under central shelving units.

Technology Readiness->Cooling  
The computer lab is well conditioned. The other spaces are not.

Technology Readiness->LAN-WAN Performance  
Connectivity is problematic and undependable.

Technology Readiness->Video Distribution  
Classrooms do not have TV.

# BASYS

## Building Assessment System

### Technology Readiness Report - Full

Project #: 3404

County: Norfolk

Site #: 0045

Project: Brookline, MA 2008

Region: 46

Site: Runkle K-8

Technology Readiness	Rating	Score	Possible Score	Percent Score
<b>Technology Readiness</b>				
Comm/IT Equipment Environment	Unsat	0.00	15.00	0.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Fair	5.00	10.00	50.00
Drops & Wireless	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Good	10.00	10.00	100.00
Video Distribution	Good	5.00	5.00	100.00
Voice Distribution	Good	5.00	5.00	100.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
<b>Total For Site:</b>		<b>80.00</b>	<b>100.00</b>	<b>80.00</b>

#### Comments

Technology Readiness->Comm/IT Equipment Environment  
IT equipment is located in spaces not designed for same.

Technology Readiness->Cooling  
Some areas have cooling for the IT equipment.


### Technology Readiness Report - Full

Project #: <b>3404</b>	County: <b>Norfolk</b>	Site #: <b>0505</b>
Project: <b>Brookline, MA 2008</b>	Region: <b>46</b>	Site: <b>Brookline HS</b>

Technology Readiness	Rating	Score	Possible Score	Percent Score
<b>Technology Readiness</b>				
Comm/IT Equipment Environment	Good	15.00	15.00	100.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Fair	5.00	10.00	50.00
Drops & Wireless	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Good	10.00	10.00	100.00
Video Distribution	Good	5.00	5.00	100.00
Voice Distribution	Good	5.00	5.00	100.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
<b>Total For Site:</b>		<b>95.00</b>	<b>100.00</b>	<b>95.00</b>

Comments

Technology Readiness->Comm/IT Equipment Environment

The IT equipment is in a separate room and there is a large AC unit in the outside space, but the IT space is not cooled.


### Technology Readiness Report - Full

Project #: <b>3404</b>	County: <b>Norfolk</b>	Site #: <b>00xx</b>
Project: <b>Brookline, MA 2008</b>	Region: <b>46</b>	Site: <b>Baldwin Alternative School</b>

Technology Readiness	Rating	Score	Possible Score	Percent Score
<b>Technology Readiness</b>				
Comm/IT Equipment Environment	Unsat	0.00	15.00	0.00
Electrical Power	Unsat	0.00	10.00	0.00
Cooling	Unsat	0.00	10.00	0.00
Drops & Wireless	Fair	6.70	10.00	67.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Fair	6.70	10.00	67.00
LAN-WAN Performance	Fair	6.70	10.00	67.00
Video Distribution	Unsat	0.00	5.00	0.00
Voice Distribution	Fair	2.50	5.00	50.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
<b>Total For Site:</b>		<b>47.60</b>	<b>100.00</b>	<b>47.60</b>

**Comments**

Technology Readiness->Comm/IT Equipment Environment

The IT equipment is located in the basement in a corner of the boiler room. There is no AC.

Technology Readiness->Electrical Power

Electrical service is limited in the CR, except the room that has multiple computers.

Technology Readiness->Cooling

There is no AC in the building.

Technology Readiness->Drops & Wireless

Most rooms have sufficient drops. However, some of the drops are non-functioning.

Technology Readiness->LAN-WAN Performance

The computers are not 100% reliable.

Technology Readiness->Video Distribution

There is not cable access to the CR.

Technology Readiness->Voice Distribution

The CR have an intercom phone, but they are disconnected because of student issues. One room has a telephone with an outside line.





