

At a Glance: Lee Academy at the Fifield

25 Dunbar Av Dorchester, MA 02124 **DOE Code:** 00350102

Website **BPS Code:**

Building Educational (BEA)

Building Physical (FCA)

Building Operational

Community

Excellent Good Fair Poor Failing

School Data

Historic Bldg. Name:	Fifield
Current School Name:	Lee Academy at the Fifield
Year Founded:	1971
School Gross Floor Area:	31,654
Ratio of net/gross:	
Operation Hours:	9:30 AM-3:30 PM
Early Dismissal:	
School Type:	Pilot
Individual Class Size:	
Overall Size:	
Grade Span:	K0 - 1
Number of Strands:	
Number of Buildings Associated with One School:	

Schools Housed per Building or Buildings per School

School Name / Building Name	Population	Ed Plan
Lee Academy at the Fifield		
Total:		

Tax Values as of 2015

Tax Parcel ID:
Tax P Type:
Tax Land Usage:
Tax Building Value:
Tax Land Value:
Tax Total Value:
Tax Gross Area:
Tax LV SF:
Tax Living Area:
Compliance Trigger:

MSBA School Data

MSBA GSF:	69,124
MSBA SF/Student:	274
MSBA Space Utilization:	Below
MSBA Students/Classroom:	11
MSBA Enrollment:	281

Site and Building Data

Year Built:	1916
Renovations:	2005
Additions:	
Shelter:	
Resiliency:	
Energy Efficiency:	
Site Acreage:	
Site Expansion:	
Building Gross Floor Area:	31,654
Building Net Assignable Area:	
Parking:	
Ratio:	
Outdoor Learning Spaces:	
Flood Zone:	

Community Uses

Community Resource	School Programs Connection

Documentation

Plans	Site	Arch	Eng
Past Reports			
BeSafe Plans			
MSBA 2010 Needs Survey			

MSBA Building Data

Building Conditions:	1
Building Enrollment:	
Classrooms:	22
Floors:	
Structural Class:	

At a Glance: Lee Academy at the Fifield

BPS 2014 Vision Accommodations

Current Inclusion

PreK:

Inclusion:

STEM

Technology

21st Century:

FF&E

DOE Data

Student Data

FY 2015 Total Enrollment: 164

Enrollment by Grade

PreK:	58
K:	78
1st:	76
2nd:	0
3rd:	0
4th:	0

Gender

Male:	107
Female:	105

Demographic

African American:	59.9
Hispanic:	24.5
White:	2.8
Asian:	6.6
Other/Multi-racial:	4.7
Native American:	0.9

Low Income Students: 81.7

Out of School Suspension Rate:	0
In School Suspension Rate:	0
Graduation Rate:	0
Absentee Students:	14.7
Annual Dropout Rate:	0
2012 Graduates Attending Higher Ed:	0

SAT Scores:

Reading	0
Writing	0
Math	0
2013 Mass Core:	0

Instructor Data

Number of Teachers:	18
Student/Teacher Ratio:	9.1 to 1
Teachers Licensed in Teaching Assignment:	94.4
Number of Classes in Core Academic Areas:	74
Core Academic Classes Taught by Highly Qualified Teachers:	66.2

Building Physical Assessments

Summary

Existing Conditions

Summary

Evaluation of Existing Conditions: Lee Academy Early Learning Center at the Fifield

The intention of this document is to convey an understanding of the Facility Evaluation Criteria rating system in the physical analysis matrix form.

The information provides a general comparison for the different eras of construction and grade typologies of the facilities within the BPS inventory of buildings.

General Description

The following evaluations are based on building walkthroughs with school administration, custodial staff, Architectural and Engineering professionals and BPS facility staff between January 19 and 29, 2016.

The Fifield School was built in 1916. The facility is a 2 story structure with a basement and has a total of 25,068 GSF.

There are no additions or major renovations to the original structure.

Use Group: E-Education (with accessory occupancies A1-Auditorium; A2-Cafeteria; A3-Library/Media Center and A4-Gymnasium)

Architectural Building Description

Type of Construction

Building type: IA or IB - The main structural elements are noncombustible. Base materials would be masonry and concrete. The roof support is unprotected metal beams or bar joists.

Roof

The roof was replaced in 2010 with a tapered insulated, 4Ply polymer hot applied built-up roofing system and topped with an aggregate ballast. The drains are internal to the building appear to be in their original location.

Façade

The building's façade is a running bond red brick with block backup and no drainage cavity. It has all been repointed within the last 10 years. The walls are thermally inefficient due to the lack of insulation but are constructed of materials with good thermal mass and moisture resistance. There were no control joints nor expansion joints in the exterior masonry walls. All sills and lintels are in satisfactory condition.

Exterior Windows

The windows were replaced in 2004. These units are aluminum double hung. Most of the operable units are misaligned in their frame and will not stay open due to failing support mechanisms.

Boilers

The boiler room is provided with two 450 Mills H.B. Smith cast iron sectional Boilers retrofitted with natural gas burners generating low pressure steam. Both the boilers seem to have reached the end of their life and need to be replaced. The boilers, boiler breeching, boiler feed water tank and its piping, etc. are all in a very poor condition and they need replacement as soon as possible except the air compressor. The boilers are provided with induced draft fans which appeared to be OK. The boiler room fresh air intake for combustion is original and not operational.

