

# At a Glance: Kilmer, Joyce K-8 Lower School

35 Baker St West Roxbury, MA 02132      **DOE Code:** 00350190

Website      **BPS Code:**

Building Educational (BEA)

Building Physical (FCA)

Building Operational

Community

Excellent    Good    Fair    Poor    Failing

## School Data

Historic Bldg. Name:	Kilmer K-8 Lower
Current School Name:	Kilmer, Joyce K-8 Lower School
Year Founded:	
School Gross Floor Area:	25,068
Ratio of net/gross:	
Operation Hours:	9:30 AM-3:30 PM
Early Dismissal:	
School Type:	Traditional
Individual Class Size:	
Overall Size:	
Grade Span:	K1 - 3
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
Kilmer, Joyce K-8 Lower School		
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:	
MSBA SF/Student:	
MSBA Space Utilization:	
MSBA Students/Classroom:	
MSBA Enrollment:	0

## Site and Building Data

Year Built:	1935
Renovations:	
Additions:	
Shelter:	
Resiliency:	
Energy Efficiency:	
Site Acreage:	
Site Expansion:	
Building Gross Floor Area:	25,068
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:
Building Enrollment:
Classrooms:
Floors:
Structural Class:

# At a Glance: Kilmer, Joyce K-8 Lower School

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## BPS 2014 Vision Accommodations

### Current Inclusion

PreK:

Inclusion:

STEM

Technology

21st Century:

FF&E

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## DOE Data

### Student Data

FY 2015 Total Enrollment: 235

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#### Enrollment by Grade

PreK:

K:

1st:

2nd:

3rd:

4th:

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#### Gender

Male:

Female:

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#### Demographic

African American:

Hispanic:

White:

Asian:

Other/Multi-racial:

Native American:

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Low Income Students:

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Out of School Suspension Rate:

In School Suspension Rate:

Graduation Rate:

Absentee Students:

Annual Dropout Rate:

2012 Graduates Attending Higher Ed:

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#### SAT Scores:

*Reading*

*Writing*

*Math*

2013 Mass Core:

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### Instructor Data

Number of Teachers:

Student/Teacher Ratio:

Teachers Licensed in  
Teaching Assignment:

Number of Classes in Core  
Academic Areas:

Core Academic Classes  
Taught by Highly Qualified  
Teachers:

# Building Physical Assessments

## Summary

### Existing Conditions

## Summary

### Evaluation of Existing Conditions: Joyce Kilmer Lower School

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 Joyce Kilmer K-8 Lower School was built in 1935. 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.

## Existing Conditions Report

### Roof

The roof was replaced in 2006 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 Flemish 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 1994. These units are aluminum double hung. Most of the units are misaligned in their frame and will not stay open due to failing support mechanisms. Most of the glazing seals in the windows have failed.

### Boilers

The boiler room is provided with two 14 section 2845 MBH 350 Mills H.B. Smith cast iron sectional Boilers retrofitted with natural gas burners generating low pressure steam. Both the boilers are in very good condition. The boiler feed water tank is very well insulated and is in a good condition. Overall the boiler room looks very neat and maintained very well.

### Heating Distribution System

The low pressure steam is distributed throughout the building via steam cast iron radiators and or fin tube radiators with steam traps, 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 both horizontal cast iron radiators with steam traps. All building controls are conducted remotely by Boston School District Energy Department. Portions of steam heating distribution piping is not insulated. Seals/sleeves around pipes are missing at wall penetrations throughout the building. Majority of the radiators with the steam traps need replacement as most of them do not appear to be working properly.

### 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 400 amp 120/208 V 3 phase 4 wire utility service with a Cutler Hammer Pow-R-Line-C switchboard appears to be relatively new (about 3 years). This switchboard feeds a distribution board DPBA which has a total of four (2-150 amp and 2-100 amp) branch circuit breakers including one spare to serve all the loads. The electrical distribution utilized both the new electrical panels and some of the old panels which are in good running condition. It is assumed the wiring was also replaced at the time when electrical panels were replaced.

Utility service meter is located in the main electric room.