Heating Distribution System

The low pressure steam is distributed throughout the building via steam cast iron radiators with steam traps and overhead heating pipes. The existing automatic temperature controls are pneumatic. Located within the boiler room is an air compressor. It appears some of the controls in the building were replaced over the years either by the similar pneumatic type, or by the digital type. Classrooms are provided with cast iron radiator systems with steam traps. All building controls are conducted remotely by Boston School District Energy Department. Portions of steam heating distribution piping is not insulated. The radiator steam traps need to be tested and checked for proper operation.

Ventilation Distribution System

There is no air-conditioning available in the school building in any area. As there are no air handing units nor unit ventilators in the class rooms, there are indoor air quality issues in all building areas.

Electrical Service

Electrical Power Distribution System

The 200 amp 120/208 V 3 phase 4 wire utility service with a Cutler Hammer panel board with a main breaker appears to be relatively recent. The electrical distribution utilized one new electrical panel and one old panel which are in good running condition. It is assumed that the electrical wiring from the new panel was also replaced at the time of its replacement.

Utility service meter is located in the main electric room next to the new panelboard.

There is no emergency generator in the building.

Existing Photovoltaics

There are no photovoltaics at this school.

Life Safety

Means of Egress

There is no emergency generator and therefore egress lighting fixtures have battery packs.

The configuration of the corridor egress system and capacity of the egress doors appears to meet egress requirements. There are several existing corridor partitions constructed with combustibile materials and large glazing panels that served as smoke partition. Some of the egress doors open onto stepped landings with no ramps or area of refuge provided. The doors themselves have no fire rating label making these doors non-rated for fire or smoke separation. The egress signs are not illuminated.

Fire Protection System

There is no fire protection system in the building. There is no fire pump in the building.

Fire Alarm System

The existing fire alarm manufactured by Simplex. The fire alarm remote annunciator is also located at the main entrance. The building has smoke detectors in the corridors, class rooms and all other areas. There is no elevator in the building.

Security

The main entry sequence is through a set of double doors opening into a stairway and then corridor. There is no permanent interior line of sight from an office or similar room. The sight lines from the street to the main entry are clear. Corridors are generally wide and long with straight views. Classroom doors are keyed.

Lighting Quantity/Control

All lighting fixtures in administration area and offices, corridors, classrooms and science labs, computer rooms, cafeteria and kitchen are old and need to be replaced. Lighting in classrooms consist of two or three continuous rows of old 2-lamp per cross section linear fixtures. The lighting control in these spaces may not comply with the latest Energy Code as the sensor and manual switches turn on or turn off the lighting 100% i.e. there is no 50% control. All lighting fixtures with controls need to be replaced.

Toilets & Fixtures

Plumbing fixtures in the facility have been replaced and appear to be ADA compliant. No plumbing fixtures were observed to be modern water-saving fixtures.

Water closets are both wall-mounted and floor-mounted units with manual flush valves, generally in fair to good condition.

Urinals are wall mounted with manual flush valves, generally in fair to good condition.

Lavatories are wall hung with self-closing push-down faucets or lever handles, generally in good condition.

Plumbing Distribution Systems

Plumbing System

Domestic Cold Water

The 3" city water main piping enters into the boiler room.

Domestic Hot Water

There is a recently installed 67 gallon natural gas fired domestic hot water heater in the boiler room and it appears to be in good operating condition.

Natural Gas

The existing natural gas system appears to enter into the boiler room located in the basement from outside via a 6-inch gas main which branches out to serve the two boilers and the domestic hot water heater. The piping seems to be in good operating condition.

Sanitary Waste and Vent

The sanitary waste system consists of cast iron pipe and appears to be operating in good condition.

Accessibility

The main entry is not accessible. Side and rear doors are accessible but limit access to the basement. There is no elevator in this facility. Some of the exterior doors have been replaced with metal doors and accessible hardware. Some of the interior doors do not have the appropriate accessible hardware. Many of the classroom doors are without the necessary side maneuvering clearances required to meet accessibility code. There are a number of projections in rooms and corridors along the accessible path that do not meet code.

Structural Systems

The existing first floor structure likely consists of wood framing and wood plank flooring in the classrooms and concrete slabs in the corridors. The floors and roof are likely supported by unreinforced masonry. The foundation is likely a cast in place concrete system. The existing lateral resistance is likely unreinforced masonry shear walls.

Overall, the building structure is in good condition. Not all structural framing could be directly observed due to the finishes, so there could be more damage that is hidden from view. There are multiple moderate cracks in the terrazzo floor finishes. There are a few minor cracks in the masonry walls, potentially suggesting

Site

Located in the Dorchester neighborhood on Dunbar Street across from Roberts Playground. The main entrance is on Dunbar Street. There is a rear walkway that extends to Torrey Street that is permanently locked. The school often uses the assembly space at TechBoston Academy, across Roberts Playground. School children daily visit Roberts Playground and monthly visit the Codman Square Branch Library, two blocks away on Washington Street. There are no opportunities to expand on site. The site is surrounded by a public park and residential homes limiting the prospects to expand the site. The site is in FEMA Zone X, area of minimum flood hazard, outside the influence of the 500-year flood zone.

Parking

Parking is located on the left side of the building and spills on to the play space at the rear of the building. Faculty & staff do not have to double park, and can maintain a clear emergency access route. The parking lot is in fair condition.

Neighborhood Streets

Roadway and sidewalk are in poor condition. The crosswalk to Roberts Playground does not include wheel chair curb ramps.