### 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 combustible 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 Edwards and the model is EST3. 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 accessible entrances at grade open directly into a classroom and is locked after the school is open. The other entry sequence is up exterior stairs, through a set of double doors that open 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 appear to be in good working condition with energy-efficient T8 lamps and electronic ballasts.

Lighting in sixteen classrooms consist of two rows of 2-lamp per cross section linear fixtures.

## 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 condition.

Urinals are wall mounted with manual flush valves, generally in fair 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 piping with the valves comes into the boiler room and is in a good condition. This feeds the make-up water for the boiler and feeds DHW and rest rooms. There is no back flow preventer on the city water line.

#### *Domestic Hot Water*

The EverKleen Domestic water heater fed by Gas is relatively new and the tank capacity is 67 gallons.

#### *Natural Gas*

The 2-1/2" gas main feeds the two boilers and gas water heater.

#### *Sanitary Waste and Vent*

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

## Accessibility

There are two accessible entrances at grade on the Baker Street side of the school and two non-accessible entrance are on the same face of the building. There is no elevator or lifts at 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 floor and roof structure consists of concrete encased steel beams supporting a concrete slab. The floors and roof are supported by concrete encased steel columns. There are masonry walls that are also potentially load bearing. The foundation is likely a concrete cast in place system. The existing lateral resistance is likely unreinforced masonry shear walls.

Overall, the building structure is in excellent to 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 visible signs of concrete spalling, indicating steel encased in concrete. Very few minor cracks are visible.

## Site

The K-8 lower school is located between Baker Street and Macullar Road in a residential district. The school has two main entrances, both on the south side facing Baker Street. One that functions as the primary entrance before the start of school and the other functions as the primary entrance during the school day. All four entrances on the south side of the building are utilized during recess. The playground space is used heavily before, during and after school hours. The outdoor amphitheater is a gathering space for the community during the warmer months. The site is not located in a FEMA flood zone (map # 25021C0043E), nor is there any reported flooding.

### Parking

The site has adequate parking for teachers and staff, but limited parking for visitors. The parking is located to the north parking lot near Macullar Road and the through road on site connecting Macullar to Baker. During snow emergencies visitor parking is prohibited.

### Neighborhood Streets

Baker Street is heavily trafficked, which is reduced to one lane during the drop-off, pick-up sequences. Macullar is a dead-end and low traffic, but resident driveways are blocked during drop off/ pick up.

### Drop-Off/Pick-Up

Buses queue on through street entering in a one way fashion from Macullar Road. The road is completely blocked off causing congestion and no emergency vehicles would be able to access the site during pick up or drop-off. A majority of parents park, and walk their kids to the main entrance. Parents are instructed to park on Baker, Ansonia and Macullar, but park on parts of the sidewalk due to absence of street parking.

### Walkways/Stairs

Walkways and sidewalks are in generally good condition. Walkway from Baker has a slope steeper than 5% with no handrails, but is functional and used by parents and students.

### MAAB/ADA Accessibility

Two accessible entrances are located on the Baker Street side of the school and two non-accessible entrance are on the same face of the building. Kitchen on southeast side of building with convenient access. Before school programs use accessible entrance, when school starts the main entrance is at the southeast corner of the building located at the top of a stairway.

### Site Lighting

Building mounted lighting with the exception of one (1) flood light in the play area off of Baker Street.

### Fences/Gates

Cast iron fence around building needs repainting and is failing in some sections. Recently replaced sections of chain link fence at the parking lot.

### Drainage

One catch basin found on site that appears to be in good condition with site sloping toward this low point. Excessive topography on west side of site.

### Play Areas/Landscaping

The school play areas are in good to fair condition. Significant erosion around outdoor classroom and planter beds. Slope that kids play on has erosion issues as well. Playground is in fair condition and was part of Boston Schoolyard Initiative in 2003. Elements of the play area are worn, but the engineered wood fiber is replaced and in good condition.

### Walls/Slopes

The site has approximately 20 foot grade change on the west side of the building. Students are allowed to play on this graded green-space, which leads to erosion. Walls are in fair condition. Some of the amphitheater seatwalls have exposed concrete footings which could be a tripping hazard, but otherwise are in good condition.

### Transit/Pedestrian/Bicycle Access

The closest T Station is 4 miles from Joyce Kilmer Lower School. Two bus routes are within a half mile of the school, but they are less frequent at every 20 minutes for a bus. The school is in a residential neighborhood with wide sidewalks and slow traffic, so it is easily walkable. The bike access is not designated on the roadways, but the slow traffic helps facilitate bike access.



SCHOOL NAME: Joyce Kilmer K-8 Lower SchoolID#: 350190HISTORICAL BUILDING NAME: Kilmer K-8 LowerSCHOOL ENROLLMENT: 483BUILDING ENROLLMENT: 235SITE VISIT DATE: 1/27/2016

# 1 | Facility Evaluation Criteria

## Physical Analysis:

Major investments in the last 20 years? (&gt; \$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 &amp; 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: \_\_\_\_\_  
☒ YES ☐ Not Observed COMMENT: \_\_\_\_\_  
☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_  
☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_  
☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_

Is the lateral system identifiable?

☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_

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: Joyce Kilmer K-8 Lower SchoolID#: 350190HISTORICAL SCHOOL NAME: Kilmer K-8 LowerSITE VISIT DATE: 1/27/2016

## 2 | Site Evaluation Criteria

### Rating Category

☒ Excellent
 ☒ Good
 ☐ Fair
 ☐ Poor
 ☐ Failing

### Physical Analysis:

Is the site susceptible to climate change?	<input type="checkbox"/> YES	<input checked="" 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 checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	COMMENT:	Over parking lot or play area	
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 checked="" type="checkbox"/> Moderate	<input 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 checked="" type="checkbox"/> Minor	<input 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 checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input 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 type="checkbox"/> Minor	<input checked="" 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 checked="" type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Walls/Slopes	NEEDS <input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input 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: \_\_\_\_\_

Accessible to Mass Transit?

☐ YES
 ☒ NO
 COMMENT: 0.9 mi to West Roxbury commuter rail sta. / no nearby bus line

Bikable?

☒ YES
 ☐ NO
 COMMENT: Well connected neighborhood

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: Joyce Kilmer Lower School

### General Description

The Kilmer lower school has grades PK-3 with an enrollment of 225 students. At the Kilmer there are a host of strong academic programs including technology, art, music and science along with the core academic offerings which give students access to solid foundation of educational offerings. The school also supports various special education programs including K0, K1 special education inclusion and autism strands in 2nd and 3rd grades. There are strong pathway connections between the lower and upper Kilmer which help minimize the impact of transitions at the elementary level.

The Kilmer lacks a gymnasium and cafeteria. The art program is located in a regular education classroom and a number of specific special education programs lack the necessary space to meet the various needs of students. Administrative areas are located away from the main entrance creating security issues for the building and staff.

## 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

Light fixtures range in age and quality

### Acoustical

There are 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 – very little interactive technology

### Furniture

Traditional hard plastic student desks and chairs in serviceable condition

### Finishes

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

### Environment

It's acoustically poor, difficult for speech intelligibility; old and tired spaces are modestly improved by the presence of new lighting; lack of storage results in a cluttered appearance

### Adjacencies of Learning Environments

Many program areas missing; no or undersized dedicated rooms for “specials”, student toilets located only in the basement of this three story building

### Outdoor Classrooms

Outdoor classrooms are modest.

### 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, undersized resource room
- Art Classroom - undersized
- Music Classroom – undersized, shared with science
- Gymnasium – none
- Media Center - none
- Cafeteria – significantly undersized basement space
- Stage – none
- Medical - undersized
- Administration – no sightlines to building entry, old and 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: Though classrooms are significantly undersized

### 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: Double loaded corridor with masonry walls, difficult to reconfigure for larger or other configured rooms Student toilets at lowest level only, no accessibility

The site includes:

- Play Grounds/Areas
- Accessible
- Play Fields

☒ YES ☐ NO COMMENT: \_\_\_\_\_

☐ YES ☒ NO COMMENT: Playground structure is not accessible

☐ YES ☒ NO COMMENT: \_\_\_\_\_

Can the building change typology easily?

☐ YES ☒ NO COMMENT: Small building, Rigid in configuration

Can the building be transformed educationally to serve 21<sup>st</sup> C needs?

☐ YES ☒ NO COMMENT: Would require a comprehensive renovation with additions















































































































Can the building serve as swing space?