Drop-Off/Pick-Up

Busses drop-off 1/3 of the students; private vehicles drop-off the remaining students. All drop-off/pick-up is conducted on Dunbar Street. Though there is sufficient width, the process is disorganized.

Walkways/Stairs

All walkways and stairs are in good condition.

MAAB/ADA Accessibility

Main entrance is inaccessible. Only a side and rear accessible entrance that leads to the basement.

Site Lighting

A few site lights for parking lot and the rear of building. Building mounted lighting elsewhere.

Fences/Gates

Cast iron and chain link fencing is in good condition.

Drainage

Site drains well. No water quality infrastructure observed.

Play Areas/Landscaping

Rear play area used more for parking than play. Rear of school includes an outdoor assembly space with wooden benches between the building wings. The side play area is mostly used for raised gardens. The right front yard area includes a nice environmental educational landscaped area. Most play is conducted at the Roberts Playground across Dunbar Street.

Transit/Pedestrian/Bicycle Access

The school is 0.6 miles from the Ashmont Station on the Red Line and #26 bus stops one block from the school. Sidewalks provide convenient access to public transportation. The surrounding residential neighborhood provide for a good walking environment. The narrow streets and nearby major streets provide inconvenient cycling access for elementary students.

SCHOOL NAME: Lee Academy at the FifieldID#: 350001HISTORICAL BUILDING NAME: FifieldSCHOOL ENROLLMENT: 164BUILDING ENROLLMENT: 164SITE VISIT DATE: 1/29/2016

1 | Facility Evaluation Criteria

Physical Analysis:

Major investments in the last 20 years? (> \$5 Mil)

Rating Category

☒ Excellent
 ☒ Good
 ☐ Fair
 ☐ Poor
 ☐ Failing

☐ YES
 ☒ NO
 COMMENT: _____

Roof:

- Membrane
- Space on roof for solar

 NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A
☒ YES ☐ NO COMMENT: _____

Façade

 NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Windows

 NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Boilers

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☒ Replace ☐ N/A

Heating Distribution Systems

 NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A

Ventilation Distribution Systems

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A

Electrical Service

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Existing Photovoltaics

☐ YES
 ☒ NO
 COMMENT: _____

Life Safety:

- Means of Egress
- Fire Protection (sprinklers)
- Fire Alarm

 NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A
 NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A
 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Security:

- Entry Sequence

 NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A

Lighting Quantity/Control

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☒ Replace ☐ N/A

Toilets & Fixtures

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Plumbing Distribution Systems

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Accessibility

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☒ Replace ☐ N/A

Structural System:

Signs of Deterioration:

- Roof
- Floor
- Walls/Columns
- Foundations
- Façade

☐ YES ☒ Not Observed COMMENT: _____
☒ YES ☐ Not Observed COMMENT: Cracks in terrazo
☒ YES ☐ Not Observed COMMENT: Cracks in masonry
☐ YES ☒ Not Observed COMMENT: _____
☒ YES ☐ Not Observed COMMENT: Minor cracks in brick
☒ YES ☐ Not Observed COMMENT: Unreinforced Masonry

Is the lateral system identifiable?

Overall Building Condition

☐ Excellent
 ☐ Good
 ☐ Fair
 ☒ Poor
 ☐ Failing

Community:

Mass Historical Commission Status:

- Inventory of Historic Assets
- State Register of Historic Places

☐ Listed ☒ Not Listed COMMENT: _____
☐ Listed ☒ Not Listed

Emergency Shelter

☐ YES ☒ NO COMMENT: _____

Community Use Spaces

☐ YES ☒ NO COMMENT: _____

Community Building Rating

☐ Excellent
 ☐ Good
 ☐ Fair
 ☒ Poor
 ☐ Failing

Building suitability for school use?

☒ YES ☐ NO COMMENT: _____

SCHOOL NAME: Lee Academy at the Fifield

ID#: 350001

HISTORICAL SCHOOL NAME: Fifield

SITE VISIT DATE: 1/29/2016

2 | Site Evaluation Criteria

Rating Category

☒ Excellent
 ☐ Good
 ☐ Fair
 ☐ Poor
 ☐ Failing

Physical Analysis:

Is the site susceptible to climate change?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	BY 2100	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
Major investments in the last 10 years? (> \$5 Mil)	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	COMMENT:		
Is the building expandable on current site?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	COMMENT:		
Is the site expandable?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	COMMENT:		
Parking Quality	NEEDS BY 2050 <input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Neighborhood Streets	NEEDS <input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Drop Off/Pick Up Routes	NEEDS <input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Walkways/Curbs/Sidewalks	NEEDS <input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
MAAB/ADA Accessibility	NEEDS <input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input checked="" type="checkbox"/> Replace	<input type="checkbox"/> N/A
Site Lighting	NEEDS <input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Fencing	NEEDS <input checked="" type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Drainage	NEEDS <input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Play areas	NEEDS <input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Walls/Slopes	NEEDS <input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input checked="" type="checkbox"/> N/A
Overall Site Condition	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input checked="" type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing

Community:

Mass Historical Commission Status

- Inventory of Archeological Assets (Site Review)

☐ Researched
 ☒ Not Researched

COMMENT:

0.6 mi to Ashmont station / #26 bus nearby

Accessible to Mass Transit?

☐ YES
 ☒ NO
 COMMENT:

Bikable?