☒ YES ☐ NO COMMENT: Can maintain usability as is for elementary grades

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

☐ YES ☒ NO COMMENT: (Yes) for classrooms but the bldg is missing many types of teaching & support spaces

## 4 | Elementary: Pre-K to 8

Room Type	Quantity	MSBA Area	Actual Area	Adequacy				
Pre-K (K0/K1)	3	1200	460, 700, 700	 Excellent	 Good	 Fair	 Poor	 Failing
Kindergarten (K2)	2	1200	700	 Excellent	 Good	 Fair	 Poor	 Failing
Classroom (General Education) Gr. 1-5	8	950	700	 Excellent	 Good	 Fair	 Poor	 Failing
Classroom (General Education) Gr. 6-8		950		 Excellent	 Good	 Fair	 Poor	 Failing
Science		1200		 Excellent	 Good	 Fair	 Poor	 Failing
Special Education:								
• Self Contained	1	950	700	 Excellent	 Good	 Fair	 Poor	 Failing
• Resource of Small Group	1	500	150	 Excellent	 Good	 Fair	 Poor	 Failing
Art Classroom Gr. 1-5	1	1200	675	 Excellent	 Good	 Fair	 Poor	 Failing
Art Classroom Gr. 6-8		1500		 Excellent	 Good	 Fair	 Poor	 Failing
Music Classroom	1	1200/1500	700	 Excellent	 Good	 Fair	 Poor	 Failing
Vocations and Technology		1200/1200		 Excellent	 Good	 Fair	 Poor	 Failing
Gymnasium		6000		 Excellent	 Good	 Fair	 Poor	 Failing
Media Center		2020		 Excellent	 Good	 Fair	 Poor	 Failing
Cafeteria	1	1763	800	 Excellent	 Good	 Fair	 Poor	 Failing
• Stage		1000		 Excellent	 Good	 Fair	 Poor	 Failing
Medical	varies	TOTAL: 410	TOTAL: 153	 Excellent	 Good	 Fair	 Poor	 Failing
Administration & Guidance	varies	TOTAL: 2385	TOTAL: 676	 Excellent	 Good	 Fair	 Poor	 Failing
Custodial/Maintenance	varies	TOTAL: 1900	TOTAL: 512	 Excellent	 Good	 Fair	 Poor	 Failing
• AC Tech Network Room	1	200	90	 Excellent	 Good	 Fair	 Poor	 Failing
Other:								
•				 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.

SCHOOL NAME: Joyce Kilmer K-8 Lower School  
HISTORICAL SCHOOL NAME: Kilmer K-8 Lower

ID#: 350190

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- 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

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- Cognitively demanding tasks/programs

The classroom environment is not sufficiently flexible to allow for different teaching and learning styles. Building lacks adequate learning environments that support music Building lacks adequate 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.

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- Equitable access to a rigorous curriculum

The building is part of an equitable pathway from K-8 only. 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.

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- Vision of 21<sup>st</sup> 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.

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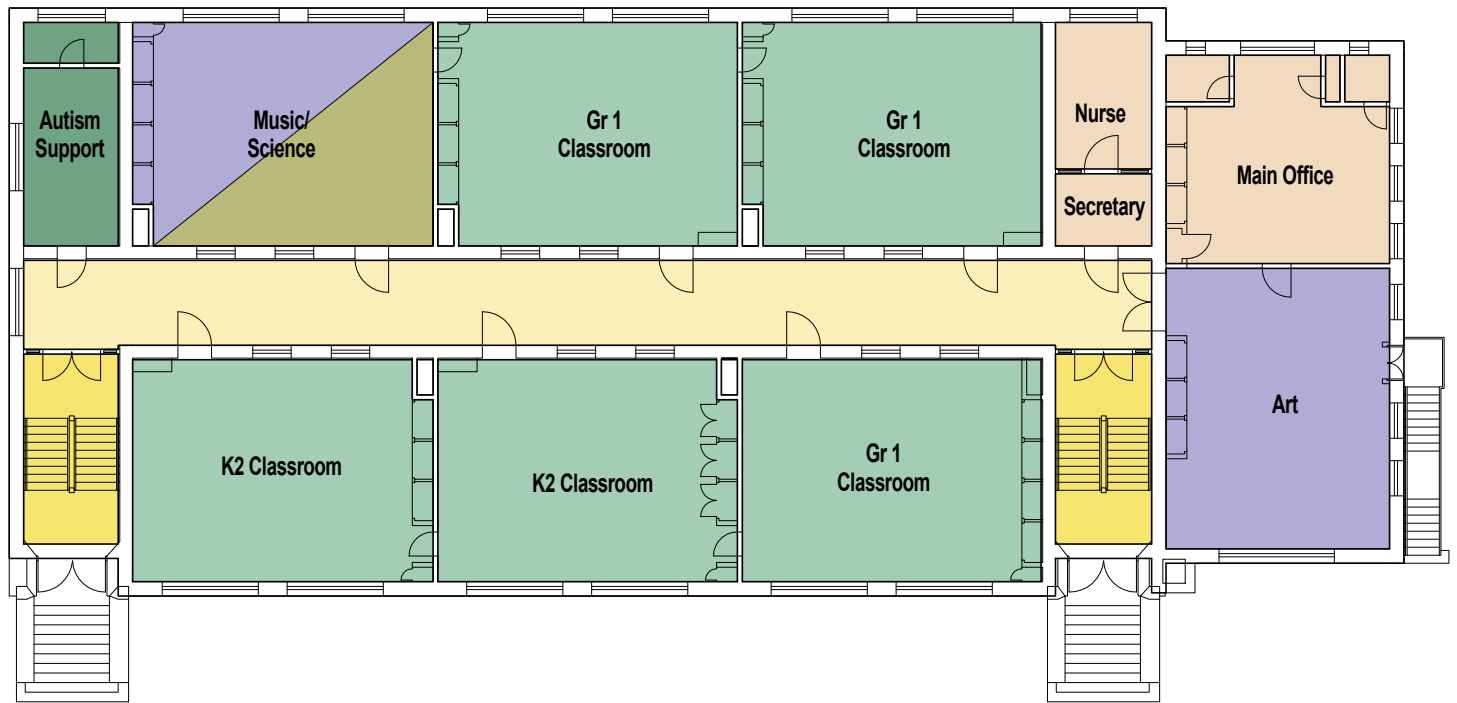


## PROGRAM PLAN LEGEND

- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- KITCHEN / SERVERY
- PHYSICAL EDUCATION & SPORT SUPPORT
- SPECIAL EDUCATION
- VERTICAL CIRCULATION