☐ YES
 ☒ NO
 COMMENT:

Walkable?

☒ YES
 ☐ NO
 COMMENT:

Well connected neighborhood

Community Site Rating

☐ Excellent
 ☐ Good
 ☒ Fair
 ☐ Poor
 ☐ Failing

Site suitability for school use?

☒ YES
 ☐ NO
 COMMENT:

Educational Assessment

Summary

Educational Analysis

Evaluation of Existing Conditions: Lee Academy Early Learning Center at the Fifield

General Description

Lee Academy is a Pilot school with fiscal autonomy and a Governing Board made up of parents, teachers and others with decision making authority. Currently the school serves grades: K0, K1, K2 and 1 for 194 students including about 30% ELL's. six or seven yellow busses serve the school (over 50% of the population) along with 3 small, special education busses. It is planned to add grade 2 in school year 16-17 and grade 3 in school year 17-18. Since there are no extra classrooms, the introduction of grades 2 & 3 will be accomplished by reducing the younger grade sections (smaller strands)

K0 and K1 are integrated PreK's with nine general education and six special education students each. K-2 students come primarily from the local neighborhood.

There is no place in the school where the entire student population can meet. The school has no: Library / media center, gym, stage, or music room.

iPad cart, and (1 Chrome book cart serve the students with some older laptops, projectors and document cameras. All teachers have laptops.

The school has a strong parent council with well attended meetings. Parents feel secure in this small (neighborhood) school. Home visits are conducted for all students in August.

The school has both before school and after school programs. Community partners include: Center for Collaborative Education, the Elliot School, Boston University, Dorchester YMCA, Urbanity Dance, Swaby Tae Kwon Do, UMass Boston, Jumpstart, The home for Little Wanderers.

Educational Building Analysis

Ventilation

No mechanical ventilation in classrooms or other learning environments

Natural Daylighting

Large windows with clear glass throughout; light blocking window shades in classrooms

Lighting Quality

Fixtures of varying ages and qualities

Acoustical

Hard ceilings and walls, no acoustical ceilings or treatments, poor speech intelligibility

Technology

- Power – Most classroom walls have little or no power, some new power mostly near classroom entrances, not well distributed
- Wireless – recently installed access points though likely tied into older Cat 5 wiring; unknown if fiber cable serves the building
- Interactive – some classrooms have LCD projectors

Furniture

Soft plastic student chairs; desks and tables in good condition

Finishes

In most cases, original surfaces exist including brick wainscoting and plaster walls in a wide range of physical conditions

Environment

Acoustically poor, very difficult for speech intelligibility; most spaces appear old and tired; lack of storage results in a cluttered appearance

Adjacencies of Learning Environments

Many program areas missing; no dedicated rooms for “specials”

Outdoor Classrooms

Two classrooms: one with benches, other set up for planter gardening

Adequacy of Rooms:

- PreK (K0-K1) – undersized; poor environments, little storage, too hot / too cold
- Kindergarten (K2) – undersized; poor environments, little storage, too hot / too cold
- Classrooms – adequate in size but poor environments, little storage, too hot / too cold
- Special Education – little if any pull out spaces, no resource room
- Art Classroom - none
- Music Classroom - none
- Gymnasium – none
- Media Center - none
- Cafeteria – 2 rooms, undersized basement space
- Stage – none
- Medical - undersized
- Administration – no sightlines to building entry, undersized
- Network Room – not air-conditioned, can lead to premature failure of equipment

3 | Educational Analysis

Building originally designed as:

☐ HS ☐ JHS ☐ MS ☐ K-8 ☒ ES ☐ EEC

The grade configuration this school is best suited to:

- Pre-K to 1 ☒ YES ☐ NO
- Pre-K to 3 ☐ YES ☒ NO
- Pre-K to 5 ☐ YES ☒ NO
- Pre-K to 6 ☐ YES ☒ NO
- 4 to 6 ☐ YES ☒ NO
- 6 to 8 ☐ YES ☒ NO

- 7 to 8 ☐ YES ☒ NO
- 6 to 12 ☐ YES ☒ NO
- 7 to 12 ☐ YES ☒ NO
- 9 to 12 ☐ YES ☒ NO

COMMENT: _____

Educational Building Analysis

Ventilation

☒ Excellent ☐ Good ☐ Fair ☐ Poor ☒ Failing

Natural Daylighting

☒ Excellent ☒ Good ☐ Fair ☐ Poor ☐ Failing

Lighting Quality

☒ Excellent ☐ Good ☒ Fair ☐ Poor ☐ Failing

Air Quality

☒ Excellent ☐ Good ☐ Fair ☐ Poor ☒ Failing

Acoustical

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Technology

- Power
- Wireless
- Interactive

☒ Excellent ☐ Good ☒ Fair ☐ Poor ☐ Failing
☒ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing
☒ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Furniture

☒ Excellent ☒ Good ☐ Fair ☐ Poor ☐ Failing

Finishes

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Environment (inviting/stimulating/comfortable):

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Adjacencies of Learning Environments:

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Outdoor Classrooms

☒ Excellent ☒ Good ☐ Fair ☐ Poor ☐ Failing

Overall Building Rating

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

COMMENT: _____

The site includes:

- Play Grounds/Areas
- Accessible
- Play Fields

☒ YES ☐ NO COMMENT: Teacher parking is taking up playground area

☒ YES ☐ NO COMMENT: _____

☒ YES ☐ NO COMMENT: across a street in a public park

Can the building change typology easily?