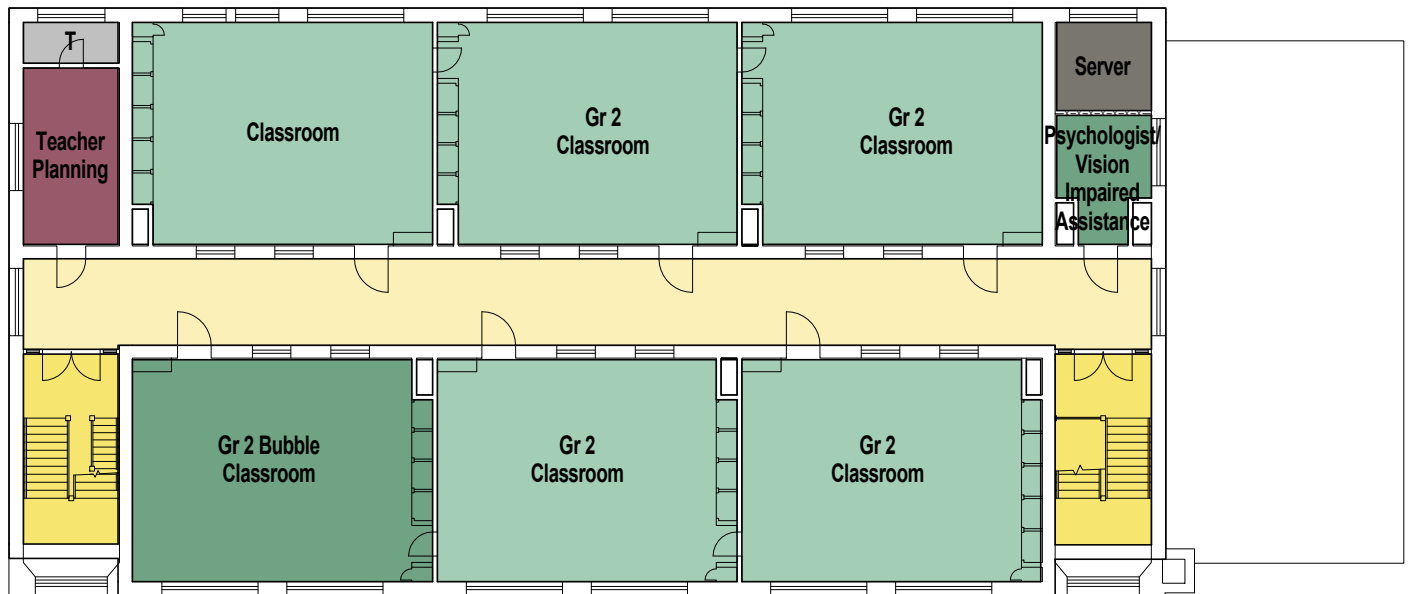




## PROGRAM PLAN LEGEND

- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- ART & MUSIC
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- SPECIAL EDUCATION
- VERTICAL CIRCULATION





## PROGRAM PLAN LEGEND

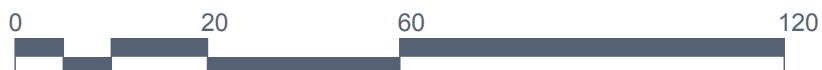
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- SPECIAL EDUCATION
- TEACHER PLANNING & SUPPORT
- VERTICAL CIRCULATION

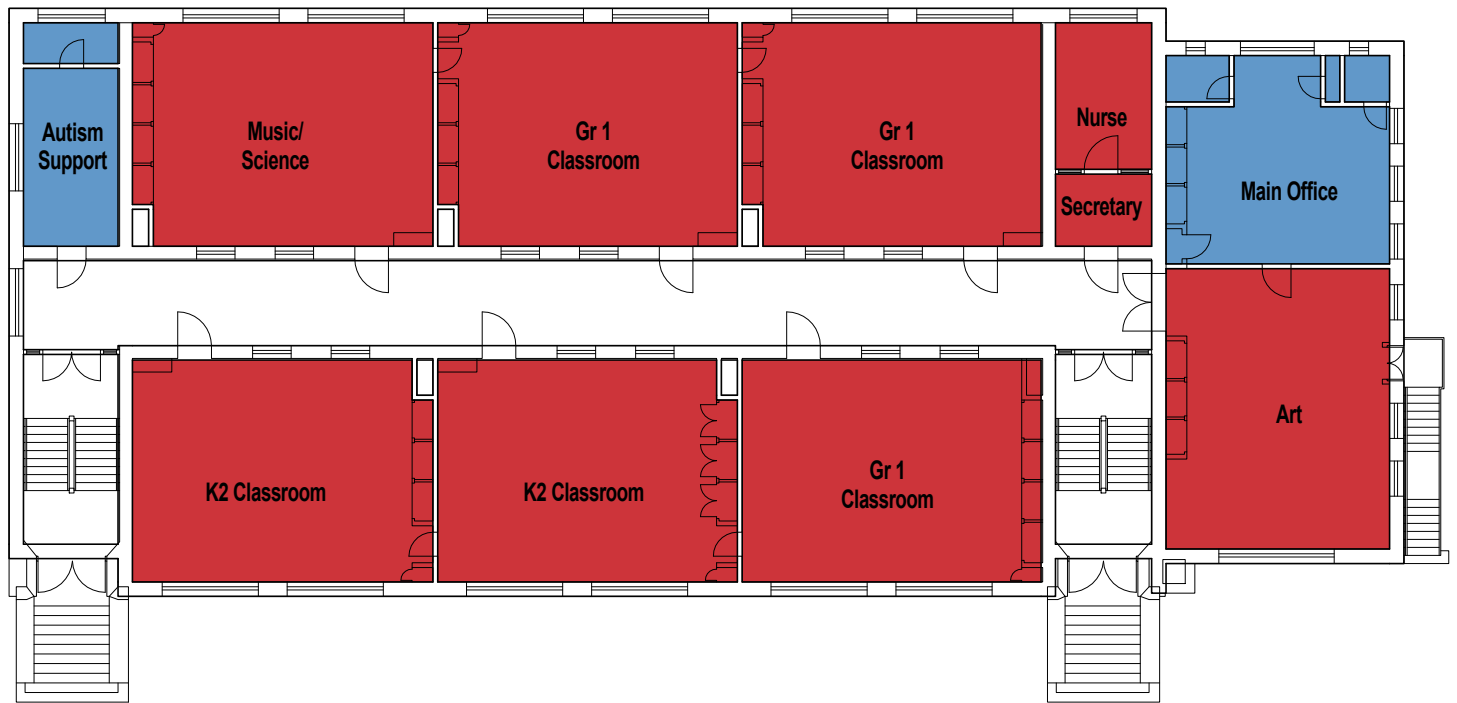




## MSBA DEFICIENCY PLAN

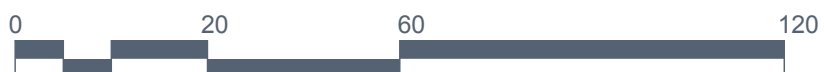
- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)

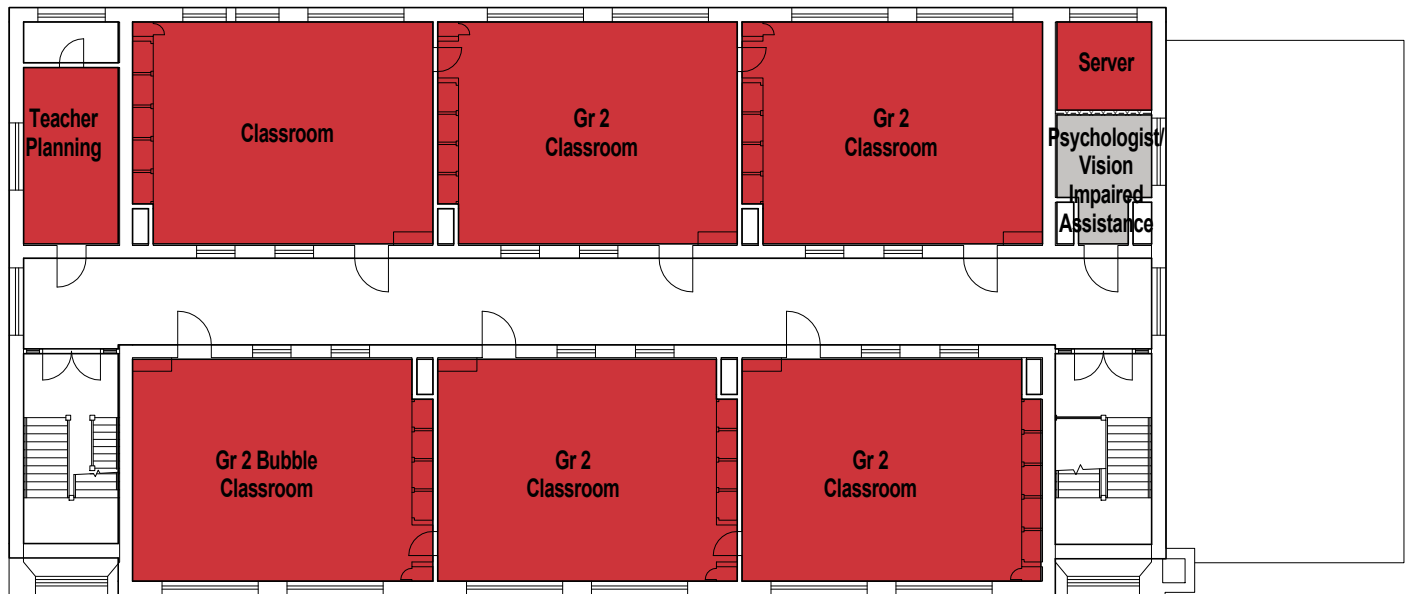




## MSBA DEFICIENCY PLAN

- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES





## MSBA DEFICIENCY PLAN

- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
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