☐ YES ☒ NO COMMENT: _____

Can the building be transformed educationally to serve 21st C needs?

☐ YES ☒ NO COMMENT: _____

























































































Can the building serve as swing space?

☒ YES ☐ NO COMMENT: _____

Is the building between 85% to 115% utilization rate?

☒ YES ☐ NO COMMENT: _____

4 | Elementary: Pre-K to 5 or Pre-K to 6

Room Type	Quantity	MSBA Area	Actual Area	Adequacy				
Pre-K (K0/K1):	5	1200	740	 Excellent	 Good	 Fair	 Poor	 Failing
Kindergarten (K2)	4	1200	740	 Excellent	 Good	 Fair	 Poor	 Failing
Classroom (General Education)	4	950	740	 Excellent	 Good	 Fair	 Poor	 Failing
Special Education:								
• Self Contained	1	950	420	 Excellent	 Good	 Fair	 Poor	 Failing
• Resource of Small Group	1	500	324	 Excellent	 Good	 Fair	 Poor	 Failing
Art Classroom	1	1000	740	 Excellent	 Good	 Fair	 Poor	 Failing
Music Classroom		1200		 Excellent	 Good	 Fair	 Poor	 Failing
Gymnasium		6000		 Excellent	 Good	 Fair	 Poor	 Failing
Media Center				 Excellent	 Good	 Fair	 Poor	 Failing
Cafeteria	2		1880	 Excellent	 Good	 Fair	 Poor	 Failing
• Stage		1000		 Excellent	 Good	 Fair	 Poor	 Failing
Medical	varies	TOTAL: 410	TOTAL: 252	 Excellent	 Good	 Fair	 Poor	 Failing
Administration & Guidance	varies	TOTAL: 1900	TOTAL: 617	 Excellent	 Good	 Fair	 Poor	 Failing
Custodial/Maintenance	varies	TOTAL: 100	TOTAL:	 Excellent	 Good	 Fair	 Poor	 Failing
• AC Tech Network Room		200		 Excellent	 Good	 Fair	 Poor	 Failing
Other:								
• Science	1		400	 Excellent	 Good	 Fair	 Poor	 Failing
•				 Excellent	 Good	 Fair	 Poor	 Failing
•				 Excellent	 Good	 Fair	 Poor	 Failing

Narrative to Discuss:

- Engaged Learning

The building is not comfortable to learn in: it lacks appropriate temperature control and ventilation. The building lacks a space which can be used as a flexible learning commons for collaborative learning and presentations. The building does not make use of public space for teaching and learning. The building lacks display space for student work to reinforce student accomplishment. The building lacks space for teacher collaboration and planning.

- Differentiated Learning

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

SCHOOL NAME: Lee Academy at the Fifield

ID#: 350102

HISTORICAL SCHOOL NAME: Fifield

- Cognitively demanding tasks/programs

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

- Equitable access to a rigorous curriculum

The building is not clearly an equitable pathway from K-12. The teaching and learning spaces are operated and maintained equitably. The building lacks adequate security for a safe environment for learning. The building lacks a welcoming and coherent entry sequence. The building lacks space for de-escalation and sensory calming.

- Vision of 21st Century digital learning

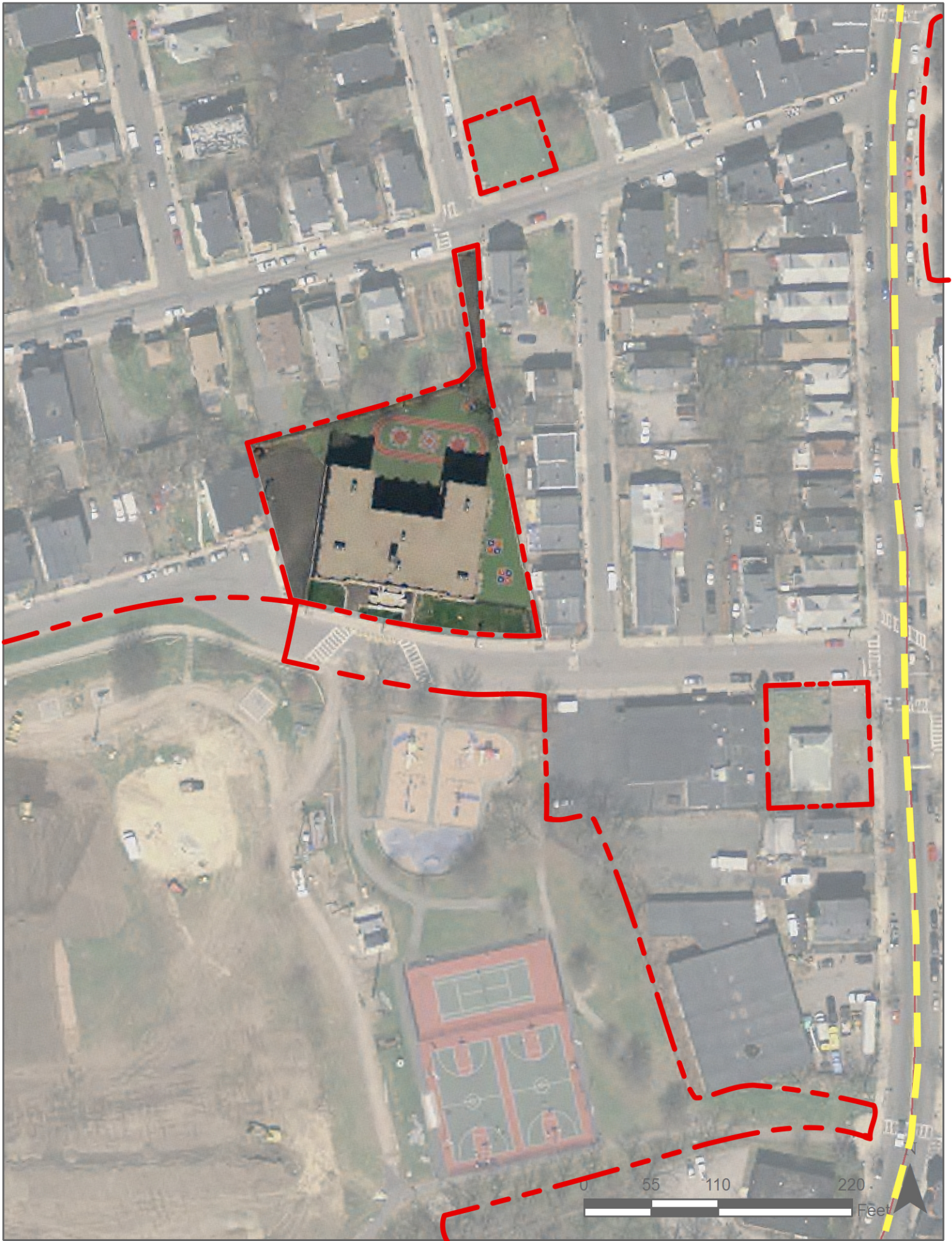
The building has internet infrastructure for all classrooms and public spaces, including fiber backbone, switches, and wireless access points. The system is likely insufficient to support 1:1 or laptop based standardized testing. The building is not flexible and expandable. The building does not connect on multimedia platforms for cross disciplinary programming. Digital arts and media integral to more traditional STEM initiatives.

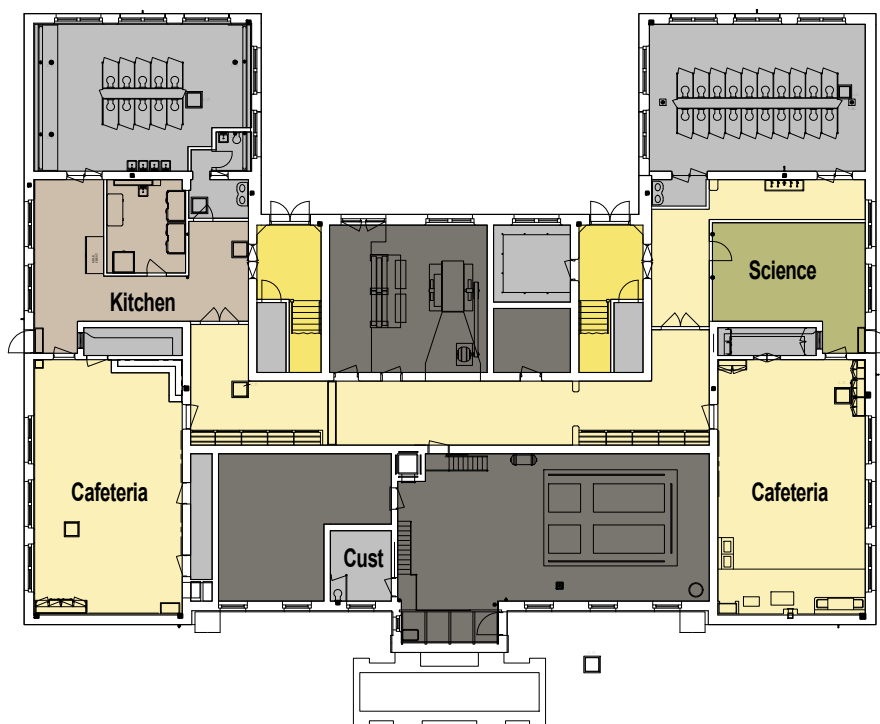
Overall Building Rating:

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Comments:

Many core program spaces are significantly undersized or missing from the building.

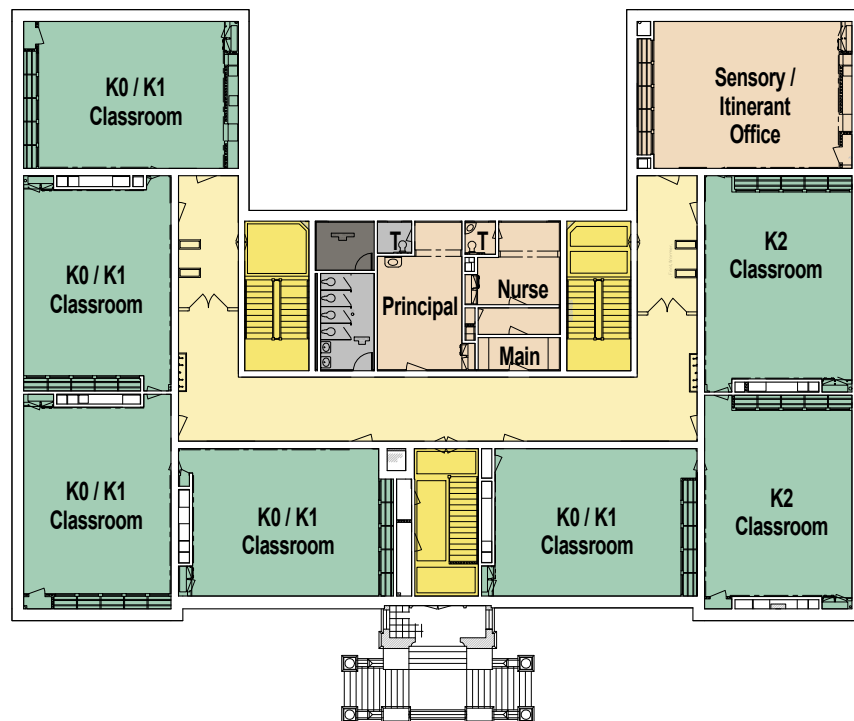




PROGRAM PLAN LEGEND

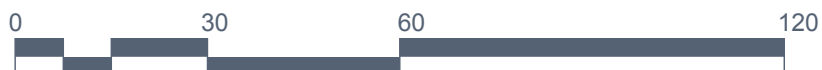
	BUILDING EQUIPMENT		KITCHEN / SERVERY
	CAFETERIA & CIRCULATION		SCIENCE CLASSROOM & SUPPORT
	CUSTODIAL / MAINTENANCE / STORAGE		VERTICAL CIRCULATION

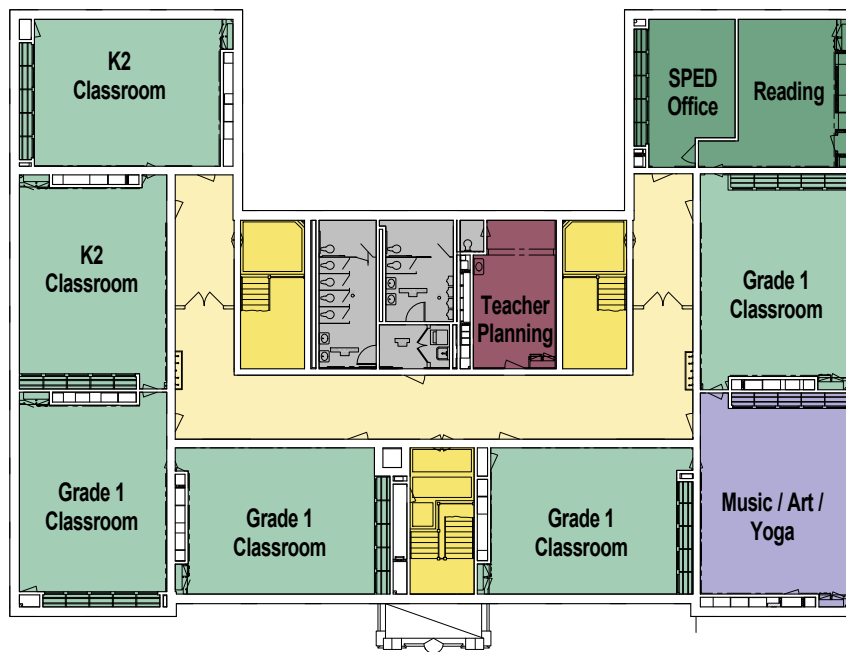




PROGRAM PLAN LEGEND

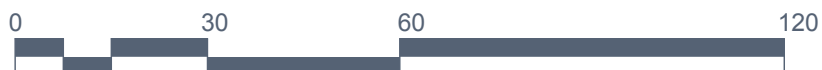
 ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE	 CLASSROOM & GENERAL EDUCATION SUPPORT
 BUILDING EQUIPMENT	 CUSTODIAL / MAINTENANCE / STORAGE
 CAFETERIA & CIRCULATION	 VERTICAL CIRCULATION

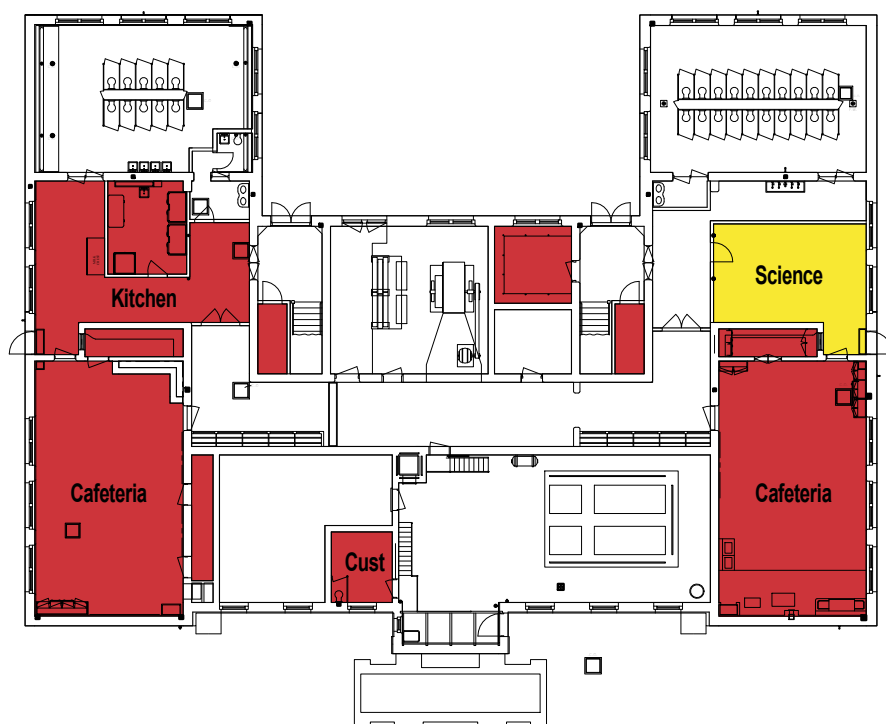




PROGRAM PLAN LEGEND

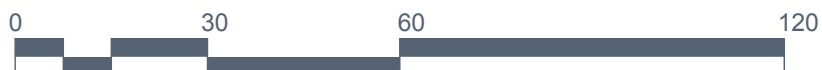
 ART & MUSIC	 SPECIAL EDUCATION
 CAFETERIA & CIRCULATION	 TEACHER PLANNING & SUPPORT
 CLASSROOM & GENERAL EDUCATION SUPPORT	 VERTICAL CIRCULATION
 CUSTODIAL / MAINTENANCE / STORAGE	

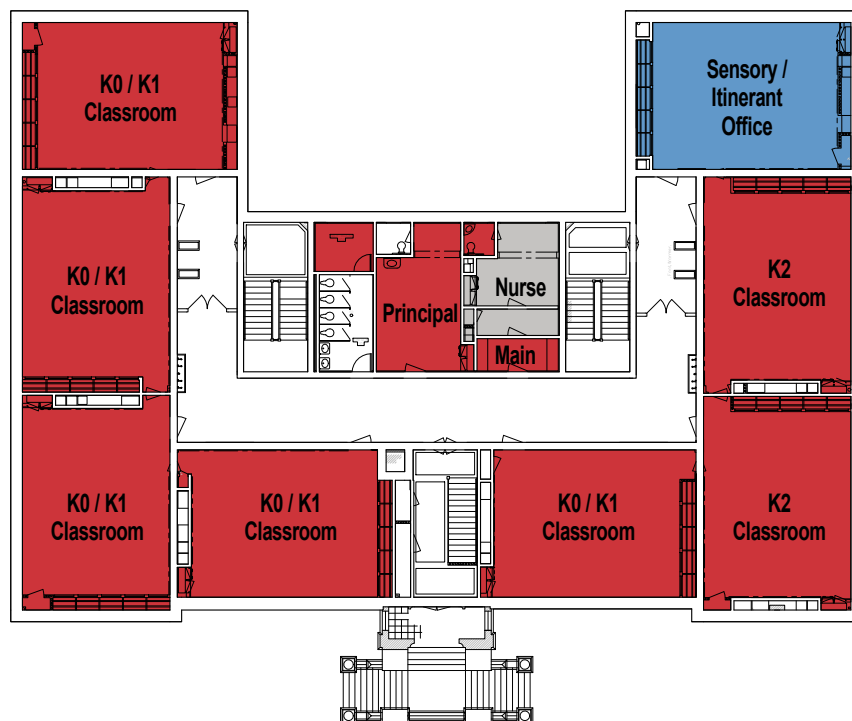




MSBA DEFICIENCY PLAN

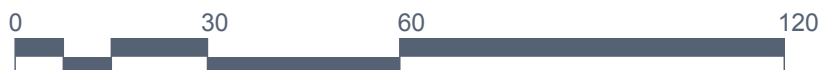
- NOT INCLUDED IN A TYPICAL MSBA PROJECT
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES

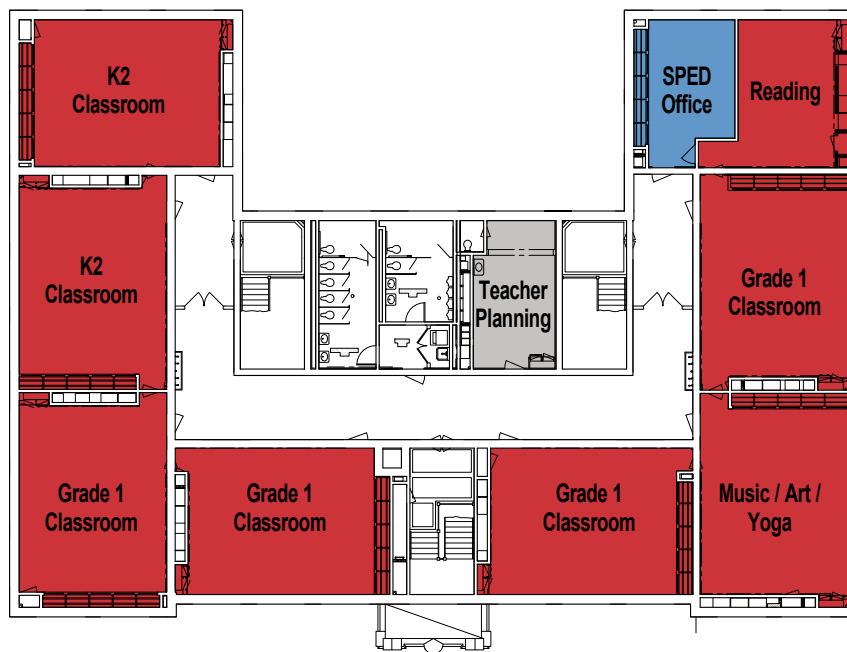




MSBA DEFICIENCY PLAN

- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)





MSBA DEFICIENCY PLAN

- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)

